

Blueprint of Major Goals: Work in New Mexico Career Clusters

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1850 Old Pecos Trail
Suite H
Santa Fe, NM 87505
www.goodideas.us

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EXECUTIVE SUMMARY

Following are major goals for the **Work in New Mexico** Initiative.

<i>Immediate Steps</i>
Distribute 3,000 copies of the career clusters guidebook to public education and higher education stakeholders, the business and legislative communities, and One-Stops by November 1, 2006.
Hire a professional firm to complete the development of workinnewmexico.gov . A scope of work for website design should be produced by November 15, 2006.
Develop a Work in New Mexico logo by November 15, 2006.
Print 300 posters promoting the career clusters initiative and website by December 31, 2006.
Produce radio ads by December 31, 2006.
<i>Priority Goals</i>
Assure that there is ongoing internal communication about Work in New Mexico as it proceeds through implementation and that this communication filters down through all levels of the agency.
Merge the Data Sharing Taskforce chaired by the Higher Education Department with the Work in New Mexico Data Systems taskgroup.
Develop a system by which local school systems in conjunction with regional higher education institutions and One-Stops select the career clusters and pathways that make sense for their districts.
Issue an Executive Order that establishes a formal structure by which state agencies establish data management protocols for centralized, shared information.
Create a standing business relations subcommittee of the COC.
Streamline the workforce education system's business services by forming an "A Team" as a single point of contact for existing and prospective businesses about their workforce needs.
Survey business about how to get their input and participation in the Work in New Mexico initiative.
Make workinnewmexico.gov a "business friendly" site that has the economic and labor market data and information resources that employers want and need.
Provide <i>flexible</i> workforce training through increased funding for JTIP and pre-employment training.
Increase interagency cooperation among federally funded workforce programs
Integrate career clusters into each One-Stop business/operations plan. There must be a mechanism in the plan for introducing each person who seeks a job to the career clusters system.
Pilot Health and Biosciences career pathways in schools/community colleges that have the interest and resources to complete them, and identify state funding to support their development.
Link community colleges with One-Stops.
Select statewide interest and skills assessment tools to be used with those entering One-Stops and community colleges.
Provide professional customer service training and cross-training for all front-line staff to assure that there is "no wrong door" for customers.

INTRODUCTION

The New Race for Talent

Businesses across the country are facing increased competition to remain successful. New skills are needed, productivity increases are demanded, and product improvement is required. To meet those demands many businesses are putting a premium on finding skilled workers.

Business surveys, site selection experts, and industry leaders are reporting that the most important factor in business location and retention is a skilled workforce. Some examples include:

For our clients, education has been found to be the single most important service, greatly exceeding the value of all other services combined...The single most important factor in site selection today is the quality of the available workforce...in fact, a qualified workforce may be the single most important determinant in the economic development of any community. Robert Ady, longtime Fantus executive, considered the nation's most experienced site selection consultant.

Notwithstanding the bleak picture of the workforce today, manufacturers surveyed believe that having a high performance workforce is the most important driver of future business success. National Association of Manufacturers, Skills Gap 2005.

The need for skilled workers is expected to increase as the baby boomers start to retire. In fact, many are forecasting a major skills shortage in the next ten years due to an aging workforce headed towards retirement. Forbes magazine wrote: *About 76 million baby boomers, or those born between 1946 and 1964, are set to retire in large numbers by the end of the decade. Boomers make up about one-third of the U.S. workforce, and there aren't enough younger workers to replace them. Labor shortages in key industries will force a radical rethinking of recruitment, retention, flexible work schedules and retirement.*

New Mexico is expected to face some major challenges with an aging workforce. The Local Employment Dynamics programs profile of older workers in New Mexico stated:

The workforce is aging. From 1996 through 2002, and increasing percentage of the workforce was 45 years and older. The proportion of people 65 years and older who continue working has also increased.

New Mexico, like many states, is recalibrating its economic development strategy around building and identifying skilled workers. Several have restructured agencies, modernized their workforce delivery system, and built stronger partnerships with employers and community colleges. A sense of urgency has

been created in which the states that position themselves to meet the demands of businesses for skilled workers will be the “go to” places for business expansion and location.

The Career Cluster initiative provides state leaders a roadmap for getting ahead of the curve in building and identifying a skilled workforce that will generate job growth. The next important step is *execution*.

What's in the New Mexico Pipeline?

As mentioned above, New Mexico is likely to face a skills shortage due to the state's aging workforce. The demographic trends require a pipeline of younger workers with the skills to compete in a global economy. Unfortunately, there are some major leaks in New Mexico's pipeline.

The national organization Achieve reports the state of New Mexico's pipeline of skilled talent as follows:

Of every 100 ninth graders:
60 graduate from high school on time,
34 immediately enroll in college,
22 are still enrolled sophomore year,
10 graduate from college on time.

On all these measures New Mexico is below the national average.

Fortunately, New Mexico has tremendous potential. Leadership from across the state has responded to these challenges by not making excuses but taking action. In the last several years, New Mexico has:

- Created the Governor's Office of Workforce Training and Development to coordinate services to adults seeking to enter the workforce or advance in the workforce.
- Increased elementary and secondary school funding by \$600 million dollars, including raising teachers salaries and increasing teacher training.
- Created a Cabinet lead agency to direct Public Education in New Mexico.
- Established rigorous standards for secondary students in English, Math and Science.
- Created a Cabinet level agency to direct Higher Education efforts in New Mexico.

It is important that momentum is not lost. The Career Cluster Initiative is the next phase in building a competitive New Mexico.

Implementing a Career Clusters System

The Governor formed the Workforce Coordination and Oversight Committee to bring together the state agencies and resources needed to build a pipeline of skilled workers in New Mexico. The challenge for the COC was to align the state's education and workforce development programming with the job demands of the state's current and future economy. The **Work in New Mexico** Career Clusters initiative is the blueprint for that system. It is designed to produce highly skilled high school and college graduates who have the right skills to support New Mexico's high demand businesses. The state now must put the career clusters principles into practice in a fully integrated workforce education system that joins economic, educational and workforce development programs.

To achieve this goal, the COC must define an organizational structure for **Work in New Mexico** that facilitates the development and execution of a common policy agenda among its multiple agencies and allows staff in those agencies to share data, funding, and strategic goals. **Public Works** is assisting the Committee to implement this new system. First, we have prepared the following plan, which outlines the major building blocks that must be put in place for the Career Clusters system to function. Following direction from the COC about its funding and project priorities, in the next phase the COC will develop and oversee the initiation of an operational plan for executing the activities proposed in this document.

Public Works has worked collaboratively with senior agency staff and private-sector partners (see Appendix) to prepare these recommendations. To sort out the top implementation priorities for the Career Clusters initiative, Public Works established the following four multi-disciplinary taskgroups:

- Business Relations
- One-Stop Integration
- Pathways Curriculum
- Data Systems

Public Works conducted five sets of focus groups, with the standing taskgroups listed above, and, at the outset of this goal setting process, with top agency decisionmakers. The outcomes of those taskgroups are described below.

Input from Work in New Mexico Stakeholders

Public Works, over several months, led several multi-agency planning sessions to develop an action plan for Cabinet Secretaries. Each session worked from a facilitation process designed to provide input from all agencies and business leaders. The facilitation process included discussions on the following areas:

Creating a sense of urgency and mission. Each task group was briefed on the purpose and mission of the Career Clusters Initiative. All participants

consisted of several agencies and each taskforce was to identify implementation plans consistent with the charge of COC: align to business, target key industries, and build a pipeline of skilled workers.

Identify objectives and barriers. For each taskforce all participants were involved in developing the “collective voice” of several agencies and stakeholders (including business representatives) as to the objectives and barriers to implementation. Barriers were not to be limited to simply funding.

Identifying short term wins. Every taskforce was asked to identify short terms wins that could be achieved within the next six months. The intention behind each short term win was to create momentum for the initiative and demonstrate tangible progress that would anchor long term goals.

Long term goals. Long term goals—those that would take 3 to 5 years to implement—were part of the facilitation process.

The result is the collective voice and input of several agencies and business leaders about what should be done to implement the Career Cluster Initiative.

OVERARCHING GOALS

The first facilitation meeting included Deputy Secretaries and other senior staff from several agencies. Those attending included: Len Malry, Acting Director, Office of Workforce Training and Development; Deputy Secretaries Catherine Cross-Maple of the Public Education Department and Marilyn Hill of the Department of Labor; Eric Griego, Assistant Secretary at the Department of Economic Development; Neil Meoni of the Chief Information Office; Maggie George, Director of Academic Affairs and Indian Education, Higher Education Department; Charles Pacheco, Assistant Bureau Chief, Department of Labor; Therese Varela, Director Job Training Incentive Program, Department of Economic Development.

Recommendations. Following are the main conclusions that emerged from the goal-setting session with the Deputy Secretaries and other senior staff.

(1) Initiative has an opportunity to make an impact. **Work in New Mexico** needs to communicate a sense of urgency so as to create momentum.

(2) Resources are a concern, but not the biggest concern. The biggest challenge is to assure that state and business leaders remain committed to the initiative.

(3) COC needs to lead by example. COC cabinet secretaries can help assure that **Work in New Mexico** includes alignment of information, funding, access, and performance measures.

(4) No wrong door for customers. All agency staff providing services, whether for individuals or employers, must have the knowledge and training that they need to assist clients and refer them to other providers as appropriate.

(6) Strong public-private partnership. The success of **Work in New Mexico** is dependent on public and private stakeholders working together.

Short term wins. Three issues were consistently identified as needed for short term wins. They included:

(1) Data management. Currently there is no statewide data system. There must be increased interagency sharing of data to ensure that New Mexico can monitor performance throughout the K-20-workforce continuum. (Specific recommendations from the Data Systems taskgroup follow below.)

(2) Federal funding coordination. Agency officials strongly agree that there must be increased interagency cooperation among federally funded workforce programs.

(3) Career Readiness Certificate. **Work in New Mexico** is generating enthusiasm from stakeholders throughout the state about WorkKeys and the Career Readiness Certificate as opportunities to assess workers and certify that they have the skills that are needed by business.

Defining success. Participants were asked to identify how they would define a successful career clusters initiative.

- Communities throughout New Mexico benefit—not just urban areas.
- Individuals' career skills are matched to workforce needs and this correlation can be measured.
- Employers are finding skilled workers in the targeted industry sectors.

Internal barriers. Participants were asked to list external and internal barriers. Discussion focused on the internal barriers. The group then identified the top internal barriers. They included:

- Lack of internal communication.
- Lack of a clear vision and mission.
- The need to put a premium on interagency collaboration.

COC support. Participants identified the leadership they would need from the COC to make the initiative successful over time.

- Ensure that the agency secretaries speak with one voice and demonstrate their commitment to the initiative.
- Assure that there is ongoing internal communication about **Work in New Mexico** as it proceeds through implementation and that this communication filters down through all levels of the agency.
- Coordinate on legislative policy issues, presenting a coordinated agenda to the legislature.
- Recognize that there are real funding/staff issues.

The following sections summarize the outcomes of the taskgroups that explored implementation plans for four functional areas.

BUSINESS RELATIONS

Challenge: The taskforce was asked how the state should engage the business community in career clusters both 1) as a supplier of expertise to the classroom and 2) as a customer of workers and training.

Opportunity: **Work in New Mexico** is a major new initiative that affects technical education from middle school through adulthood. It requires public schools and community colleges to collaborate with regional business partners to identify the career clusters that make sense for the region and develop and deliver needed curricula, and it also provides new opportunities for employers to find skilled workers and upgrade skills in their existing workforce. As such it must have mechanisms to encourage and coordinate business contributions to the classroom and can serve as a clearinghouse of information about training programs and incentives for business.

Recommendations: The committee identified several ways to produce a “win-win” role for business in which it is both utilizing and contributing to the state education and training system. Those recommendations include:

(1) Promote a clear and consistent message. The state must make the case with employers that **Work in New Mexico** responds to their need for a more highly qualified workforce and that there is real value in working closely with the system to tap directly into the future workforce. The Coordination and Oversight Committee should prepare outreach materials that are designed specifically for business and industry that explain the initiative, how businesses can get involved, and how their input will be used.

(2) Partner with existing organizations to form the Work in New Mexico Business Network (WINBN) to coordinate business outreach. **Work in New Mexico** should utilize a network of local, regional and statewide organizations such as chambers of commerce, economic development associations, the Economic Development Department representatives, and industry associations to organize business community support as:

- Champions of the Work in New Mexico initiative and of educational innovation and reform generally;
- Partners in regional education, training, mentorship, and employment ventures; and
- Contributors of industry data, knowledge, and expertise.

(3) Improve the quality of data and information. Employers need information about the labor market, economic trends, and educational incentives that is accurate, reliable, easy to access and use, and *relevant* to their businesses. At present employers find education statistics and information about employment and workforce programs confusing, complicated, and disjointed. As a result, businesses, especially small businesses, don't take advantage of incentives that are available to them or get involved as volunteers. A secondary concern is that the state does not supply the data that prospective investors need to evaluate the quality of the New Mexico business environment.

- Make **workinnewmexico.gov** a “business friendly” site that has the data and information resources that employers want and need. By moving quickly to provide these new services, the Coordination and Oversight Committee will garner support and enthusiasm for the **Work in New Mexico** initiative from the business community.

(4) Streamline the workforce education system's business services. Most businesses, especially the 80% of the state's businesses that are small businesses, do not have the time or manpower to access the workforce services that are available through federal Workforce Investment Act (WIA) funding and state workforce and employment programs. **Work in New Mexico** should offer a single point of contact about career/training opportunities available in communities so that businesses can make the connection between talent (supply) and demand.

- The Coordination and Oversight Committee should form an “A Team” deputized to meet with existing and prospective businesses about their workforce needs and coordinate relations with One-Stop Career Centers, community colleges, and other education and training providers. The A Team would be headed by the Economic Development Department business development group, which has a customer service model already in place, and would include other senior agency officials with expertise in federal and state workforce programs.

Short Term Steps: **Work in New Mexico** must begin to show results immediately if it is to:

- Turn around public-sector perception that state government entities are bureaucratic and non-responsive;
- Demonstrate that this new system will have real and lasting impact.

Following are examples of changes that are urgently needed and that the Governor's Workforce Coordination and Oversight Committee can begin to introduce immediately that will address existing problems and win public support.

(1) Establish Leadership and Accountability.

- Create a standing business relations subcommittee of the COC.
- Appoint a subcommittee chair and set priority goals and deadlines.
- Hire professional staff to manage **Work in New Mexico**.

(2) Utilize Financial and Knowledge Resources Strategically.

- Survey business about how best to get their input and participation in the **Work in New Mexico** initiative.
- Make workinnewmexico.gov the clearinghouse for a strategic outreach campaign that creates a sense of urgency about the impending labor force shortage and the need for more highly educated workers.

Prepare talking points that reinforce consistent and key messages.

Provide business with business-card size cards that reiterate key messages and provide referrals to key government contacts.

Tap high-level corporate contacts to interface with the media.

Arrange meetings with boards of editors around the state.

Add RSS Feed to workinnewmexico.gov website.

Produce **Work in New Mexico** FAQ sheet for website.

- Provide high-quality customer service training for all state government workers involved in **Work in New Mexico**.
- Create targeted philanthropic campaigns (i.e., United Way) through which companies and their employees can contribute to educational goals.
- Pursue federal and foundation grants that advance the community outreach agenda.
- Produce a "Career Clusters Guidebook for Business" that describes pathways into the education system.
- Increase JTIP funding.
- Increase funding for pre-employment training through a model like the Iowa local workforce training bond initiative.
- Create uniform policies for allocation of local workforce board training funds.

(3) Improve Data and Information Flows

- Add comprehensive labor market supply and demand information to workinnewmexico.gov.
- Build capacity of workinnewmexico.gov to serve as the “one-stop” resource for information about the state’s education and training services.

Tie-in with new Public Education Department “Parent Toolkit” and other practical resources.

(4) Engage Stakeholders Directly in Programs

- Make statutory requirement for all secondary and post-secondary technical education programs to have an “industry advisory committee” that contributes “real world” relevance to curricula.
Increase projects-based learning in secondary and post-secondary classrooms.
- Organize mentor programs through the **Work in New Mexico Business Network**.
Hire coordinator to bring together volunteer business mentors and organize their deployment to schools, public speaking events, etc.
Develop teacher externships to create the opportunity to introduce teachers to new technical skill sets and encourage up-to-date and rigorous instructional material. Consider paid teacher externships in business during the summer (explore Qualcomm model).
Support student internships and service learning.
Explore possible tax credits to businesses for providing teacher externships/student internships.

Establish Community Colleges at the Center of Regional Workforce Development Alliances

- Build on strength of community colleges to be flexible in creating solutions for business and on their established relationships with employers by ensuring that each community college in the state has a senior person responsible for business outreach.
- Training options must be flexible: available at more times and locations, and for all levels of learners (lowest level learners, job changers, skill upgrading).
- Educational levels in many communities are very low; employers (especially new employers) often don’t know how severe the deficits are: (e.g., approximately 400,000 functionally illiterate individuals in NM workforce).
Community college services must focus on basic skills, remediation and work readiness skills.

- One-Stop system is ineffective and overly bureaucratic. Community colleges can be a bridge between One-Stops and businesses.

PATHWAYS DEVELOPMENT

Challenge: The taskforce was asked to identify which of the 7 career clusters and pathways should be developed first.

Opportunity: The most critical task in implementation of career clusters is the development of actual coursework. Currently, the Career Clusters Guidebook outlines career pathways for each cluster, and educational experience needed to enter a chosen occupation. The next step must be to have courses developed. By identifying a cluster and starting on development, the state demonstrates leadership and a commitment to have a clusters system.

Recommendations:

(1) Demand-Driven System. Develop a system by which local school districts, in conjunction with regional higher education institutions and One-Stops, work together to select those career clusters and pathways that are most relevant to their communities. The development of the career clusters curricula should ideally be driven by demands from local regions.

(2) Initial Cluster Development. In the short-term the taskforce recommends developing those clusters that have the greatest number of transferable skills. By developing transferable skills first, the state will maximize the number of courses developed as a basis for future clusters. Based on this rationale, following are the recommended order of clusters for development.

Cluster	Percentage of Transferable Skills	Order of Development
Health and Biosciences	79%	1
Engineering, Construction and Manufacturing	73%	2
Arts and Entertainment	72%	3
Hospitality and Tourism	68%	4
Energy and Environmental Technologies	65%	5
Communications and Information	58%	6

The taskforce notes that Health and Biosciences is a well-rounded cluster to begin development because job demands for the cluster are present even in the most rural areas of the state. Cuba and Clayton, two of the most rural and remote areas of the state, have healthcare facilities in need of trained personnel. In addition, the cluster represents one of the fastest growing industries in the state (healthcare) and as well as one of the industries the states seeks to grow and that will demand a highly qualified workforce (biosciences). The State and communities have invested substantial resources at the community college level in technical degree programs to support the health industry, which will assist in the expedited development of the cluster.

(3) Pathways Development. In order to develop the pathways within each of the clusters, the taskforce suggests a locally driven model, which would include first understanding which school districts and college partners in New Mexico are open to development of the health and biosciences cluster and then surveying those districts to understand which of the pathways are most in demand from the local employment base. This approach makes the adoption of the curricula and pathways programs more likely from local district, which is the end goal of the clusters initiative.

Short-term Steps:

(1) Complete a statewide survey of existing secondary and higher education course work and curricula that meet the identified career cluster pathways in Health and Biosciences.

(2) Complete a nationwide survey of curriculum development at both the secondary and higher education levels. The state should identify and purchase curricula that have already been developed where appropriate.

(3) Identify school districts and higher education institutions in the state that have a desire to develop and implement a Health and Biosciences career cluster. The state should enter into formal partnerships with these schools and identify state resources to be used in supporting the development of the programs.

ONE-STOP INTEGRATION

Challenge: The working adult population may be one of the hardest to introduce to the state's career clusters, but represent the segment of the population most likely to start filling the workforce pipeline for these industries. One-Stops are administered independently through Local Area Workforce Boards, and each of the state's workforce regions has a different approach to integrating services.

Opportunity: The state's adult population looking for work will most likely frequent a One-Stop. This presents an opportunity to introduce adults to the state's career clusters, better paying careers, and the training needed to be hired in key industries. The State Workforce Board and Office of Workforce Training and Development have made establishing high quality, integrated One-Stops a top priority. The state's local workforce boards have identified locations around the state for 8 of these model One-Stop workforce centers. This creates an opportunity to integrate career clusters into the work of these One-Stops.

Recommendations: The taskforce identified the following major recommendations.

(1) Need standardized approach statewide. Career clusters need to be integrated into each One-Stop business/operations plan. There must be a mechanism in the plan for introducing each person who seeks a job to the state's clusters.

(2) Career Counselors are Key to Success. First, One-Stop career counselors must receive training and tools to understand and be able to use career clusters in day-to-day work with clients. Specifically, the taskforce recommends the development of a new tool for One-Stop career counselors to use in narrowing choices and walking clients through cluster options. The state corrections department has an example of a successful model. The taskforce envisions industry as a key part of training for One-Stop career counselors. Industry partnerships can be formed by asking the local industry to designate a representative to provide training and regular input to the One-Stop counselors. Second, efforts must be taken to allow appropriate time to introduce and counsel each job seeker about career clusters. Specifically, the taskforce recommends One-Stops look at management models using para-professionals who do partial screening or data entry so that more of the case manager's time is spent with the client. The state must seriously look at the ratio of career counselors to clients as a tool to make career clusters successful. An appropriate ratio should be set by the state board and or Office of Workforce Training and Development, and One-Stops should report their actual ratio on the same basis as other performance measures. Additionally, funding will need to be assured to maintain appropriate ratios.

(3) Community Colleges Need a Link to One-Stops. An example was used of Houston area One-Stops whose career counselors have close working relationships with the local community college. When a client identifies interest in a particular career and needs training, the counselors picks up the phone with the client in the room and schedules an appointment with the community college.

Short-term Steps:

Produce marketing materials geared toward adult job seekers in One-Stops. These materials must be substantial and include posters generating interest, possibly a video introducing the industries and opportunities available and take away materials such as tri-fold brochures.

Complete the State Workforce Board and Office of Workforce Training model One-Stop plan. When released, this plan should include a section on introducing and delivering training on the state's career clusters.

Local workforce boards are currently in the process of selecting assessment tools for those entering a One-Stop. The tools selected need to work cooperatively with the state's career clusters.

DATA SYSTEMS

Challenge: The Data Management Taskforce stated that various agencies within New Mexico state government collect large amounts of data; the need however is for using the data to offer information and analysis.

Opportunity: The main recommendation the taskforce identified is to create a state data network that would coordinate data among the various agencies. This data network would be a stand-alone entity, the Governor's Office of Economic Research and Information, with a small staff and an oversight commission. The mission of the entity would be to provide the supply and demand data to drive and support economic development. Florida was suggested as a possible best practice model.

Recommendations: The taskforce identified several recommendations for establishing a functional and sustainable data management system. Those recommendations included:

(1) Executive Order by the Governor. The executive order would establish a formal structure by which state agencies establish data management protocols for centralized, shared information.

(2) Enabling Legislation. The Governor's Office of Economic Research and Information would be codified as a stand-alone entity through enabling legislation.

(3) Oversight commission. The taskforce recommends an oversight commission that includes public and possibly private appointments.

(4) Funding. To have a fully operational data management system, financial resources will need to be available. Specifically the data management entity will need administrative support as well as policy and program analysts.

Short term steps. Several short term projects were identified.

(1) Merge the Data Sharing Taskforce chaired by the Higher Education Department with **Work in New Mexico**. The Data Systems taskgroup agreed with the Data Sharing Taskforce recommendation that the two groups work together to meet their common objectives.

(2) Assure partners that data will be protected. The taskforce strongly believed it was important to communicate that data coordination would not interfere with privacy protections of information. A matrix of confidentiality provisions was suggested.

(3) Identify initial priorities. The taskforce recommended that deadlines and deliverables be outlined and enforced.

(4) Supply/demand research. The consensus view was the state is data rich but information poor. The first priority should be providing information about the supply and demand needs of New Mexico's workforce. The taskforce also noted that census data undercounts too many New Mexicans. To provide more accurate counts of the New Mexican population, data coordination can be an opportunity to successfully challenge census undercounts.

(4) Inter-agency protocols on information sharing. The taskforce recommended targeted data acquisition in which information protocols would be established.

(6) Identify partners. Several potential partners outside state government were recommended to participate in developing a data management system. Some of those potential partners included: the Association of Commerce and Industry (ACI), universities, local chambers, and New Mexico IDEA.

OUTREACH AND COMMUNICATIONS

Challenge: The **Work in New Mexico** Initiative will require extensive partnership between state agencies and between private and public sector entities to be successful. As the initiative is implemented over the next three years it will be easy for these partners to go back to their day-to-day work and put aside the vision of developing career clusters. Communication on a regular basis to clarify the goals of the Work in New Mexico Initiative and update partners on momentum and accomplishments will be imperative to sustaining long-term development.

Public Works would like to recognize and thank COC committee members Secretary Conroy Chino, Marc Christensen and Debbie Johnson for their extensive

work in developing and providing expert advice and input on this communications plan.

Opportunity: Regular and consistent communication will reiterate to both state staff and key local stakeholders the urgency in developing a career clusters system and lay the foundation for shared success. Repetition of the career clusters goals and promise will be the key to drive this change in our workforce system.

Recommendations:

Internal Communications

Communication to Agency Staff from Governor. It is recommended that the Governor send an electronic message to all staff from agencies represented at the COC by November 1, 2006. In this message, the Governor will reiterate that the **Work in New Mexico** Initiative is a priority for his administration. The message will clarify the Governor's goal to have a workforce system that is training New Mexicans for the exciting new career opportunities available in the state. In addition, the message will stress the importance of interagency cooperation and ask staff to commit their resources to working with other agency staff to implement and build a successful state career clusters system.

Communication to Agency Staff from Cabinet Secretary. The message from the Governor should be followed in the first week in November by messages from each of the Cabinet Secretaries to their staff. These messages will clarify the agencies specific roles in the **Work in New Mexico** Initiative and note the ways in which a successful initiative will support the goals of the department and its mission.

Train Front Line Staff. The first and most critical audiences to understand the state's career clusters are the front line staff who will be called upon to introduce clients to the career clusters. These staff include: high school counselors, One-Stop career counselors, and TANF case managers. The Annie E. Casey Foundation has provided a grant in the amount of \$25,000 to be used for the development and delivery of such training. Training should be developed by December 31, 2006 and begin in January.

Development of internal newsletter. A regular newsletter geared at state staff—as well as external stakeholders such as high school counselors, One-Stop administrators and counselors, and business partners—will serve as a mechanism to update partners on the progress being made as the implementation process proceeds.

External Communications

Distribution of Career Clusters Guidebooks. 3,000 copies of the guidebooks need to be distributed to public education and higher education stakeholders as well as to One-Stops by November 1, 2006. It is recommended that the Secretaries of Public Education and Higher Education send the guides to these constituencies along with a letter explaining the **Work in New Mexico** Initiative and asking for their support in developing career clusters.

COC and Business Community Speakers Bureau. COC members and selected members of the business community should deliver speeches and presentations to key stakeholder groups, including the business community, economic development groups, local workforce boards, local school boards and board of higher education, local community leaders as well as local print and radio. Both talking points and a presentation would be developed for this effort by November 1, 2006.

Printed Brand. By November 15, 2006 a logo design needs to be developed in an effort to create continuity and recognition for the **Work in New Mexico** Initiative. The New Mexico Economic Development Department has design staff with creative capability and expertise. If the Department is unable to create the design, the COC should use funds raised from the private sector for the design, which should be applied to the presentation, posters, brochures, website and any written material printed by the state or committee members about **Work in New Mexico**.

Strengthen Website. The website should be an interactive site, which has search capabilities to help users quickly obtain information on an industry or career of interest. In addition, the website should feature interest inventory software that allows users to identify their interests and strengths with potential career opportunities. The website should also be organized for business and job seekers to quickly find specific information. The website will be maintained by the Office of Workforce Training and Development. It is recommended that a professional firm complete the development work. A scope of work for website design should be produced by November 15, 2006.

Posters. It is recommended that 300 posters generally promoting the career clusters guidebook and website be printed by December 31, 2006. Distribution would be to high school counseling offices, One-Stops, TANF offices and DOL offices throughout the state. Both the Economic Development Department and the Labor Department have in-house capability to print such documents. The next generation of posters promoting **Work in New Mexico** should be a collaborative effort between the targeted industry groups and the COC. The posters should highlight individual industries and be paid for in-part or in-full by those industries.

Brochures. By December 31, 2006, an initial printing of 25,000 general brochures should be available. These tri-fold brochures should direct students, teachers, counselors, TANF clients and adults to **www.workinnewmexico.gov** and to locations where printed guides and counseling are available. Parallel to the poster printing, a secondary round of brochures should highlight targeted industry group

and should be a collaborative effort between the COC and those industries. Brochures can be paid for using a portion of the Casey Foundation grant (\$10,000) since they will be used to train local counselors and the remainder (\$15,000) should be paid out of the private sector monies provided raised by the Greater Albuquerque Chamber of Commerce.

Radio. A production or marketing company will need to be hired to both produce radio ads and purchase the placement of ads in local markets around New Mexico. It is recommended that production be completed by December 31, 2006 and ads begin to run after the first of the year. The radio spots should highlight individuals who found a career or a better paying career in one of the **Work in New Mexico** targeted industries and describe the educational pathway they took to get there. It is recommended that \$25,000 of the private sector money raised through the Albuquerque Chamber of Commerce be used to produce and make an initial purchase of advertising. Radio is recommended over television because it is more affordable and is available in virtually every rural and urban community across the state.

APPENDIX

The **Business Relations** subcommittee of the Work in New Mexico Implementation Team is made up of the following members:

Eric Griego, Director of
Economic Development, New Mexico
Economic Development Department
Marilyn Hill, Deputy Secretary,
Department of Labor

Ann John, Director of Credit,
Financial Shared Services, Medical
Products and Services, Cardinal
Health

Marie Longserre, President and
CEO, Santa Fe Business Incubator

Danielle Montoya, Public
Information Officer, Public Education
Department

Laura Mulry, Public Information
Officer, Higher Education Department
Jeff Parker, Regional Director,
Manpower

Robert Rhodes, Vice President
of Training and Outreach, New Mexico
Junior College

Tina Rulo, Vice President
Human Resources and Administration,
Eclipse Aviation

Fabian Trujillo, Team Leader,
Your Homefield Advantage, Economic
Development Division, New Mexico
Economic Development Department

The subcommittee produced its recommendations following meetings on:
Wednesday September 20, 2006
Tuesday October 3, 2006

The **Pathways Development** subcommittee of the Work in New Mexico Implementation Team is made up of the following members:

Catherine Cross-Maple, Deputy
Secretary, New Mexico Public
Education Department

Jozi DeLeon, Deputy Secretary,
New Mexico Higher Education
Department

Bill Dunbar, Deputy Secretary,
New Mexico Children, Youth and
Families Department

Herb Greenwall, Economic
Research and Analysis, New Mexico
Department of Labor

Tobi Ives, Workforce Training
Administrator, New Mexico Film Office

Len Malry, Executive Director,
Governor's Office of Workforce
Training and Development

Patricia Parkinson, Assistant
Secretary, New Mexico Public
Education Department

Therese Varela, Director Job
Training Incentive Program, New
Mexico Economic Development
Department

The subcommittee produced its recommendations following a meeting on:
September 6, 2006

The **One-Stop Integration** subcommittee of the Work in New Mexico Implementation Team is made up of the following members:

Marc Christensen, Director of
Corporate Communications, PNM
Lois Johnson, Governor's Office
of Workforce Training and
Development
Herb Greenwall, Economic
Research and Analysis, New Mexico
Department of Labor
Eric Griego, Director of
Economic Development, New Mexico
Economic Development Department
Fabian Trujillo, Team Leader,
Your Homefield Advantage, Economic
Development Division, New Mexico
Economic Development Department
Sandra Cordova, Director of
Contract Services, New Mexico

Human Services Department and
Southwest Area Workforce Investment
Board

Patrick Newman, WIA
Administrator, Workforce Connection
of Central New Mexico

Cathy Sisneros, Bureau Chief
Work and Family Support Bureau,
New Mexico Human Services
Department

Ralph Vigil, Department of
Vocational Rehabilitation, New Mexico
Public Education Department

Marty Waller, Workforce
Training Center, Central New Mexico
Community College

The subcommittee produced its recommendations following a meeting on:
September 15, 2006.

The **Data Systems** subcommittee of the Work in New Mexico Implementation Team is made up of the following members:

Terry Bollanger, President, New
Mexico Tecknet
Mark Boyd, Economist, New
Mexico Department of Labor
Stephen Easley, Chief
Information Officer, Governor's Office
of Workforce Training and
Development
Paul Landrum, Director of
Planning and Research, New Mexico
Higher Education Department

Mark Lautman, Director of
Economic Development, Mesa del Sol
Kelly O'Donnel, Deputy
Secretary, New Mexico Economic
Development Department
Robert Piro, Chief Information
Officer, Public Education Department
Nick Potter, UNM BBER
(Bureau of Business and Economic
Research)

The subcommittee produced its recommendations following a meeting on:
September 7, 2006.