


# WORKFORCE GRO: INVESTING IN NEW MEXICO'S WORKFORCE

## Fiscal Year 2026 Workforce Training, Internship, and Apprenticeship GRO Appropriations Outcome Report

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AT A GLANCE

# WORKFORCE GRO

## BY THE NUMBERS

# $18.97M

**Invested in workforce training across New Mexico in Fiscal Year 2026.**

**841**

**Programs, Internships, and Apprenticeships Supported**

**8,411**

**Students Served**

**93.9%**

**Program Completion Rate**



*Photo courtesy of San Juan College*

**WORKFORCE GRO IS MAKING A MEASURABLE DIFFERENCE IN COMMUNITIES STATEWIDE.**

SKILLS THAT PAY

# WAGE INCREASES FOR NEW MEXICANS

Workforce GRO participants are seeing higher earnings after completing training. Both self-reported wages and wage records matched by the New Mexico Department of Workforce Solutions (NMDWS) show positive wage growth.



## SELF-REPORTED DATA

**68.1%**
OF PARTICIPANTS EXPERIENCED WAGE GROWTH

*Among 72 participants with a self-reported, classifiable pre-to-post training wage outcome.*

**+$3.85/hour** AVERAGE HOURLY WAGE INCREASE (*N* = 20)

**+$22,217/year** AVERAGE SALARIED WAGE INCREASE (*N* = 14)

**98%**
OF PARTICIPANTS EMPLOYED IN NEW MEXICO (*N* = 483)

**81%**
OF PARTICIPANTS EMPLOYED IN A FIELD RELATED TO THEIR TRAINING (*N* = 483)



## NMDWS WAGE MATCH

Matched using Social Security numbers (SSNs)

**+14%**

### AVERAGE WAGE INCREASE

*FY26 Workforce GRO trainees at San Juan College (N = 58) and Clovis Community College (N = 30) with wage data available for both a quarter before training began and a quarter after training concluded.* ***The 15 percent figure represents the average wage increase across the two institutions.***

### SAN JUAN COLLEGE

**$43,044** AVERAGE WAGE BEFORE TRAINING

**$50,136** AVERAGE WAGE AFTER TRAINING

**+$7,092 INCREASE**

### CLOVIS COMMUNITY COLLEGE

**$39,044** AVERAGE WAGE BEFORE TRAINING

**$43,836** AVERAGE WAGE AFTER TRAINING

**+$4,792 INCREASE**

## TWO DATA SOURCES. ONE TREND.

Both self-reported outcomes and independently matched state wage records provide evidence of earnings growth among Workforce GRO participants for whom wage data are available.

*Wage outcomes are reported only for participants for whom sufficient pre-and post-program wage data were made available to the New Mexico Higher Education Department. Self-reported and NMDWS-matched wage data represent different populations and methodologies and are presented separately. Yearly salaries under the NMDWS wage match results represent quarterly data multiplied by four.*

# INVESTMENT AND UTILIZATION

## 94.9%

### OF AVAILABLE FUNDING UTILIZED

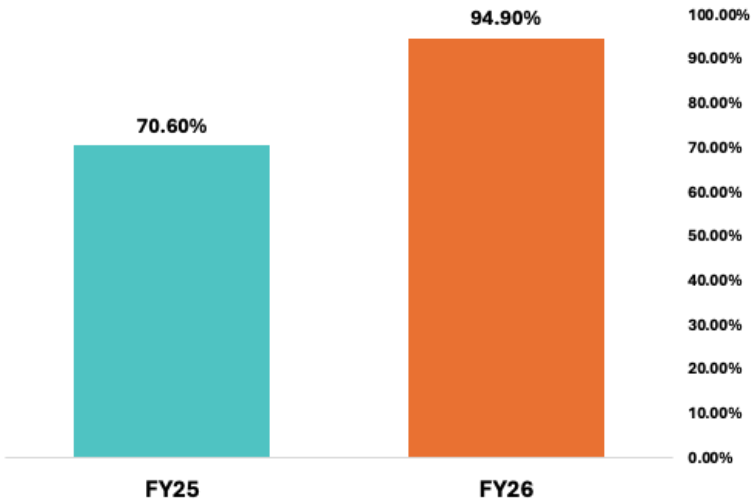
Higher education institutions expended $18.97 million in Fiscal Year 2026, utilizing 94.9% of available funding. This is a substantial increase from 70.6% in Fiscal Year 2025.

**94.9%**
FY26 FUNDING UTILIZED

**+24.3**
PERCENTAGE POINT INCREASE FROM FY25

**20**
HIGHER EDUCATION INSTITUTIONS

### YEAR-OVER-YEAR FUNDING UTILIZATION




## FY26 EXPENDITURES

**$12.8M**
WORKFORCE TRAINING COURSES AND PROGRAMS

**$5.5M**
INTERNSHIPS AND PRACTICUMS

**$228.8K**
APPRENTICESHIPS



*Photo courtesy of Central New Mexico Community College*

# Executive Summary

In 2024, Governor Michelle Lujan Grisham and the New Mexico Legislature established a $60 million, three-year investment to the New Mexico Higher Education Department (Department) through the Government Results and Opportunity (GRO) Expendable Trust to expand statewide workforce training opportunities. Workforce GRO funding provides tuition and other support for students participating in workforce training, apprenticeships, and internships that may not qualify for traditional financial aid but provide pathways to industry-recognized credentials, occupational skills, and workforce experience. In Fiscal Year (FY) 2026, the initiative's second year, $20 million was distributed among New Mexico's comprehensive universities, branch community colleges, and independent community colleges.

**This past year demonstrates that Workforce GRO has moved beyond its pilot year and continues to deliver measurable results for New Mexico's students, higher education institutions, and workforce.** In its second year, the initiative served more students, supported substantially more workforce programs, increased utilization of available funding, maintained strong completion rates, and showed early evidence of positive employment and wage outcomes. As Workforce GRO enters its third and final year of pilot funding, New Mexico has an opportunity to build on this momentum and sustain the workforce capacity developed through this investment.

## FY26 Outcomes and Key Findings

- **Expanding Access and Workforce Training Capacity:** Workforce GRO supported 841 workforce training programs—an increase of 617 from FY25—internships, and apprenticeships serving 8,411 students in FY26. The initiative served more than 2,100 additional students, substantially expanding its reach in its second year. Of the 21 eligible higher education institutions, 20 utilized their FY26 allocations; the University of New Mexico–Los Alamos lacked sufficient internal resources to launch new workforce programs and was the only eligible institution that did not utilize its allocation.
- **Supporting Successful Completion and Effective Use of State Investment:** Participants achieved a 93.9 percent statewide completion rate, while higher education institutions collectively utilized 94.9 percent of available FY26 funding. Together, these outcomes demonstrate that expanded participation was accompanied by high completion and substantially improved deployment of available funding.
- **Connecting Training to New Mexico Employment:** Among participants with classifiable employment data, 81.3 percent were employed in a field related to their training. Among participants with reported employment-location data, 98.1 percent were employed in New Mexico, providing early evidence that participants are obtaining employment aligned with their training and contributing to New Mexico's workforce.
- **Supporting Early Wage Growth:** Among participants with classifiable student self-reported wage outcomes submitted by institutions, 68.1 percent experienced wage growth. NMDWS administrative wage matching provided additional evidence of earnings gains: Clovis Community College CDL participants experienced an average wage increase of 12.2 percent,

while San Juan College participants experienced an average increase of 16.5 percent. Across the two institutions, an average of 67.0 percent of participants with classifiable wage-matched outcomes experienced wage growth.

- **Expanding Existing Workforce Programs:** Among 50 existing workforce training programs with comparable FY24 and FY26 enrollment data, enrollment increased 56.3 percent, from 2,690 to 4,204 students. Among the 34 programs with comparable enrollment and completion data, estimated program completions more than doubled, increasing by approximately 110 percent.

*For purposes of this report, internships are counted by employer partner rather than by individual participant or internship field. Because higher education institutions structured and reported internship opportunities differently, using employer partners as the unit of analysis provides the most consistent statewide measure and avoids undercounting internship activity at higher education institutions that grouped multiple employer partnerships under a single field.*

## Progress on FY25 NMHED Report Recommendations

In fall 2025, the Department published its FY25 Workforce GRO Outcomes Report, documenting results from the initiative's first year and identifying recommendations to strengthen implementation. FY26 results demonstrate meaningful progress in several areas identified for improvement, including funding utilization, access through Integrated Education and Training (IET), and workforce participation across gender.

- **Improved Funding Utilization:** Among the 19 institutions included in the institutional utilization analysis, average institutional utilization increased from 65 percent (65%) in FY25 to 93.4 percent (93.4%) in FY26, demonstrating substantial improvement in institutions' ability to deploy their Workforce GRO allocations.
- **Expanded Access Through Integrated Education and Training:** In response to the FY25 recommendation to expand access through Integrated Education and Training (IET), the Department explicitly encouraged institutions to propose IET programs in FY27. Institutions subsequently submitted more than $900,000 in IET funding requests, demonstrating strong demand for integrated education and workforce pathways.
- **Broadened Workforce Participation Across Gender:** The FY25 report identified a substantial gender imbalance in Workforce GRO participation as an area for continued attention. Participation became nearly evenly distributed by gender in FY26, with men representing 50.9 percent (50.9%) of participants and women representing 49.1 percent (49.1%), compared with approximately 48 percent men and 52 percent women in FY25. This shift indicates broader participation across gender in the initiative's second year; differences in participation across workforce sectors and program types are examined later in this report.

## Building the Evidence Base

**This past year represents an important step forward in the Department's ability to evaluate the return on the state's Workforce GRO investment.** While employment and wage outcomes were available for only a portion of FY26 participants, the addition of independently matched New Mexico Department of Workforce Solutions (NMDWS) wage records, strengthened FY27 reporting expectations, and expanded administrative wage matching will allow the Department to more rigorously assess employment and earnings outcomes over time.

## Recommendations

### Recommendation 1: Reauthorize Workforce GRO Beyond FY27 and Modernize its Design to Complement Workforce Pell

FY27 is the final year of the current three-year Workforce GRO pilot appropriation. The Department recommends reauthorizing Workforce GRO beyond the pilot period while updating the program's statutory framework to reflect New Mexico's evolving workforce training landscape. FY26 results show strong demand for the initiative, with higher education institutions using 94.9 percent of available funding, serving 8,411 students, and maintaining a 93.9 percent statewide completion rate.

Reauthorization, however, does not necessarily mean continuing Workforce GRO under the same statutory language or funding structure. Since the original appropriation was enacted, federal Workforce Pell has launched in New Mexico, creating a new source of financial aid for eligible short-term workforce programs. As higher education institutions receive approval for Workforce Pell programs, Workforce Pell should serve as the first-dollar source of support for eligible students and programs**,** allowing state resources to be directed where federal aid cannot meet New Mexico's workforce needs.

A modernized Workforce GRO could therefore serve a complementary role alongside Workforce Pell. GRO could support high-demand workforce programs as they develop toward Workforce Pell eligibility and, once eligible, stack with Workforce Pell to provide additional support for students and programs beyond what federal aid covers—which will be minimal. Workforce GRO could also continue supporting internships, practicums, apprenticeships, and other workforce opportunities outside Workforce Pell eligibility. This approach would preserve the flexibility of the state's investment while maximizing available federal resources and providing more comprehensive support for New Mexico's workforce students and programs.

Additionally, a limited percentage of each institutional allocation could be used for program and curriculum development, faculty or instructional costs, and other implementation expenses necessary to establish or expand eligible workforce programs. This flexibility would help higher education institutions build the capacity needed to respond to emerging workforce needs and develop programs that can ultimately leverage federal Workforce Pell funding where eligible.

### Recommendation 2: Expand Integrated Education and Training Pathways for Adult Learners

The Department recommends continuing to prioritize Integrated Education and Training (IET) programs as an eligible use of future Workforce GRO funding. Strong institutional demand for IET funding in FY27 reinforces the importance of workforce pathways designed for adult learners who may be balancing education, employment, and family responsibilities.

Future funding should build on this demand by supporting IET models that allow New Mexicans to strengthen foundational skills while simultaneously pursuing workforce preparation and occupational training, earning workforce credentials, and progressing toward employment or further education. Additional information on the role of IET in Workforce GRO is provided later in this report.

### Recommendation 3: Institutionalize Wage Matching and Longitudinal Outcome Tracking

The Department recommends establishing secure wage matching as a standard component of future Workforce GRO evaluation. FY26 marked an important first step in connecting program

participation with administrative wage records through collaboration with NMDWS. Among the initial cohort of 58 San Juan College participants with sufficient pre- and post-training wage data, average wages increased 16.5 percent following training.

Future appropriations should support broader institutional participation in secure wage matching and allow the Department to follow participants across multiple post-training quarters. This would enable the Department to evaluate whether initial wage gains persist, compare outcomes across workforce sectors and credential types, and provide the Legislature with a stronger measure of the state's long-term return on investment.

### Recommendation 4: Maintain Internships and Practicums

The Department recommends maintaining internships and practicums as a distinct component of Workforce GRO, recognizing that these experiences produce benefits different from short-term workforce training. In FY26, Workforce GRO supported 1,607 internship and practicum participants in 612 internships across a wide range of industries, connecting students with employers while allowing them to apply academic learning in professional settings.

The findings also demonstrate the importance of financial support for students completing required, often unpaid professional experiences. Among New Mexico Highlands University students surveyed, 98 percent reported that their stipend was very or extremely helpful to their financial well-being. Future funding should preserve flexibility to support these experiences where financial barriers could otherwise delay or prevent students from completing programs that lead directly into New Mexico's workforce.

### Recommendation 5: Use Outcome Data to Target and Strengthen Future Investments

As Workforce GRO matures, the Department recommends using the expanded outcome data established during the pilot to increasingly inform future funding decisions and program design. The FY26 reporting framework now captures program participation, completion, credentials, employment, wages, employer feedback, historical trends, and student-level outcomes where available, creating a substantially stronger evidence base than existed when the initiative began.

Future implementation can use these data to identify programs demonstrating strong completion, employment, wage, and employer outcomes; assess emerging workforce needs; and determine where additional investment could expand successful programs. This approach should preserve higher education institutions' ability to respond to regional workforce needs while ensuring that continued state investment is increasingly informed by demonstrated student and workforce outcomes.

## Conclusion

**As Workforce GRO enters the third and final year of its current funding, FY26 provides an important foundation for the work ahead.** The Department will continue building on lessons learned during the initiative's first two years, strengthening outcome measurement, and coordinating Workforce GRO with emerging opportunities such as Workforce Pell. FY27 will provide an opportunity to further assess the initiative's impact and inform future discussions about how New Mexico can best sustain and strengthen workforce training pathways that respond to the needs of students, employers, and communities across the state.

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# 01

# BACKGROUND AND METHODOLOGY




*Photo courtesy of University of New Mexico-Gallup*

# Background

A total of $60 million over three years was appropriated from the Government Results and Opportunity (GRO) Expendable Trust during the 56th Legislature and approved by Governor Michelle Lujan Grisham for FY25 through FY27. The funding supports students pursuing workforce training courses, apprenticeships, and internships at eligible New Mexico public higher education institutions. The relevant language and requirements from House Bill 2 (HB2) are provided below for reference:

> *For New Mexico community colleges and regional universities to pay up to the full cost of student tuition and fees for workforce training courses not eligible for other financial aid that result in an industry-recognized credential or endorsement. This funding may also be used to subsidize costs of students involved in apprenticeships or internships. Higher education institutions shall submit an implementation plan to the Higher Education Department prior to receipt of funding and include identification of the types of certificates or credentials offered and the employers and industries eligible for internship and apprenticeship support.*

In FY26, the New Mexico Higher Education Department (Department) distributed the second $20 million appropriation using a formula based on existing data. The methodology accounted for each eligible higher education institution's share of certificates and degrees awarded in high-need fields, student credit hours in those fields, and overall institutional capacity. Funding was available to New Mexico's comprehensive universities, branch community colleges, and independent community colleges. The FY25 report can be found on the Department's website.

As a condition of funding, higher education institutions submitted implementation plans identifying eligible workforce training programs, apprenticeships, and internships not otherwise covered by financial aid. By July 31, 2026, institutions were required to submit end-of-year reports detailing program outcomes, which form the basis of this report. The table below details the eligible higher education institutions, their sector, and their abbreviation that will be used throughout this report.

**Table 1.** Institutional sectors.

| Sector | Higher Education Institutions |
|---|---|
| **Comprehensive Universities** | Eastern New Mexico University (ENMU); New Mexico Highlands University (NMHU); Northern New Mexico College (NNMC); Western New Mexico University (WNMU) |
| **Branch Community Colleges** | Eastern New Mexico University, Roswell campus (ENMU-RO); Eastern New Mexico University, Ruidoso campus (ENMU-RU); New Mexico State University, Alamogordo campus (NMSU-AL); New Mexico State University, Doña Ana campus (NMSU-DA); New Mexico State University, Grants campus (NMSU-GR); University of New Mexico, Gallup Campus (UNM-GA); University of New Mexico, Los Alamos campus (UNM-LA); University of New Mexico, Taos campus (UNM-TA); University of New Mexico, Valencia campus (UNM-VA) |
| **Independent Community Colleges** | Central New Mexico Community College (CNM); Clovis Community College (CCC); Luna Community College (LCC); Mesalands Community College (MCC); New Mexico Junior College (NMJC); Southeast New Mexico College (SENMC); Santa Fe Community College (SFCC); San Juan College (SJC) |

# Outcome Reporting Methodology

This report is based on the data provided to the Department from each higher education institution. The FY26 outcome reports submitted by institutions reflected a substantially expanded reporting framework designed to capture Workforce GRO's broader impact on students, employers, higher education institutions, and New Mexico's workforce. Because FY27 marks the third and final year of the Workforce GRO pilot period, the Department expanded FY26 outcome reporting in anticipation of the more comprehensive evidence needed to evaluate the initiative across its three-year investment. The Department has further strengthened these requirements for FY27, particularly for post-training employment and wage outcomes, to support a more complete evaluation of Workforce GRO at the conclusion of the pilot period.

For each FY26 Workforce GRO-funded education or training program, higher education institutions were required to report detailed program-level information, including:

- Program title and Classification of Instructional Programs (CIP) code;
- Credential or licensure associated with the program, where applicable;
- Number of students served;
- Total Workforce GRO expenditures;
- Completion rate;
- Licensure or credential attainment rate, when applicable;
- Average student age;
- Student gender distribution; and
- Employment outcomes, when available.

To evaluate Workforce GRO's impact over time, institutions also reported historical program data for eligible programs beginning in FY22. These data included annual student participation, completion rates, and credential or licensure attainment rates, allowing the Department to examine program growth and student outcomes before and after Workforce GRO funding.

Recognizing that internships and apprenticeships represent distinct workforce-development strategies, the Department required separate reporting for each. Institutions reported employer partnerships, workforce demand, participation, outcomes, and employer feedback. **For consistency across higher education institutions, internships are counted by employer partner.**

In addition to quantitative measures, institutions submitted student success stories highlighting individual educational and career outcomes resulting from participation in Workforce GRO-supported programs, providing context that complements statewide performance metrics.

Finally, higher education institutions were encouraged to submit anonymous student-level outcome data, where available and consistent with institutional privacy practices. These records included demographics, program participation, credential attainment, employment status, occupation, employer, wages, employment relatedness to training, wage progression, and employment in New Mexico. **These data establish a foundation for more robust longitudinal analysis of Workforce GRO's workforce and economic impacts while protecting student privacy.**



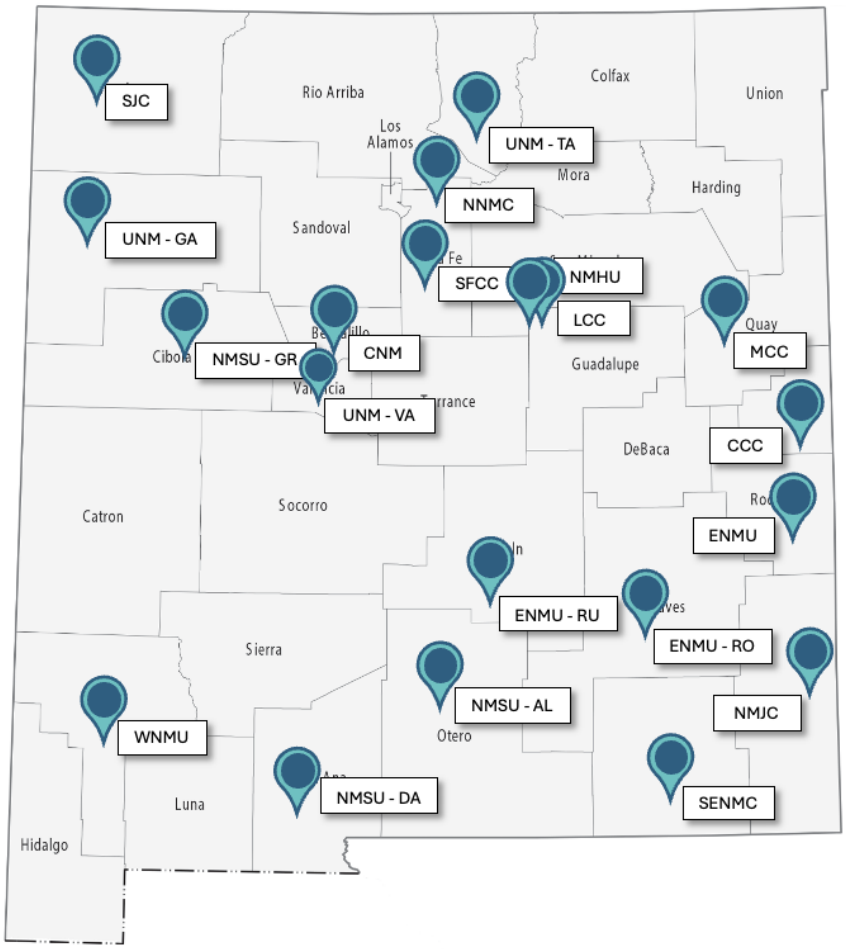
# 02

# STATEWIDE DATA AND TRENDS

*Tracking the reach, impact, and growth of Workforce GRO across New Mexico*

# Reaching New Mexico Across Regions and Industries

In FY26, Workforce GRO supported training throughout New Mexico and across a diverse range of workforce sectors.




**20**
**Higher Education Campuses***

**13**
**Workforce Sectors**

**841**
**Workforce Training Programs/Courses, Apprenticeships, Internships**

## 13 Sectors Spanning New Mexico's Workforce

- Agriculture
- Arts and Creative Industries
- Business and Professional Services
- Construction and Skilled Trades
- Education
- Energy and Natural Resources
- Engineering and Advanced
- Healthcare and Behavioral Health
- Hospitality, Tourism, and Recreation
- IT and Cybersecurity
- Media and Communication
- Public and Community Service
- Transportation and Logistics

*The University of New Mexico-Los Alamos is not included as they did not spend any of their allocation, nor did they serve any students in FY26.



*Photo courtesy of Doña Ana Community College*

# Fiscal Year 2026 Expenditures

**94.9%**
**FUNDING UTILIZED**

**$18.97M**
**EXPENDED OF $20 MILLION**

**93.4%**
**AVERAGE INSTITUTIONAL UTILIZATION***

Institutions expended $12,886,953 on workforce training programs/courses, $5,578,490 on internships and practicums, and $228,809 on apprenticeships. Overall funding utilization increased substantially from FY25.

**Table 2.** FY26 Workforce GRO Distribution and spending.

| INSTITUTION | AMOUNT DISTRIBUTED | AMOUNT EXPENDED |
|---|---|---|
| **COMPREHENSIVE UNIVERSITIES** | | |
| Eastern New Mexico University-Main | $1,303,000.00 | $1,296,735.00 |
| New Mexico Highlands University | $1,270,000.00 | $1,262,520.00 |
| Northern New Mexico College | $367,000.00 | $308,334.00 |
| Western New Mexico University | $1,182,500.00 | $1,182,500.00 ● |
| **BRANCH COMMUNITY COLLEGES** | | |
| Eastern New Mexico University- Roswell | $748,000.00 | $748,000.00 ● |
| Eastern New Mexico University- Ruidoso | $200,000.00 | $200,000.00 ● |
| New Mexico State University-Alamogordo | $88,488.00 | $88,488.00 ● |
| New Mexico State University- Doña Ana | $1,752,900.00 | $1,752,871.00 |
| New Mexico State University-Grants | $200,000.00 | $100,114.00 |
| University of New Mexico- Gallup | $465,000.00 | $435,759.00 |
| University of New Mexico-Los Alamos* | $274,000.00 | $0.00 |
| University of New Mexico-Taos | $232,400.00 | $231,300.00 |
| University of New Mexico- Valencia* | $268,895.00 | $50,283.00 |
| **INDEPENDENT COMMUNITY COLLEGES** | | |
| Central New Mexico Community College | $6,799,894.00 | $6,727,773.00 |
| Clovis Community College | $742,000.00 | $632,878.00 |
| Luna Community College | $242,000.00 | $242,000.00 ● |
| Mesalands Community College | $342,580.00 | $223,980.00 |
| New Mexico Junior College | $473,000.00 | $473,000.00 ● |
| San Juan College | $1,745,000.00 | $1,710,695.00 |
| Santa Fe Community College | $1,058,000.00 | $1,058,000.00 ● |
| Southeast New Mexico College | $245,343.00 | $245,343.00 ● |
| **Total** | **$20,000,000.00** | **$18,970,514.00** |

● *Denotes 100% of allocation expended.*

* The University of New Mexico-Valencia and the University of New Mexico-Los Alamos are not included in the average institutional utilization percentage, as they did not spend or spent very little of their allocation, respectively.

# Students Served Across New Mexico

**Twenty of the 21 eligible institutions used Workforce GRO funding to serve 8,411 students in FY26.** These students participated in workforce training programs and courses, internships and practicums, and apprenticeships.

**8,411**
**STUDENTS SERVED**

**20**
**CAMPUSES**

**Table 3.** FY26 Workforce GRO students by institution.

| INSTITUTION | STUDENTS SERVED |
|---|---|
| **COMPREHENSIVE UNIVERSITIES** | **1,281** |
| Eastern New Mexico University-Main | 348 |
| New Mexico Highlands University | 312 |
| Northern New Mexico College | 146 |
| Western New Mexico University | 475 |
| **BRANCH COMMUNITY COLLEGES** | **2,553** |
| Eastern New Mexico University-Roswell | 1,216 |
| Eastern New Mexico University-Ruidoso | 200 |
| New Mexico State University-Alamogordo | 85 |
| New Mexico State University-Doña Ana | 672 |
| New Mexico State University-Grants | 26 |
| University of New Mexico-Gallup | 90 |
| University of New Mexico-Taos | 137 |
| University of New Mexico-Valencia | 127 |
| **INDEPENDENT COMMUNITY COLLEGES** | **4,577** |
| Central New Mexico Community College | 2,360 |
| Clovis Community College | 601 |
| Luna Community College | 173 |
| Mesalands Community College | 147 |
| New Mexico Junior College | 409 |
| San Juan College | 305 |
| Santa Fe Community College | 541 |
| Southeast New Mexico College | 41 |
| **TOTAL** | **8,411** |

Together, New Mexico's independent community colleges served the largest share of Workforce GRO participants in FY26 **(54.4%)**, followed by branch community colleges **(27.2%)**, and comprehensive universities **(15.2%)**.

## Climate-Ready Infrastructure and Emergency Management

In alignment with Executive Order 2024-152, New Mexico is building a workforce prepared to advance our clean energy transition, strengthen infrastructure, and create more resilient communities.



**100**

**PROGRAMS IDENTIFIED**

A total of 100 workforce programs, apprenticeships, and internships across New Mexico's higher education institutions were identified as climate-ready infrastructure or emergency management-aligned.

These programs span a wide range of in-demand fields, including water and wastewater management, renewable energy, building trades, transportation and logistics, broadband and fiber infrastructure, environmental services, and emergency response.



These investments build a skilled workforce that supports a more resilient, sustainable, and prepared New Mexico – today and for the future.



**SEE APPENDIX FOR FULL LIST**

A complete list of the 100 climate-ready infrastructure and emergency management-aligned programs can be found in Appendix C.

# Advanced Energy, Quantum, and Aerospace



Twenty-two (22) workforce training programs and internships, along with one pre-apprenticeship program, align with advanced energy, aerospace, or quantum—key areas of focus for Governor Michelle Lujan Grisham and the New Mexico Legislature. Together, these programs served 485 students in FY26, supporting the development of a skilled workforce in sectors identified as priorities for innovation and economic development in New Mexico.

| INSTITUTION | PROGRAM TITLE | STUDENTS SERVED |
|---|---|---|
| **QUANTUM** | | |
| Central New Mexico Community College | Quantum Technician | 24 |
| Central New Mexico Community College | Introduction to Quantum | 4 |
| **ADVANCED ENERGY** | | |
| Mesalands Community College | Fundamentals of Wind Energy (7 Offerings in FY26) | 98 |
| Mesalands Community College | Basic Technical Training – Wind Energy | 1 |
| Santa Fe Community College | Hybrid/Electric Vehicle Operations Bootcamp | 23 |
| Central New Mexico Community College | Electric Vehicle Safety Foundations | 34 |
| University of New Mexico-Gallup | Solar Technician Certification | 33 |
| University of New Mexico-Valencia | Power Pro Lineman | 6 |
| New Mexico Junior College | Lineman | 6 |
| Central New Mexico Community College | Electric Lineworker Pre-Apprenticeship | 33 |
| New Mexico Junior College | Lease Operator | 102 |
| San Juan College | Energy Internship | 1 |
| San Juan College | Oil and Gas Internship | 22 |
| **AEROSPACE** | | |
| Eastern New Mexico University-Roswell | FAA Part 107 Remote Pilot License | 45 |
| Eastern New Mexico University-Roswell | Aviation Maintenance Training | 64 |
| **TOTAL STUDENTS SERVED** | | **485** |



These programs represent strategic investments in high-growth sectors that position New Mexico at the forefront of advanced industries and future-focused innovation.

# Wage and Employment Outcomes

Workforce GRO was designed not only to expand access to short-term workforce training, but to help New Mexicans translate that training into employment, career advancement, and higher earnings. FY26 outcome reporting provides the first opportunity to examine these longer-term measures in greater detail.

The Department collected employment and wage information through two complementary sources: student self-reported outcomes submitted by participating higher education institutions and administrative wage records matched through the New Mexico Department of Workforce Solutions (NMDWS). Student self-reported data provide a broader view of participants' outcomes following training, including changes in wages, whether participants were employed in New Mexico, and whether their employment was related to their training. NMDWS wage matching provides an independent, administrative measure of earnings before and after training for participants with Social Security numbers and sufficient quarterly wage records. The presence of NMDWS wage records also provides evidence that these participants were employed in New Mexico during the quarters in which wages were reported.

Because the two sources represent different participant populations and use different methodologies, the Department does not combine them into a single statewide wage measure. Instead, it presents the findings separately, providing complementary evidence of participants' early employment and earnings outcomes.

## Early Evidence Suggests Positive Workforce Outcomes

Across both sources, FY26 data show encouraging early evidence that Workforce GRO participants are translating training into economic opportunity. Among participants with classifiable student self-reported wage outcomes submitted by institutions, 68.1 percent experienced a wage increase following training. Independently matched NMDWS wage records also showed positive earnings outcomes. Clovis Community College CDL participants experienced an average wage increase of 12.2 percent, while San Juan College participants experienced an average increase of 16.5 percent following training. Across the two institutions, an average of 67.0 percent of participants with classifiable wage-matched outcomes experienced wage growth.

The employment data also suggest these benefits largely remain within New Mexico. Among participants for whom institutions reported employment-location information, 98.1 percent were employed in New Mexico**.** Additionally, 81.3 percent of participants with classifiable field-alignment data were working in a field related to their Workforce GRO training**.**

Taken together, these measures provide early evidence that Workforce GRO is contributing to more than credential attainment. Participants are entering or remaining in employment, applying their training in the workforce, and, for many participants with available wage information, earning more.

## Student Self-Reported Employment and Wage Outcomes

Participating higher education institutions submitted student self-reported post-training employment and wage information as part of their FY26 outcome reporting. The data included current employment status, employer and industry, job title, full- or part-time employment,

relationship between employment and training, wage type and amount, changes in wages following training, and whether the participant was employed in New Mexico.

The FY26 dataset includes 1,223 participant records, although the information available varies considerably by outcome. Employment location and field alignment were reported for substantially more participants than detailed pre- and post-training wage information. Accordingly, each outcome is calculated only among participants with sufficient information for that measure; missing information is not treated as a negative outcome.

### Wage Growth Among Participants with Self-Reported Outcomes

Among participants with a classifiable self-reported wage outcome, 68.1 percent experienced wage growth following training. For participants whose institutions reported actual pre- and post-training wage amounts, the average increase was $3.85 per hour among hourly workers (*N* = 20) and $22,217 annually among salaried workers (*N* = 14)**.**

These results are particularly notable given the range of Workforce GRO-supported training. The initiative includes programs serving individuals at very different points in their careers—from participants preparing to enter a new occupation to incumbent workers completing short-term training intended to support advancement in their existing field. As a result, a wage increase is not expected to occur immediately for every participant or every type of training.

Institutional reporting also highlights a key challenge in measuring the economic impact of short-term workforce programs: wage information is often more difficult for institutions to obtain than enrollment and completion information. These results should therefore be interpreted as outcomes among participants with reported wage data rather than as a statewide wage-growth rate for all Workforce GRO participants.

**68.1% of participants with classifiable institution-reported wage outcomes experienced wage growth following training.**

### Workforce GRO Participants are Working in New Mexico

Employment-location data provide a broader view of Workforce GRO's contribution to the state's labor force. Among participants with self-reported employment-location information, **98.1 percent were employed in New Mexico (*N* = 483).**

This finding provides early evidence that participants receiving state-supported training are remaining in New Mexico and contributing their skills to the state's workforce, supporting Workforce GRO's broader goal of strengthening workforce pipelines for New Mexico employers.

#### Training is Connecting Participants to Their Careers

Higher education institutions were also asked whether participants' employment was related to the Workforce GRO training they received. Among participants with classifiable information, **81.3 percent were employed in a field related to their training (*N* = 594).**

Employment related to a participant's training provides stronger evidence than employment status alone that the skills developed through Workforce GRO-supported programs align with actual workforce opportunities.

## NMDWS Wage-Matched Outcomes

### Administrative Wage Records Provide Independent Evidence of Earnings Growth

In addition to self-reported outcomes, the Department coordinated with the NMDWS to examine participants' quarterly wage records before and after Workforce GRO training. Administrative wage matching provides an important additional evaluation tool because it measures earnings through state wage records rather than participant or educational institution self-report.



*Students in Ceramic Shell Production at Mesalands Community College.*
*Photo courtesy of Mesalands Community College.*

For FY26, matched data were available for 58 Workforce GRO trainees at San Juan College and 30 trainees at Clovis Community College, who had wage information for a quarter before beginning training and a quarter after completion. Because wage matching was available for only this subset of participants, these results should not be interpreted as representative of all FY26 Workforce GRO participants. They do, however, provide an independently measured early indication of the relationship between training participation and subsequent earnings.

Among the participants at San Juan College, average wages increased from about $43,044 before training to $50,136 after training, an average increase of 16.5%. Among the participants at Clovis Community College, average wages increased from about $39,044 before training to $43,836 after training, with an average increase of 12.2 percent.

### Wage Outcomes Varied Across Programs

Program-level results show that post-training wage outcomes varied considerably by training type and participants served. Several programs demonstrated particularly strong early wage gains.

Certified Associate in Project Management (CAPM) participants at San Juan College demonstrated the strongest first-quarter post-training wage gains among programs with sufficient matched data. Participants recorded an average quarterly wage gain of $4,968 from the quarter preceding training to the first quarter following training, equivalent to an annualized increase of approximately $19,900. Average first-quarter post-training wages were approximately $81,800 on an annualized basis, compared with approximately $60,200 before training. Among participants with classifiable wage outcomes, 80 percent experienced wage growth.

Heavy Equipment Operator participants at San Juan College also demonstrated positive early wage outcomes**,** with an average quarterly gain of $2,373 from the quarter preceding training to the first quarter following training, equivalent to an annualized increase of approximately $9,500. Average first-quarter post-training wages were approximately $29,300 on an annualized basis.

Clovis Community College's Commercial Driver License (CDL) program provides additional evidence of post-training wage growth at a larger scale. Among 30 participants with matched wage records, average quarterly earnings increased from $9,761 before training to $10,959 following the program. Annualized, this represents an increase from approximately $39,044 to $43,836, or 12.42 percent. Because the analysis compared participants' highest pre-program earnings with their highest earnings during the three most recent available post-program quarters, the results should not be interpreted as a causal estimate of the CDL program's effect. However, the magnitude and consistency of the aggregate increase provide promising evidence that participants experienced meaningful earnings growth following training.

Clovis Community College also examined wage outcomes using a longer-term pre-Workforce GRO baseline. The College calculated average participant earnings dating back to 2021 and compared those earnings with wages following implementation of the CDL program, which launched with Workforce GRO funding in FY25. Using this broader comparison, average participant wages increased by 17.5 percent following implementation of the program. This longer-term analysis provides additional evidence that earnings have increased since the GRO-supported program became available and helps place the observed post-training wage gains within participants' broader earnings history.

Longer-term outcomes are not yet available for many participants. This is expected in an early evaluation of short-term workforce training. Participants may complete training before changing employers, receiving a promotion, entering a new occupation, or otherwise realizing the economic benefit of a new credential. Quarterly wage records may therefore capture different stages of participants' post-training career transitions.

## Building a Stronger Wage-Matching Model

**Wage-matched data also have important limitations.** Because the analysis relies on New Mexico wage records maintained by NMDWS, it does not capture all forms of post-training employment. Participants who become self-employed or work as independent contractors and receive 1099 income may not appear in these records, an important consideration for trades and other occupations in which self-employment is common. Similarly, participants who obtain employment outside New Mexico are not captured in the state wage data. This is particularly relevant to the FY26 analysis because the institutions that provided Social Security numbers for wage matching are located near New Mexico's borders, where participants may reasonably find employment in neighboring states. **As a result, the absence of a New Mexico wage record should not necessarily be interpreted as unemployment or an unsuccessful workforce outcome.**

To expand this evidence base, institutions have been invited to participate in optional NMDWS wage matching throughout FY27 and beyond, and this option was included in each institution's FY27 memorandum of understanding (MOU). Several institutions began collecting Social Security numbers for this purpose in July 2026, which is expected to substantially expand the wage data available for analysis at the conclusion of FY27.

# BUILDING THE EVIDENCE BASE

The FY26 data establishes a foundation for more robust evaluation of Workforce GRO's employment and earnings outcomes. As additional wage records become available, the Department will be able to follow participants further into the workforce and assess whether early gains persist over time.

## NEXT STEPS

1. **EXPAND WAGE MATCHING**
   Increase institutional participation in secure wage matching to reach a broader share of Workforce GRO participants statewide.

2. **FOLLOW OUTCOMES OVER TIME**
   Examine additional post-training quarters to assess whether earnings gains are sustained and to understand longer-term employment patterns.

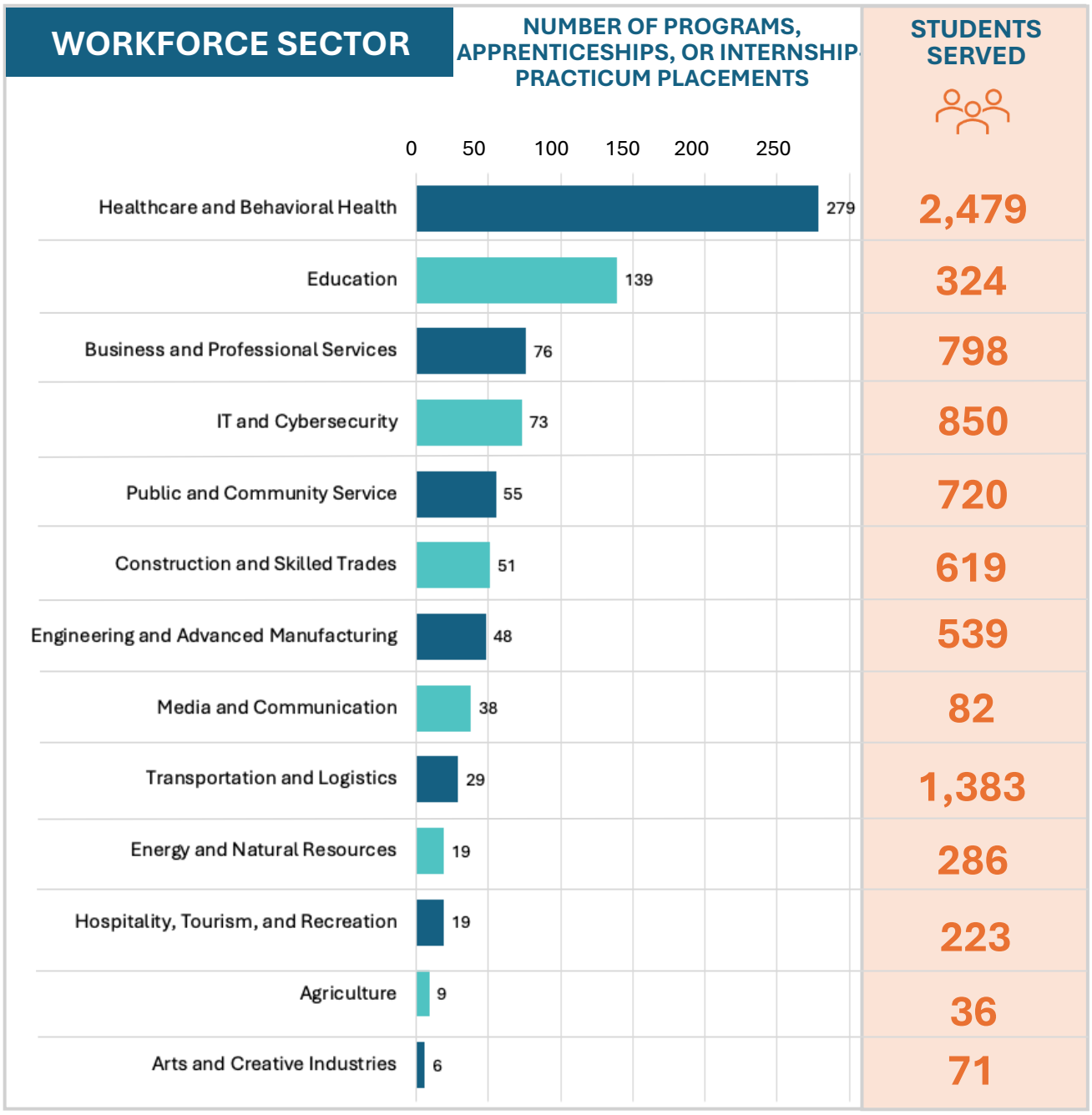
3. **DEEPEN PROGRAM-LEVEL ANALYSIS**
   Compare outcomes across programs, credentials, and workforce sectors as more data becomes available to identify which approaches yield the strongest results.



**FY26 provides an early benchmark. Future wage reporting will build a clearer picture of Workforce GRO's long-term return on investment and help guide continued improvements in program design and delivery.**

# Workforce GRO Across New Mexico's Industries

Workforce GRO supported a broad range of workforce training and work-based learning opportunities in FY26 across 13 workforce sectors. Activity was particularly concentrated in fields closely tied to New Mexico's workforce needs. Healthcare and Behavioral Health led both in the number of opportunities and students served, with internship and practicum placements comprising a substantial share of activity in the sector. Education also represented a major area of Workforce GRO activity, particularly through internship and practicum opportunities. Transportation and Logistics served the second-largest number of students, reaching 1,419 participants, demonstrating the program's reach in another high-demand workforce area. Together, these patterns show that Workforce GRO supported both high-volume workforce needs and a diverse mix of career pathways across the state.



# A Workforce as Diverse as New Mexico

Workforce GRO continues to serve New Mexicans across ages, backgrounds, and communities.

## AGE OF PARTICIPANTS

**AVERAGE AGE**

**34**

↓ Down 1 year from 35 in FY25

**Table 4.** Average age of students served.

| Institution | Avg. Age |
|---|---|
| **Comprehensive Universities** | |
| Eastern New Mexico University-Main | 27 |
| New Mexico Highlands University | 38 |
| Northern New Mexico College | 20 |
| Western New Mexico University | --- |
| **Branch Community Colleges** | |
| Eastern New Mexico University-Roswell | 38 |
| Eastern New Mexico University-Ruidoso | 41 |
| New Mexico State University-Alamogordo | 28 |
| New Mexico State University-Doña Ana | 31 |
| New Mexico State University-Grants | 33 |
| University of New Mexico-Gallup | 41 |
| University of New Mexico-Taos | 37 |
| University of New Mexico-Valencia | 44 |
| **Independent Community Colleges** | |
| Central New Mexico Community College | 40 |
| Clovis Community College | 28 |
| Luna Community College | 34 |
| Mesalands Community College | --- |
| New Mexico Junior College | 30 |
| Santa Fe Community College | 38 |
| San Juan College | 32 |
| Southeast New Mexico College | 35 |

**44**

**HIGHEST AVERAGE AGE**

*University of New Mexico-Valencia*

**20**

**LOWEST AVERAGE AGE**

*Northern New Mexico College*

## GENDER

**WORKFORCE TRAINING PROGRAMS/COURSES**

**55.9%** MALE

**44.1%** FEMALE

**INTERNSHIPS**

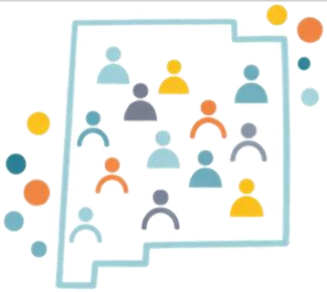
**23.0%** MALE

**77.0%** FEMALE

**APPRENTICESHIPS**

**50.0%** MALE

**50.0%** FEMALE



Workforce GRO continues to reach New Mexicans across a broad range of ages and backgrounds. In FY26, the average participant age was 34, well above the traditional college-age range of 18 to 24 and consistent with the adult learner population identified during the initiative's first year. The continued participation of adult and mid-career learners demonstrates demand for short-term, career-focused training among New Mexicans balancing education with employment, family responsibilities, and career advancement.

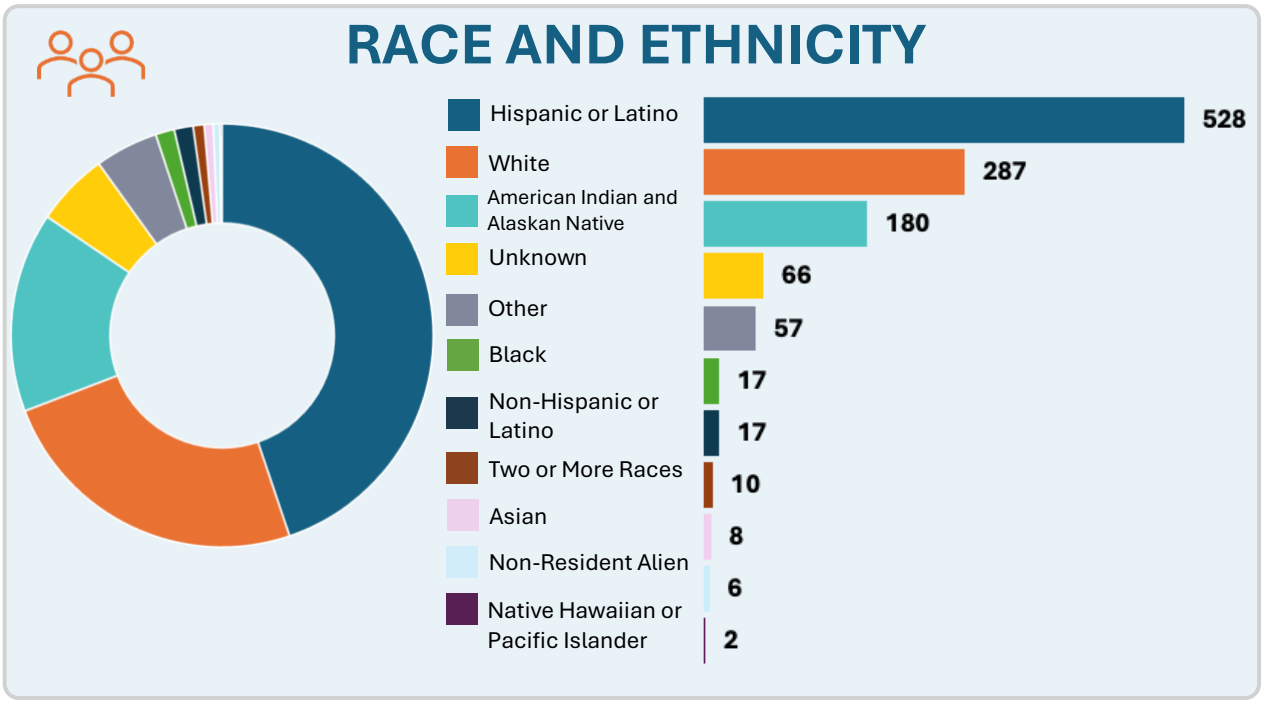
Integrated Education and Training (IET) provides an important pathway for adult learners who may not yet qualify for traditional financial aid. IET programs allow students working toward a high school equivalency credential and/or improved English language proficiency to simultaneously participate in workforce preparation and occupational training, helping them develop job-ready skills and industry-recognized credentials while completing their foundational education. While existing funding can support high school equivalency instruction, institutions have historically had fewer resources to cover the additional costs of the workforce training component. Workforce GRO helps fill this gap, allowing students to pursue occupational skills and credentials alongside their foundational academic education and better positioning them to enter the workforce upon completion.

In response to this opportunity and adult learners' strong participation in Workforce GRO, the Department encouraged higher education institutions to propose IET programs for FY27. Higher education institutions responded with more than $900,000 in IET funding requests, demonstrating substantial interest in expanding these integrated pathways across the state.

The FY25 report identified gender representation as an area for continued attention. In FY26, Workforce GRO participation reached near gender parity, with men representing 50.9 percent of participants and women representing 49.1 percent. This represents a more balanced distribution than observed during the initiative's first year and differs from statewide higher education enrollment, where women represented approximately 60 percent of students and men 40 percent in fall 2025.

The statewide balance, however, masks substantial differences by program type. Workforce training participants were 55.9 percent male and 44.1 percent female, while apprenticeship participation was evenly divided between men and women. Internships and practicums showed a notably different pattern, with women representing 77 percent of participants and men 23 percent. These differences correspond with the types of opportunities supported through each pathway; for example, many Workforce GRO-funded internships and practicums were concentrated in fields such as education and social work, which had higher female participation. The available FY26 data suggest that the mix of workforce opportunities supported through GRO may contribute to differences in participation across gender, although the data do not establish the cause of the shift toward greater gender balance between FY25 and FY26.

Race and ethnicity data provide an additional picture of the populations Workforce GRO reaches. Among the 1,178 participants with reported race/ethnicity data, Hispanic participants comprised the largest group (528 participants; 44.8 percent), followed by White participants (287; 24.4 percent) and American Indian or Alaska Native participants (180; 15.3 percent). Together, these three groups represented approximately 84.5 percent of participants with reported race/ethnicity data. Participants also represented Black, Asian, Native Hawaiian or Pacific Islander, two or more races, and other racial or ethnic groups.




Overall, the demographic data indicate that Workforce GRO is reaching racially and ethnically diverse communities across New Mexico while maintaining strong participation among adult learners and achieving near gender parity. Combined with the initiative's statewide geographic reach, these findings provide important insight into who Workforce GRO serves**,** but they do not fully capture how participation affects students' lives beyond program completion and employment outcomes. While comparable well-being data were not collected statewide in FY26, Doña Ana Community College conducted its own student survey examining the financial, educational, and personal impacts of Workforce GRO support. These institution-level findings provide an additional perspective on how workforce funding can affect students' ability to persist in training and balance education with other responsibilities.

# Well-Being and Employment at New Mexico State University's branch campus Doña Ana Community College

*Dr. Mary Ulrich, Executive Director of Workforce and Engagement, Doña Ana Community College*

The Division of Workforce and Community Engagement at Doña Ana Community College emphasizes serving as a gateway to economic mobility for "new majority learners" and other community members who may have faced barriers to education, training, and employment. The Education Design Lab uses the term *new majority learners* to describe students historically considered "nontraditional" who now represent a substantial share of today's learners, including working adults, first-generation students, low-income students, students with dependents, part-time students, and those who did not enter higher education directly after high school. Economic mobility includes three elements: economic success through access to income, assets, employment, and training; power and autonomy; and social inclusion and belonging (U.S. Partnership on Mobility from Poverty, 2018).

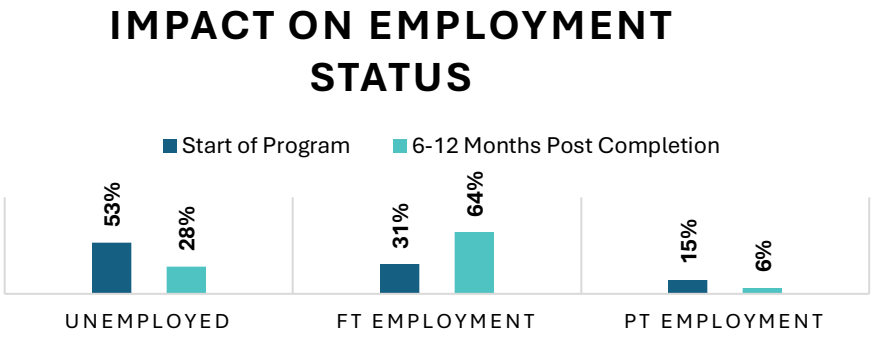
***Interrelated Elements of Economic Mobility***




To understand the overall impact of its workforce training programs on economic mobility, Doña Ana Community College gathered information on income and employment status upon entry into the program and conducted post-completion surveys. The survey requested information about employment status and income but also included questions on well-being to understand more about the effects on the less tangible aspects of economic mobility—power and autonomy, and social inclusion. **The findings presented below reflect DACC survey respondents and should be interpreted as institution-level outcomes rather than statewide Workforce GRO results.**

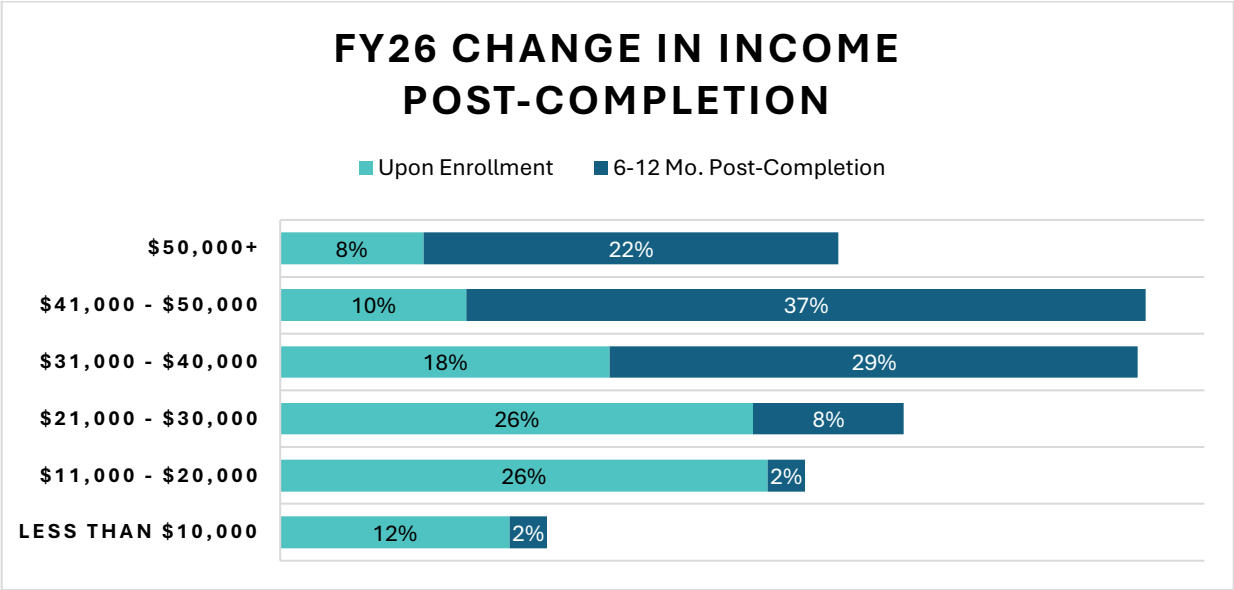
## Impact on Employment Status

Overall, the data among DACC survey respondents show substantial improvements in employment status following training. Unemployment decreased by 25 percentage points, from 53 percent at the start of the program to 28 percent six to 12 months after completion, while full-time (FT) employment increased by 33 percentage points, from 31 percent to 64 percent. Part-time (PT) employment also decreased by 9 percentage points, from 15 percent to 6 percent, corresponding with the substantial increase in FT employment.



## Change in Income Post-Completion

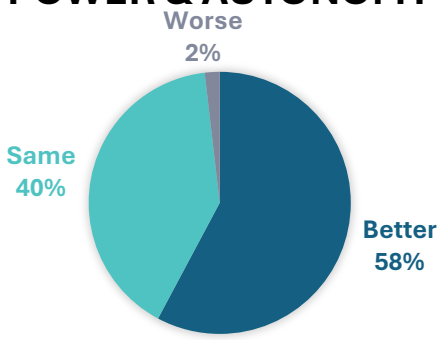
DACC survey respondents reported a substantial shift toward higher income levels following program completion. At enrollment, 64 percent of participants reported annual incomes of $30,000 or less, compared with just 12 percent six to 12 months after completion. Conversely, the share earning more than $40,000 increased from 18 percent at enrollment to 59 percent following completion, demonstrating a marked upward shift in participants' reported earnings.




## Well-Being, Social Inclusion, and Power Indicators

Generally, the data show positive changes in respondents' reported outcomes related to the less tangible aspects of economic mobility. The questions asked participants to rate their current situation compared to a year ago. For example, one question read, "Compared to a year ago, how would you rate your well-being (health, comfort, and happiness)?"

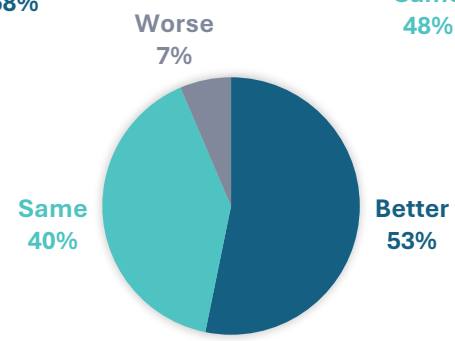
### POWER & AUTONOMY



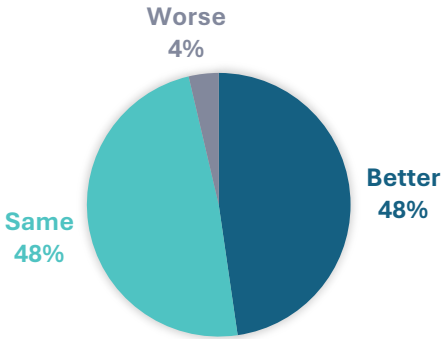

*"DACC has lots of community resources that people don't know about. Now I know, and I've been able to share them with others."*

*"Job has helped stabilize my life."*

### WELL-BEING




### ACCESS & USE OF COMMUNITY RESOURCES




*"Having obtained my EMT-Basic, I have a new career path that can grow and offer a better life for my kids and me."*




# 03

# WORKFORCE TRAINING

## $12,886,953 EXPENDED

*Building skills and credentials for New Mexico's workforce*

*Photo courtesy of Doña Ana Community College*

# Workforce Training by Institutional Sector

Workforce GRO supports three distinct types of workforce development activities—workforce training, internships and practicums, and apprenticeships—each serving a different purpose and producing different types of outcomes. Accordingly, this section and those that follow examine each component separately. Workforce training provides targeted instruction designed to help participants gain new skills, earn credentials, or advance or transition in their careers and represents the largest component of Workforce GRO. Because workforce training is designed to produce occupational skills and credentials, these participants provide the most appropriate population for examining post-program outcomes such as wage growth and employment. Internships and practicums primarily provide work-based experience, often as part of an academic program or graduation requirement, while apprenticeships combine structured training with paid employment.

The types of workforce training offered varied considerably by institutional sector, demonstrating how higher education institutions used Workforce GRO to respond to different student, community, and regional needs. Independent community colleges offered the broadest portfolio, accounting for 155 of the 223 workforce training programs identified statewide. Their largest concentration was in IT and Cybersecurity, with 31 programs, followed by Business and Professional Services with 25 and Engineering and Advanced Manufacturing with 23. Independent community colleges also offered training across all 12 workforce fields represented in the data, reflecting the breadth of their workforce-development role.

Branch community colleges offered 60 workforce training programs, with the greatest concentration in Healthcare and Behavioral Health (16), followed by Construction and Skilled Trades and Transportation and Logistics (10 each). Comprehensive universities accounted for 8 workforce training programs**,** with some in Healthcare and Behavioral Health (2). The smaller workforce-training footprint among comprehensive universities does not reflect their full Workforce GRO participation: Eastern New Mexico University and New Mexico Highlands University also supported internships and practicums, which the following section examines separately. Overall, the differences demonstrate how each institutional sector has used Workforce GRO in ways that reflect its distinct mission, program strengths, students, and regional workforce context.

Table 5 illustrates all offerings and students served by higher education sector.



*Photo Courtesy of Central New Mexico Community College*

**Table 5.** Workforce sector offerings by higher education sector.

| SECTORS | NUMBER OF PROGRAMS | NUMBER OF STUDENTS SERVED |
|---|---|---|
| **COMPREHENSIVE UNIVERSITIES** | **8** | **225** |
| Construction and Skilled Trades | 5 | 102 |
| Healthcare and Behavioral Health | 2 | 98 |
| IT and Cybersecurity | 1 | 25 |
| **BRANCH COMMUNITY COLLEGES** | **60** | **2,461** |
| Business and Professional Services | 7 | 122 |
| Construction and Skilled Trades | 10 | 253 |
| Education | 1 | 71 |
| Energy and Natural Resources | 3 | 43 |
| Engineering and Advanced Manufacturing | 1 | 1 |
| Healthcare and Behavioral Health | 16 | 837 |
| Hospitality, Tourism, and Recreation | 1 | 10 |
| IT and Cybersecurity | 7 | 99 |
| Public and Community Service | 4 | 354 |
| Transportation and Logistics | 10 | 671 |
| **INDEPENDENT COMMUNITY COLLEGES** | **155** | **4,032** |
| Arts and Creative Industries | 1 | 28 |
| Business and Professional Services | 25 | 607 |
| Construction and Skilled Trades | 13 | 217 |
| Education | 1 | 16 |
| Energy and Natural Resources | 12 | 236 |
| Engineering and Advanced Manufacturing | 23 | 488 |
| Healthcare and Behavioral Health | 20 | 578 |
| Hospitality, Tourism, and Recreation | 7 | 201 |
| IT and Cybersecurity | 31 | 659 |
| Media and Communication | 2 | 34 |
| Public and Community Service | 7 | 267 |
| Transportation and Logistics | 13 | 701 |
| **TOTAL** | **223** | **6,718** |

# Impact of Workforce GRO on Existing Programs

In addition to supporting new workforce training opportunities, Workforce GRO has helped expand the reach of programs that were already operating at New Mexico's higher education institutions. To better understand this impact, the Department examined historical enrollment and completion data for existing workforce training programs**,** using outcomes reported prior to the creation of Workforce GRO as a baseline for comparison.

Historical data were available as far back as FY22 for some programs. Because Workforce GRO funding first became available in FY25, FY24 serves as the final pre-GRO year and the primary baseline for measuring subsequent growth. Focusing on programs that existed before the appropriation allows the Department to examine whether established programs expanded after Workforce GRO became available, rather than capturing growth resulting solely from the addition of new programs.

## Existing Programs Expanded After Workforce GRO

Among 50 existing workforce training programs with enrollment data reported in both FY24 and FY26**,** the number of students served increased from 2,690 in FY24 to 4,204 in FY26. **This represents 1,514 additional students and a 56.3 percent increase in enrollment in two years.**

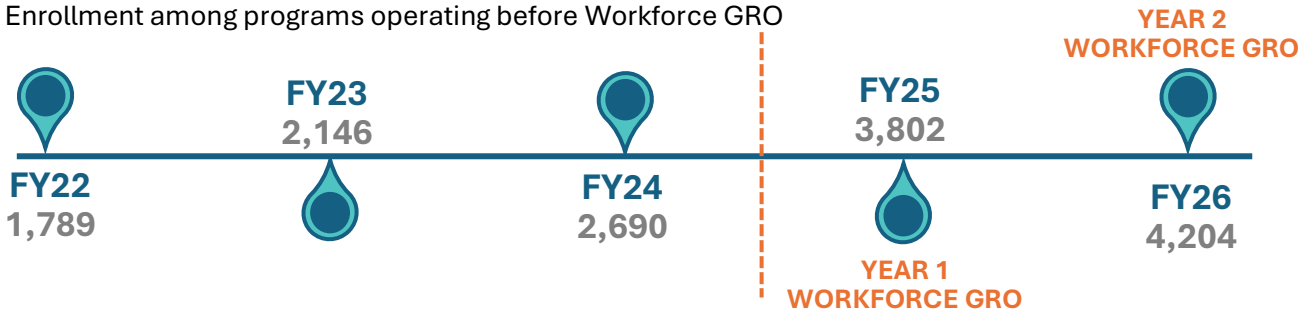
The historical trend provides additional context. Enrollment among these programs increased from 1,789 students in FY22 to 2,146 in FY23 and 2,690 in FY24. Growth therefore existed prior to Workforce GRO, but the largest single-year increase occurred as Workforce GRO funding became available. **Enrollment rose to 3,802 students in FY25, an increase of more than 1,100 students from the previous year, before growing again to 4,204 in FY26.**

Because these programs were already operating before Workforce GRO, the increase does not simply reflect the creation of additional training programs. **The available data indicate that established workforce programs substantially expanded the number of New Mexicans they served following the introduction of Workforce GRO.**

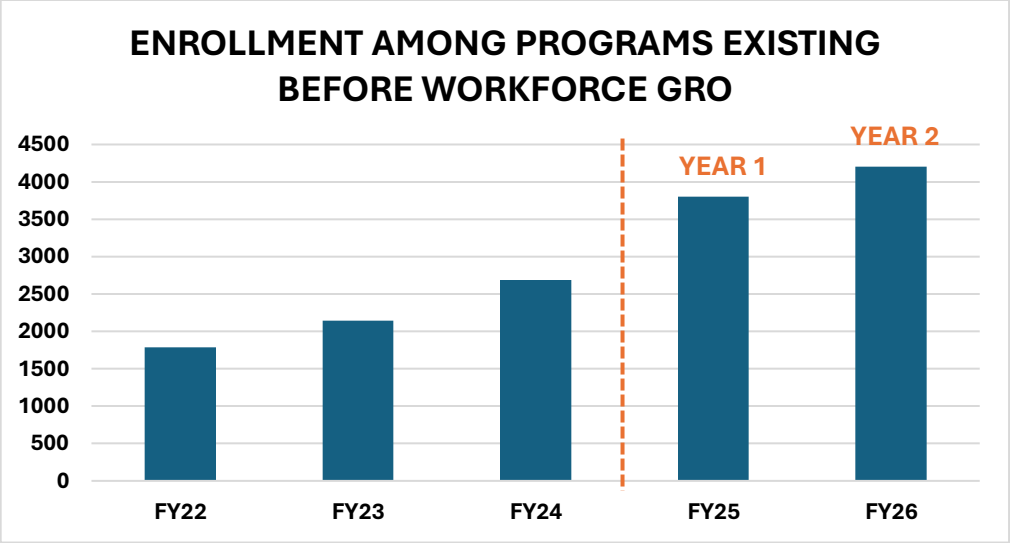
### EXISTING WORKFORCE TRAINING PROGRAMS

### Students Served, FY22-FY26

Enrollment among programs operating before Workforce GRO




**+56.3%**
FY24-FY26
ENROLLMENT GROWTH




## More Students Enrolling, More Students Completing

The expansion in enrollment was accompanied by substantial growth in successful program completion. **Among the 34 existing workforce training programs with comparable enrollment and completion-rate data in both FY24 and FY26, the estimated number of students completing training increased from approximately 1,060 in FY24 to 2,224 in FY26.**

**This represents an increase of approximately 110 percent in estimated program completers**, more than doubling the number of students successfully completing these existing workforce training programs over the two-year period. The available data therefore indicate that increased participation was accompanied by an even larger increase in successful completions.

**These trends highlight an important component of Workforce GRO's impact: the initiative is expanding access to workforce training opportunities that already existed across New Mexico.**

## Interpreting the Trends

**These findings represent descriptive evidence of change rather than a causal estimate of Workforce GRO's effect.** Enrollment and completion may be influenced by labor-market demand, economic conditions, institutional recruitment, changes in program capacity, other funding sources, and additional factors. Historical reporting also varies across programs; therefore, the analysis is limited to programs with sufficient comparable data.

Taken together, the data indicate that the introduction of Workforce GRO coincided with a significant expansion in the reach and output of New Mexico's existing workforce training programs. Alongside new programs supported through Workforce GRO, the growth among existing programs provides evidence that the state's investment has expanded access to workforce training and increased the number of participants completing established programs.

## Commercial Driver's License (CDL) Leads Program-Level Growth

Some of the largest increases among existing workforce training programs occurred in Transportation and Logistics, particularly CDL programs. Several institutions substantially expanded enrollment while maintaining or improving completion rates after implementing Workforce GRO. Growth was not limited to transportation, however, with programs such as CNM's CompTIA (Computing Technology Industry Association) Security+ training also reaching substantially more students.

| SENMC | NMSU-Doña Ana | NMJC | CNM |
|---|---|---|---|
| CDL | CDL | TRANSPORTATION | CDL CLASS A |
| 4 → 341 STUDENTS SERVED FY24-FY26 | 134 → 270 STUDENTS SERVED FY24-FY26 | 94 → 234 STUDENTS SERVED FY24-FY26 | 199 → 322 STUDENTS SERVED FY24-FY26 |
| +8,425% | +101.5% | +146.3% | +61.8% |
| 75% → 87% COMPLETION RATE FY24-FY26 | 67% → 87% COMPLETION RATE FY24-FY26 | 99% → 100% COMPLETION RATE FY24-FY26 | 82% → 92% COMPLETION RATE FY24-FY26 |



**GROWTH BEYOND TRANSPORTATION:** CNM's CompTIA+ Security+ program grew from 16 students in FY24 to 108 in FY26, a 575 percent (575 percent) increase, demonstrating that substantial expansion also occurred in other workforce sectors.

# Stories Behind the Outcomes



*Photo courtesy of Mesalands Community College*

"I would like to say that this is my first time ever enjoying being in a classroom setting. I was stoked and engaged every day. I never cared for high school and did bare minimum to graduate, and never went to college because of that. I found the outdoor industry and never looked back, it probably kept me off the streets and out of trouble. But this course has opened my eyes to the world of medicine and higher education. I now want to enroll in courses and study things I want to pursue."

### RUI GONZALES

***WILDERNESS FIRST RESPONDER TRAINING***
**UNIVERSITY OF NEW MEXICO-TAOS**

"The heavy equipment program has helped me in learning to operate equipment safely and efficiently. Instructors have always been knowledgeable and helpful. The new equipment was very helpful in understanding how machines work. This program has changed my life, given me an opportunity to make a great career. The instructors in the field have done an amazing job. They are very passionate."

### MYLES TELLER

***HEAVY EQUIPMENT OPERATOR TRAINING***
**SAN JUAN COLLEGE**

"Offering classes like [Pediatric Advanced Life Support] (PALs) and the [Crisis Prevention Institute] (CPI) are extremely beneficial to me as a student. It helped with my conflict resolution, improved my communication, enhances safety, not just for the patients but also provides safety to us as nursing students. This really helped me improve my confidence when attending my clinical rotation in behavioral health. These classes are very important and crucial to improve patient safety and student preparedness."

### DULCE TORRES

***NON-CREDIT CO-CURRICULAR NURSING AND CRISIS PREVENTION INSTITUTE (CPI) TRAINING***
**NEW MEXICO STATE UNIVERSITY-ALAMOGORDO**

Victor was 19 years old when he entered Workforce GRO-supported Commercial Driver's License (CDL) training. After leaving high school before graduation, he was working service jobs while he and his girlfriend raised their baby in his parents' home. Neither Victor nor his parents could afford the cost of CDL training. Workforce GRO gave him the opportunity to earn his commercial driver's license and pursue a family-sustaining career as a truck driver—creating a path toward greater financial independence for his young family.

### VICTOR'S STUDENT SUCCESS STORY

***COMMERCIAL DRIVER'S LICENSE A***
**UNIVERSITY OF NEW MEXICO-TAOS**

PROGRAM SPOTLIGHT

# Emergency Medical Services

*NEW MEXICO STATE UNIVERSITY-ALAMOGORDO*



*Photo courtesy of NMSU-Alamogordo*

**12**
**STUDENTS SERVED**

**$78,451**
**EXPENDED**

**100%**
**COMPLETION RATE**

## ABOUT THE PROGRAM

New Mexico State University-Alamogordo's Emergency Medical Services (EMS) Program prepares students for careers in emergency medical care through Basic Emergency Medical Technician (EMT) and Advanced EMT training. Students develop hands-on skills in patient assessment, trauma care, cardiac emergencies, airway management, and critical decision-making. The program also offers industry-recognized certifications including Basic Life Support (BLS), [Advanced Cardiovascular Life Support) [ACLS], Pediatric Advanced Life Support (PALS), and provides Stop the Bleed training to students and community members.

Graduates are prepared for employment with EMS agencies, fire departments, hospitals, and other healthcare organizations. By training skilled emergency responders and expanding access to lifesaving education, the EMS Program strengthens Otero County's healthcare workforce, improves emergency preparedness, and supports the health and safety of communities across the region.

*Theresa Ross, Ph.D., M.S.N., R.N.*
*Nursing Director*
*New Mexico State University-Alamogordo*

"The triage kits have made a noticeable difference in our training, especially during scenario-based exercises. Working through mass-casualty situations with real equipment has helped reinforce critical thinking and decision-making in a way that classroom discussion alone can't replicate... Having access to this equipment in a controlled environment allows us to build familiarity and competence before encountering these situations in the field."

**ANGELINA LYNN**
***STUDENT***

## FROM CHIEF EXECUTIVE AND ACADEMIC OFFICER

"We would like to thank the Legislature and the New Mexico Higher Education Department for allocating Workforce GRO funding to NMSU-Alamogordo. It has enhanced our healthcare program by providing students with additional real-world experience, which will result in better healthcare outcomes for our community."

*Mark Cal, Ph.D., P.E., B.C.E.E.*

PROGRAM SPOTLIGHT

# Hybrid/Electric Vehicle Operations Bootcamp

*SANTA FE COMMUNITY COLLEGE*



*Photo courtesy of Sanra Fe Community College*

| 23 | $93,150 | 91% |
|---|---|---|
| STUDENTS SERVED | EXPENDED | COMPLETION RATE |

## ABOUT THE PROGRAM

Santa Fe Community College (SFCC) continues to strengthen New Mexico's clean energy workforce through its Hybrid/Electric Vehicle (HEV/EV) Operations and Maintenance non-credit class. This intensive 11-week training program equips current and future automotive professionals with industry-relevant skills in high-voltage safety, battery systems, electric propulsion, regenerative braking, vehicle connectivity, and advanced driver assistance technologies. Participants earn nationally recognized credentials, including the NC3 504 Multimeter Certification and CDX Certificate in Light Duty Hybrid and Electric Vehicle Technology, enhancing employment and advancement opportunities.

The program's success is driven by its integration within SFCC's broader automotive certificate and degree pathways and instruction provided by experienced industry professionals. Aligned with SFCC's Energy Smart Academy and supported through partnerships with the New Mexico Energy, Minerals and Natural Resources Department, the program contributes to statewide workforce development goals and New Mexico's Climate-Ready Workforce initiative.

Demand continues to grow among state agency employees, fleet managers, dealership technicians, and EV owners as vehicle electrification expands. In FY27, SFCC will provide additional student stipends to increase participation of students enrolled in adult basic education classes, support credential attainment, and strengthen workforce readiness for new and current employees working with local auto dealerships or serving as fleet maintenance technicians for New Mexico's schools, municipalities, emergency services, and state agencies.

## FROM THE PRESIDENT

"Santa Fe Community College is proud to help build the workforce New Mexico needs for the future. Through our Hybrid and Electric Vehicle Operations and Maintenance program, participants gain hands-on training, industry-recognized credentials and the specialized skills needed to work safely and effectively with electric and hybrid vehicles. As these technologies become more common, we are creating new career and advancement opportunities for New Mexicans while helping employers meet the growing demand for highly skilled technicians."

*Becky Rowley, Ph.D.*

PROGRAM SPOTLIGHT

# Quantum Technician Bootcamp

*CENTRAL NEW MEXICO COMMUNITY COLLEGE*



*Photo courtesy of Central New Mexico Community College*

**24**
**STUDENTS SERVED**

**$344,648**
**EXPENDED**

**100%**
**COMPLETION RATE**

## ABOUT THE PROGRAM

Central New Mexico Community College (CNM) Ingenuity's Quantum Technician Bootcamp is a first-of-its-kind, accelerated workforce training program designed to prepare learners for technician careers in the rapidly growing quantum technology industry. Developed in response to employer and industry demand, the 10-week immersive program provides an accessible entry point into quantum careers without requiring prior math or science coursework. The inaugural cohort launched in Fall 2025 with nine learners, helping establish CNM as a national leader in developing the emerging quantum technician workforce.

Training takes place in CNM's state-of-the-art Quantum Learning Lab (QuLL) at FUSE Makerspace in downtown Albuquerque. Learners receive intensive, hands-on instruction in optics and photonics, lasers and beam manipulation, ultra-high vacuum systems, quantum phenomena and quantum information systems, equipment operation, maintenance, and troubleshooting. The program was developed with significant industry and technical expertise, including collaboration with Sandia National Laboratories, to ensure that learners develop the practical skills needed to support scientists and engineers working with quantum technologies.

The Quantum Technician Bootcamp is also an important component of the broader regional quantum workforce strategy. Through CNM's partnership with Elevate Quantum, CNM serves as a workforce development leader for quantum technicians and is helping develop a model that can be shared and scaled across the Mountain West. This approach positions Albuquerque and New Mexico to build the middle-skill technical workforce needed as quantum companies move from research and development toward commercialization, while creating accessible pathways for New Mexicans into high-quality careers in an emerging industry.

"Overall amazing experience, all the instructors, and students were really nice and welcoming. Super happy I had this opportunity to learn from some of the smartest people I've ever met. Such a surreal experience being able to learn with all the lab grade equipment. So excited to use all these skills I've learned in the quantum field!"

**DANIEL GRZESIAKOWSKI**
***STUDENT***

## FROM THE PRESIDENT

"The GRO investment has enabled CNM to quickly expand workforce training and paid internships in high-demand fields while building new pathways in quantum technology, advanced manufacturing, advanced energy, and defense-related technologies. Learners are gaining the skills and real-world experience employers need now and for the future—creating stronger pathways to meaningful, family-sustaining careers and supporting New Mexico's economic growth."

*Tracy Hartzler, J.D.*



# 04

# INTERNSHIPS

## $5,478,490 EXPENDED

*Building career experience beyond the classroom*

*Photo courtesy of San Juan College*

# Internships by Institutional Sector

**In FY26, higher education institutions reported 612 internship and practicum employer-partner placements and 1,607 students participating in internships and practicums statewide.** Internships and practicums serve a distinct role within Workforce GRO by providing work-based experience that complements students' academic programs and helps them transition into the workforce. Unlike workforce training, which is designed primarily around skill or credential attainment, internships and practicums allow students to apply classroom learning in professional settings, develop workplace skills, and build relationships with employers. Because these activities serve a different purpose and produce different outcomes than workforce training, they are examined separately throughout this report.

**Comprehensive universities served the largest number of interns and practicum participants, with 1,056 students across 381 employer-partner placements**, followed by independent community colleges with 459 students across 213 placements and branch community colleges with 92 students across 18 placements. **Among comprehensive universities, Healthcare and Behavioral Health represented the largest area of participation, with 746 students across 219 employer-partner placements, followed by Education with 269 students across 129 placements.**

**Independent community colleges reported internships and practicums across a particularly broad range of workforce sectors, serving 459 students across 213 employer-partner placements.** Media and Communication served the largest number of students, with 75, followed by Education and Business and Professional Services with 64 students each. Business and Professional Services accounted for the largest number of employer-partner placements in the sector, with 43, followed by IT and Cybersecurity with 33 and Media and Communication with 30.

**Branch community colleges served 92 interns across 18 employer-partner placements**, with participation concentrated in Healthcare and Behavioral Health and Construction and Skilled Trades. Healthcare and Behavioral Health served 61 students across five placements, while Construction and Skilled Trades served 31 students across 13 placements.




*Photo courtesy of San Juan College*

**Table 6.** Internship and practicum participation by higher education sector and workforce sector.

| SECTORS | NUMBER OF INTERNSHIP/PRACTICUM PLACEMENTS | NUMBER OF INTERNS SERVED |
|---|---|---|
| **COMPREHENSIVE UNIVERSITIES** | **381*** | **1,056** |
| Agriculture | 4 | 5 |
| Arts and Creative Industries | 1 | 1 |
| Business and Professional Services | 1 | 1 |
| Construction and Skilled Trades | 1 | 1 |
| Education | 130 | 269 |
| Energy and Natural Resources | 1 | 1 |
| Healthcare and Behavioral Health | 220 | 746 |
| Hospitality, Tourism, and Recreation | 3 | 4 |
| Media and Communication | 5 | 10 |
| Public and Community Service | 15 | 18 |
| **BRANCH COMMUNITY COLLEGES** | **18** | **92** |
| Construction and Skilled Trades | 13 | 31 |
| Healthcare and Behavioral Health | 5 | 61 |
| **INDEPENDENT COMMUNITY COLLEGES** | **213** | **459** |
| Agriculture | 5 | 36 |
| Arts and Creative Industries | 4 | 14 |
| Business and Professional Services | 43 | 64 |
| Construction and Skilled Trades | 9 | 6 |
| Education | 6 | 64 |
| Engineering and Advanced Manufacturing | 24 | 15 |
| IT and Cybersecurity | 33 | 47 |
| Energy and Natural Resources | 3 | 46 |
| Healthcare and Behavioral Health | 16 | 12 |
| Hospitality, Tourism, and Recreation | 8 | 5 |
| Media and Communication | 30 | 75 |
| Public and Community Service | 28 | 34 |
| Transportation and Logistics | 4 | 41 |
| **TOTAL** | **612*** | **1,607** |

**Internship and practicum placements are counted by employer partner. New Mexico Highlands University reported 312 practicum students through program-level reporting but did not provide employer-partner-level practicum data. Accordingly, NMHU students are included in the number of students served, but NMHU employer partners are not included in the employer-partner count.*



## BUILDING A STRONGER WORKFORCE

Workforce GRO internships give students opportunities to gain experience, expand their professional networks, and prepare for successful careers—strengthening New Mexico's workforce for the future.

# The Impact of Internships and Practicum Stipends at New Mexico Highlands University

In FY26, New Mexico Highlands University used Workforce GRO funding to support required internship, practicum, and clinical experiences across six graduate-level programs, including counseling, educational leadership, media arts, nursing, psychology, and social work. More than 300 students received support across these programs, with the largest number participating through social work.

## Stipends Reduce the Financial Cost of Completing a Degree

**98%**

OF THOSE SURVEYED REPORTED

THE STIPEND WAS VERY OR EXTREMELY HELPFUL TO THEIR FINANCIAL WELL-BEING

**96%**

OF THOSE SURVEYED REPORTED

THE STIPEND REINFORCED THEIR COMMITMENT TO THEIR FIELD

**96%**

OF THOSE SURVEYED REPORTED

THE STIPEND MADE IT EASIER TO COMPLETE THEIR PROGRAM

For students completing required practicums and clinical experiences, the cost of earning a degree extends beyond tuition and fees. These experiences can require hundreds of hours in professional settings, often without compensation, while simultaneously reducing the time students have available for paid employment. In FY26, Workforce GRO funding allowed New Mexico Highlands University to provide stipends to help students manage these competing demands.

Survey responses demonstrate the importance of this support. Among 50 students surveyed, 98 percent reported that the stipend was very or extremely helpful to their financial well-being, including 84 percent who described it as extremely helpful. Students also overwhelmingly reported that the stipend made it easier to complete their practicum and reinforced their commitment to their field.

Students described using the funding not only for tuition and academic expenses, but also for the basic costs that make continued enrollment possible. Thirty-five (35) students used their stipend for tuition or fees, and others reported support for transportation, food, housing, books and academic materials, and income lost when they reduced their work hours to meet practicum requirements.

### *IN THEIR OWN WORDS*

"Paying to work is a hard pill to swallow, which is what paying tuition to do a practicum/internship can feel like. Having a stipend helped to counteract that feeling because now it felt like the work was being recognized and supported."

**GREG RYAN**
*COUNSELING*
NEW MEXICO HIGHLANDS UNIVERSITY

## More than Tuition Assistance

New Mexico Highlands University survey responses suggest that practicum stipends matter beyond the expenses they directly cover. **In open-ended responses, students repeatedly described the funding as reducing stress, increasing financial stability, and improving their ability to focus on their education and practicum responsibilities.**

For many students, completing a practicum means balancing graduate education with employment and family responsibilities. **Fifteen (15) respondents specifically reported using their stipend to compensate for reduced work hours**, while others described using the funding to maintain housing, purchase groceries, travel to practicum sites, pay tuition, or manage unexpected expenses. Several respondents described the stipends as providing "breathing room" that allowed them to devote more attention to learning and completing the professional experience required for graduation.

### *IN THEIR OWN WORDS*

"Without this stipend, I would not have been able to complete the program. I am working full-time and still struggle to make ends meet."

**AMANDA GONZALES**
*MASTER OF SOCIAL WORK (MSW)*
NEW MEXICO HIGHLANDS UNIVERSITY

"[The stipend] gave me the time and space to complete my practicum while my kids were in a safe environment to learn, and gave us financial stability to finish my education.

**ANDREA McCAULEY**
*MASTER OF SOCIAL WORK (MSW)*
NEW MEXICO HIGHLANDS UNIVERSITY

"The stipend reduced the stress of graduate school by taking the burden of coming up with the funds for tuition."

**SCOTT SARGERT**
*COUNSELING*
NEW MEXICO HIGHLANDS UNIVERSITY

"Choosing to go back to school as an older student is challenging: Will I have the energy to do this? How will I make it happen? Is it worth it? Getting this stipend eased a little of my anxiety and allowed me to believe someone else thinks it is worth it."

**JEANETTE ISKAT**
*MASTER OF SOCIAL WORK (MSW)*
NEW MEXICO HIGHLANDS UNIVERSITY

## Students See the Investment Extending Beyond Graduation

Students at New Mexico Highlands University also connected the stipend to their future roles in New Mexico's workforce. **Survey respondents described the support as reinforcing their commitment to their fields and helping them complete the professional experiences required to enter occupations serving New Mexico.** Students in social work, counseling, nursing, psychology, and other programs described their practicums as preparation to serve New Mexico's schools, healthcare system, behavioral health system, families, and communities.

This connection is particularly important because the practicum itself is not simply an academic exercise. It provides the supervised professional experience students need to enter occupations that serve New Mexicans. By helping students absorb the financial costs associated with completing these requirements, Workforce GRO is supporting both degree progress and the development of the state's future workforce.

**Students overwhelmingly expressed support for continuing the investment: 49 of 50 respondents recommended or strongly recommended continuing the stipend program, including 46 who strongly recommended it.**

### *IN THEIR OWN WORDS*

"Supporting grad[uate]-level students is a great help and allows us a slight bit of relief, financially. Many of us wish to do this work at high levels to support our communities. Any help, helps. New Mexico needs more well-trained and ethical social workers. Any help you give us will pay off for the state, no matter where we work."

**JEANETTE ISKAT**
*MASTER OF SOCIAL WORK (MSW)*
NEW MEXICO HIGHLANDS UNIVERSITY

"I hope policymakers understand that this stipend is an investment in addressing New Mexico's healthcare provider shortage. Over the past several years, many physicians have left the state, and nurse practitioners are increasingly stepping in to help meet the growing demand for primary care, especially in rural and underserved communities. Completing a [Family Nurse Practitioner] program requires hundreds of unpaid clinical hours, making it nearly impossible to maintain full-time employment. As a single mother, this stipend eased that financial burden and made it possible for me to continue my education and stay on track to become a provider serving the people of New Mexico."

**ERIN STRATTON**
*FAMILY NURSE PRACTITIONER (FNP) GRADUATE PROGRAM*
NEW MEXICO HIGHLANDS UNIVERSITY

# Statewide Employer Impact

## *Internships Strengthen the Connection Between Education and New Mexico's Workforce*

While the New Mexico Highlands University experience illustrates the impact of practicum support at one educational institution, Workforce GRO supported internships across higher education institutions statewide. Looking across these internship programs, the benefits extended to both sides of the work-based learning relationship. Employer and institutional reporting indicates that internships strengthened partnerships between higher education and employers while providing organizations with additional capacity, access to emerging talent, and opportunities to evaluate potential future employees. Employers also described interns transitioning directly into permanent positions.

**98%**

**STRONGER PARTNERSHIPS**

**440 of 449 employers (98%) reported that participation strengthened their relationship with the higher education institution.**

**91%**

**WORKFORCE SUPPORT**

**407 of 447 employers (91%) reported that interns helped address staffing or workforce needs.**

**94%**

**OPERATIONAL BENEFIT**

**422 of 447 employers (94%) reported an operational benefit from hosting interns.**

**93%**

**FUTURE HIRING**

**Among employers providing an applicable yes/no response, 268 of 288 (93%) reported being more likely to hire students or graduates.**

*Percentages were calculated among employers/programs providing an applicable yes/no response to each question. Availability varied by measure.*

### INTERNSHIPS ALLOW EMPLOYERS TO SEE STUDENTS AT WORK BEFORE MAKING A HIRING DECISION

Employer feedback shows that internships are functioning as more than temporary work experiences. Employers reported using internships to identify prospective employees, reduce onboarding time, and develop workers who already understand their organization and communities. In several programs, students were hired directly by their internship sites after completing their experiences.

"The student has done such a good job with her work here that we have hired her to continue employment after graduation."

*DUKE CITY MIND INSTITUTE*

"Interns provide a valuable day-to-day support while they get hands-on experience with an interest they have."

*11TH JUDICIAL DISTRICT ATTORNEY'S OFFICE*

"Women, Infants, and Children (WIC)… proactively contacts the university to inquire about students who may be available for future internship opportunities."

*EASTERN NEW MEXICO UNIVERSITY*

COLLABORATION SPOTLIGHT

# Future Focused Education Internships

*NORTHERN NEW MEXICO COLLEGE*

| 26 | $83,599 | 100% |
|---|---|---|
| STUDENTS SERVED | EXPENDED | COMPLETION RATE |

## ABOUT THE COLLABORATION

The Future Focused Education (FFE) internships have provided Northern New Mexico College (NNMC) students with meaningful, hands-on experiences that connect classroom learning to real-world careers while strengthening the communities of Española and Rio Arriba County.

Through internships with local businesses, government agencies, nonprofit organizations, healthcare providers, tribal programs, and community partners, students have contributed to projects such as administrative and budget support, land-use planning, construction and skilled trades, youth STEM and animation programming, family and community services, substance misuse prevention, agriculture and environmental education, housing services, and environmental justice initiatives.

These experiences help students understand the needs of their communities while developing the skills and confidence needed to pursue careers and contribute to the regional workforce. By connecting students with employers and community organizations, the FFE internship program is helping build a stronger, more prepared workforce that can have a lasting positive impact on Española, Rio Arriba County, and Northern New Mexico.

*Karen Morfin*
*Grant Coordinator, Technical Trades Department*
*Northern New Mexico College*

> "The NeXt program has allowed me to experience public policy advocacy in an impactful setting. I developed the ability to read complex environmental policy documents, research environmental laws, and important gardening skills during the internship. I am most proud of having the opportunity to contribute to a public comment document from Tewa Women United to the Department of Energy. I was able to research and provide comments on the environmental effects—specifically on seed sovereignty—of the proposed expansion of Los Alamos Laboratory's plutonium pit production facility."

**SADEED EHSAN**
*INTERN, TEWA WOMEN ENVIRONMENTAL JUSTICE*

## ABOUT FUTURE FOCUSED EDUCATION

Future Focused Education partners with young people and their communities to transform the educational experience, especially for those historically underserved. Together—by lifting up local wisdom and creating real-world opportunities—we prepare students to lead and thrive. From classrooms to job sites to the legislative floor, we're building stronger, more equitable, and more prosperous communities across New Mexico.



# 04

# APPRENTICESHIPS

## $228,809 EXPENDED

*Building careers through paid, hands-on learning*



*Photo courtesy of San Juan College*

# Apprenticeships by Higher Education Institution

**Apprenticeships are the smallest of Workforce GRO's three primary workforce-development activities, but they offer a distinct model that combines structured training with employment.** In FY26, four independent community colleges supported six apprenticeship programs spanning early childhood education, automotive and diesel technology, corrections, information technology, and film and television. Five of the six programs were registered apprenticeships.

Unlike internships, which primarily provide students with work-based experience, apprenticeships combine structured on-the-job learning with related instruction; some apprenticeship programs are formally registered with the U.S. Department of Labor, while others operate outside the registered apprenticeship system. Several of the Workforce GRO-supported programs also lead to industry credentials or certificates, including CompTIA credentials through Central New Mexico Community College's information technology apprenticeship and apprenticeship certificates through San Juan College's automotive and diesel programs.

**Table 7.** Apprenticeship offerings by higher education institutions.

| INSTITUTION | APPRENTICESHIP | EXPENDITURE | NUMBER OF APPRENTICES | REGISTERED? |
|---|---|---|---|---|
| Central New Mexico Community College | New Mexico Information Technology Apprenticeship Program | $15,948 | 3 | Yes |
| Central New Mexico Community College | New Mexico Educational Access Channel/Katharsis Media Film & TV Apprenticeship Program | $24,946 | 4 | Yes |
| Clovis Community College | Corrections Officer Training Academy | $87,700 | 21 | No |
| San Juan College | Automotive Technician | $13,124 | 3 | Yes |
| San Juan College | Diesel Mechanic | $34,591 | 3 | Yes |
| Santa Fe Community College | Early Childhood Education Apprenticeship Program | $52,500 | 52 | Yes |
| **TOTAL** | | **$228,809** | **86** | |

APPRENTICESHIP SPOTLIGHT

# Curry County Adult Detention Center

*CLOVIS COMMUNITY COLLEGE*

**21**
**STUDENTS SERVED**

**-63%**
**VACANCIES AT CURRY COUNTY DETENTION CENTER**

**100%**
**COMPLETION RATE**

## ABOUT THE APPRENTICESHIP

Clovis Community College partnered with the Curry County Adult Detention Center to offer a Correctional Officer Training Program designed to prepare participants for careers in correctional facilities. The program provides students with the skills, knowledge, and discipline needed to pursue correctional officer positions at the local, state, and federal levels, creating a pathway into the criminal justice workforce.



*Photo courtesy of Clovis Community College*

"This program has provided structured, career-focused training opportunities that directly benefit the participants and our Adult Detention Center. By combining classroom instruction with practical, hands-on experience, the apprenticeship program has strengthened job readiness, improved technical competencies, and developed professional leadership skills among participants. The result has been a more prepared, confident, and capable workforce serving our community. For Curry County, the benefits have been measurable and meaningful. The program has enhanced retention by providing clear career pathways, strengthened partnerships between education and public service agencies, reduced onboarding and training gaps for critical positions, and supported long-term workforce sustainability with the county."

**LANCE PYLE**
*CURRY COUNTY MANAGER*

"Our partnership with Curry County demonstrates how apprenticeship can provide real solutions to workforce challenges. **Before launching the Correction Officer Apprenticeship Program, there were 19 vacancies; today, there are 7. As such, those shortages have been reduced by more than 63%, with only seven positions currently vacant.** By combining structured training, sustainable wages, and built-in incentives that encourage retention and long-term employment, the program is helping bridge critical workforce gaps while creating long-term career opportunities for local residents. This partnership is not only strengthening staffing levels within the corrections system but also building a more stable and resilient workforce for the future."

**ROBIN KUYKENDALL, Ed.D.**
*EXECUTIVE VICE PRESIDENT*
CLOVIS COMMUNITY COLLEGE



# 05

# CONCLUSION



*Photo courtesy of University of New Mexico-Valencia*

# Conclusion

Over its first two years, Workforce GRO has developed from a new state investment into a statewide workforce strategy reaching thousands of New Mexicans across industries, higher education institutions, and communities. FY26 findings demonstrate the breadth of that investment, from expanding existing workforce training programs and connecting students with employers to reducing financial barriers to required professional experiences and supporting workforce preparation across New Mexico's diverse industries. Early employment and wage outcomes also provide a growing evidence base for evaluating how participants translate training into employment and earnings over time.

**FY27 should not represent the end of that progress.** As the final year of the current three-year appropriation, FY27 provides an opportunity to apply lessons learned during the pilot, strengthen outcome measurement, expand access through IET and other effective pathways, and build on the workforce infrastructure established through the state's investment. Reauthorizing Workforce GRO would allow New Mexico to move from a three-year pilot toward a sustained workforce strategy—one that connects New Mexicans with education and training, connects employers with skilled workers, and preserves the capacity built through this investment to serve communities across the state.

# APPENDIX A: FY26 Workforce Training Courses/ Programs

*Duplicate entries indicate that a program/course was offered multiple times throughout FY26.*

| Institution Name | Workforce Training Course/Program Title |
|---|---|
| **Comprehensive Universities** | |
| Northern New Mexico College | Electrical Technology |
| Northern New Mexico College | Plumbing / Pipefitting |
| Northern New Mexico College | HVAC |
| Northern New Mexico College | Welding |
| Northern New Mexico College | Carpentry |
| Northern New Mexico College | Computer Literacy |
| Western New Mexico University | Certified Nursing Assistant |
| Western New Mexico University | Phlebotomy Technician |
| **Branch Community Colleges** | |
| Eastern New Mexico University-Roswell | Manufacturing |
| Eastern New Mexico University-Roswell | Transportation |
| Eastern New Mexico University-Roswell | City of Roswell Training |
| Eastern New Mexico University-Roswell | FAA Part 107 Remote Pilot Lic. |
| Eastern New Mexico University-Roswell | Aviation Maintenance Training |
| Eastern New Mexico University-Roswell | Medical Industry/Mental Health |
| Eastern New Mexico University-Roswell | Early Childhood Development |
| Eastern New Mexico University-Roswell | Real Estate |
| Eastern New Mexico University-Roswell | Lifeguard/Umpire/Coaching |
| Eastern New Mexico University-Roswell | CDL Class A Training |
| Eastern New Mexico University-Roswell | Workplace Safety Training |
| Eastern New Mexico University-Roswell | Supervisor Training |
| New Mexico State University-Alamogordo | EMS |
| New Mexico State University-Alamogordo | Electrocardiogram Technician |
| New Mexico State University-Alamogordo | Phlebotomist Technician |
| New Mexico State University-Alamogordo | Nursing Assistant |
| New Mexico State University-Alamogordo | Medical Assistant, Medical Administrative Assistant |
| New Mexico State University-Alamogordo | Nursing |
| New Mexico State University-Doña Ana | Certified Nursing Assistant |
| New Mexico State University-Doña Ana | Certified Pharmacy Technician |
| New Mexico State University-Doña Ana | Commercial Driver's Training |
| New Mexico State University-Doña Ana | Forklift Operator |
| New Mexico State University-Doña Ana | Hazardous Materials |
| New Mexico State University-Doña Ana | OSHA 10 |
| New Mexico State University-Doña Ana | Welding/Industrial Skills Technician |
| New Mexico State University-Grants | Fiber Optic Technician Training |
| University of New Mexico-Gallup | CDL A |
| University of New Mexico-Gallup | CDL B |
| University of New Mexico-Gallup | Solar Technician Certification |
| University of New Mexico-Taos | Certified Fiber Optic Technician (CFOT, CFOS-S, CFOS-T) |
| University of New Mexico-Taos | Fiber to the Home |
| University of New Mexico-Taos | Fiber Outdoor Plant |
| University of New Mexico-Taos | CDL A |
| University of New Mexico-Taos | CDL B |
| University of New Mexico-Taos | Collection Systems I |
| University of New Mexico-Taos | Wastewater Management I |
| University of New Mexico-Taos | Wilderness First Responder |
| University of New Mexico-Taos | Wilderness First Responder Recertification |
| University of New Mexico-Valencia | Power Pro Lineman |

| Institution Name | Workforce Training Course/Program Title |
|---|---|
| University of New Mexico-Valencia | OSHA 10 |
| University of New Mexico-Valencia | ARC Welding I |
| University of New Mexico-Valencia | Leadership I |
| University of New Mexico-Valencia | Basic Computers |
| University of New Mexico-Valencia | Basic Bookkeeping |
| University of New Mexico-Valencia | Quickbooks |
| University of New Mexico-Valencia | CNST Project Management |
| University of New Mexico-Valencia | Quickbooks |
| University of New Mexico-Valencia | Computer Basics |
| University of New Mexico-Valencia | Layout & Framing |
| University of New Mexico-Valencia | Concrete Finishing |
| University of New Mexico-Valencia | Arc Welding II |
| University of New Mexico-Valencia | Gas Metal Arc Welding I |
| University of New Mexico-Valencia | BLS Healthcare Provider CPR |
| University of New Mexico-Valencia | Heartsaver First Aid CPR AED |
| University of New Mexico-Valencia | Intermediate Computers |
| University of New Mexico-Valencia | Heartsaver First Aid CPR AED |
| University of New Mexico-Valencia | Heartsaver First Aid CPR AED |
| University of New Mexico-Valencia | Heartsaver First Aid CPR AED |
| University of New Mexico-Valencia | Heartsaver First Aid CPR AED |
| University of New Mexico-Valencia | BLS Healthcare Provider CPR |
| **Independent Community Colleges** | |
| Central New Mexico Community College | 3D Printing the Future: Intro to Additive Manufacturing |
| Central New Mexico Community College | Adobe Illustrator for CNC |
| Central New Mexico Community College | Advanced Coach Training |
| Central New Mexico Community College | Advanced Leadership & Organizational Management for Law Enforcement Personnel |
| Central New Mexico Community College | Advanced Screenprinting |
| Central New Mexico Community College | Advanced Topics in Law Enforcement |
| Central New Mexico Community College | AI Ready |
| Central New Mexico Community College | AI-Enhanced Software Development (formerly Java+Android Software Development) |
| Central New Mexico Community College | Basic Excel Training |
| Central New Mexico Community College | Business Animation |
| Central New Mexico Community College | CDL Class A |
| Central New Mexico Community College | CDL Class B |
| Central New Mexico Community College | CDL Passenger Endorsement |
| Central New Mexico Community College | Certificate in Chocolate Tasting |
| Central New Mexico Community College | Certified Associate in Project Management |
| Central New Mexico Community College | Certified Facility Manager |
| Central New Mexico Community College | Charcuterie Essentials |
| Central New Mexico Community College | Coach 1.0 |
| Central New Mexico Community College | Coach 2.0 |
| Central New Mexico Community College | Corrections Officer Training Academy |
| Central New Mexico Community College | CPR/First Aid |
| Central New Mexico Community College | Data Science & Applied Generative AI/Machine Learning |
| Central New Mexico Community College | Data Science for Business Leaders |
| Central New Mexico Community College | Designing a Purposeful Next Chapter |
| Central New Mexico Community College | Digital Media |
| Central New Mexico Community College | Electric Lineworker Pre-Apprenticeship |
| Central New Mexico Community College | Electric Vehicle Safety Foundations |
| Central New Mexico Community College | ENDT Board Exam Prep |
| Central New Mexico Community College | Facility Management Professional |
| Central New Mexico Community College | Financial Coach |
| Central New Mexico Community College | Flexible Endoscope Reprocessing |

| Institution Name | Workforce Training Course/Program Title |
|---|---|
| Central New Mexico Community College | Foundational Baking |
| Central New Mexico Community College | Fullstack Web Development & AI Tools |
| Central New Mexico Community College | Game Design |
| Central New Mexico Community College | Health Data Innovators |
| Central New Mexico Community College | Intermediate Baking |
| Central New Mexico Community College | Intermediate Excel |
| Central New Mexico Community College | Intermediate Woodshop |
| Central New Mexico Community College | Internet of Things |
| Central New Mexico Community College | Intro to 3D Design (CAD) |
| Central New Mexico Community College | Intro to 3D Printing |
| Central New Mexico Community College | Intro to Adobe Illustrator |
| Central New Mexico Community College | Intro to CNC Plasma |
| Central New Mexico Community College | Intro to CNC Router |
| Central New Mexico Community College | Intro to Epilog Laser Cutting and Engraving |
| Central New Mexico Community College | Intro to Metal Shop |
| Central New Mexico Community College | Intro to MIG Welding |
| Central New Mexico Community College | Intro to Mill & Lathe |
| Central New Mexico Community College | Intro to Powdercoating |
| Central New Mexico Community College | Intro to Screenprinting |
| Central New Mexico Community College | Intro to TIG Welding |
| Central New Mexico Community College | Intro to Vinyl Printing |
| Central New Mexico Community College | Intro to Wood Lathe |
| Central New Mexico Community College | Intro to Woodshop |
| Central New Mexico Community College | Introduction to IoT |
| Central New Mexico Community College | Introduction to Quantum |
| Central New Mexico Community College | IoT Artist 5.0 |
| Central New Mexico Community College | IPC 610 & J Standard (Electronics Soldering) |
| Central New Mexico Community College | IT Professional Series (CompTIA A+ Hardware Training) |
| Central New Mexico Community College | IT Professional Series (CompTIA A+ Software Training) |
| Central New Mexico Community College | IT Professional Series (CompTIA Network+ Training) |
| Central New Mexico Community College | IT Professional Series (CompTIA Security+ Training) |
| Central New Mexico Community College | Law Block Training |
| Central New Mexico Community College | Leadership Academy |
| Central New Mexico Community College | LPI Linux Essentials |
| Central New Mexico Community College | Manufacturing Essentials |
| Central New Mexico Community College | Mastering the Art of Customer Service |
| Central New Mexico Community College | Medical Transcription Editor |
| Central New Mexico Community College | Metaverse Architect |
| Central New Mexico Community College | Metaverse Architect for Business Leaders |
| Central New Mexico Community College | NM MEP Lean Essentials (Principles of Manufacturing) |
| Central New Mexico Community College | OSHA 10 |
| Central New Mexico Community College | Photoshop for Screenprinting |
| Central New Mexico Community College | Professional Medical Coding & Billing |
| Central New Mexico Community College | Professional Skills Academy |
| Central New Mexico Community College | Project Management Professional |
| Central New Mexico Community College | Quantum Technician |
| Central New Mexico Community College | Real Estate Series |
| Central New Mexico Community College | Salesforce Administrator |
| Central New Mexico Community College | ServiceNow Application Developer |
| Central New Mexico Community College | ServiceNow System Administrator |
| Central New Mexico Community College | Set Decorator and Shopper Training |
| Central New Mexico Community College | Technical Interview Skills-Building Workshop for Developers |
| Central New Mexico Community College | Trauma-Informed Law Enforcement |
| Central New Mexico Community College | UX/UI Design |
| Central New Mexico Community College | Viva Vino Wine Bootcamp |

| Institution Name | Workforce Training Course/Program Title |
|---|---|
| Central New Mexico Community College | Youth Care Worker |
| Clovis Community College | CDL A |
| Clovis Community College | Food Safety Manager |
| Clovis Community College | Cosmetology Extensions Training |
| Clovis Community College | EMS Continuing Education Training |
| Clovis Community College | CPR |
| Clovis Community College | Criminal Justice Continuing Education |
| Clovis Community College | Registered Behavior Technician |
| Luna Community College | Commercial Driver's License |
| Luna Community College | Wildfire Resilience Training Center |
| Luna Community College | American Welding Society Certifications |
| Luna Community College | Water Distribution, Level I |
| Luna Community College | Auto Collision Technology |
| Mesalands Community College | CDL |
| Mesalands Community College | AWS Certified Welding |
| Mesalands Community College | Artistic Metal Fabrication |
| Mesalands Community College | Heartsaver |
| Mesalands Community College | Paleontology Excavation |
| Mesalands Community College | Basic Technical Training - Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| New Mexico Junior College | Automation & Industrial Systems |
| New Mexico Junior College | Lineman |
| New Mexico Junior College | PLC |
| New Mexico Junior College | Lease Operator |
| New Mexico Junior College | Instructor Development Course |
| New Mexico Junior College | CDL |
| New Mexico Junior College | DOT |
| New Mexico Junior College | CNA |
| New Mexico Junior College | CMA |
| New Mexico Junior College | Dental Assistant |
| New Mexico Junior College | Pharmacy Tech |
| New Mexico Junior College | EMT Basic |
| New Mexico Junior College | EMT Advanced |
| New Mexico Junior College | Medic 1st Aid/CPR Train the Trainer |
| New Mexico Junior College | Automation & Industrial Systems |
| San Juan College | Heavy Equipment Operator |
| San Juan College | Commercial Driver's License (CDL) |
| San Juan College | Medical Assistant (FY26) |
| San Juan College | Certified Associate in Project Management (CAPM) |
| San Juan College | Society of Human Resources Management (SHRM) |
| San Juan College | Microsoft Office Specialist |
| San Juan College | Business Essentials |
| San Juan College | ServSafe |
| San Juan College | PMP |
| San Juan College | Medical Assistant (FY25) |
| San Juan College | CompTIA Academy |
| San Juan College | CompTIA A+ |
| San Juan College | CompTIA Network+ |
| San Juan College | CompTIA Security+ |

| Institution Name | Workforce Training Course/Program Title |
|---|---|
| San Juan College | CompTIA Cloud Essentials+ |
| Santa Fe Community College | Fiber Optic Technician Series (6300/6773/6774/7492/7586/7496/7497/7533/7534/7835/7833/7850/7803/7805) |
| Santa Fe Community College | 3D Printing with Fusion 360 (6715) |
| Santa Fe Community College | Intro to Digital Design and FDM 3D Printing (7392/7464/7467) |
| Santa Fe Community College | 3D Printing Technician Master Badge (7539) |
| Santa Fe Community College | Autodesk Fusion 360 Certification (7595) |
| Santa Fe Community College | Basic Computer Skills (7489) |
| Santa Fe Community College | Fiber to the Home Specialist (7215/7461/7472/7531/7590/7801/7804) |
| Santa Fe Community College | Outside Plant (6299/7216/7480/7481/7802) |
| Santa Fe Community College | UPSKILLNM Building Analyst Professional (6778/6738/6810/7494/7466) |
| Santa Fe Community College | OSHA Construction (7585) |
| Santa Fe Community College | First Aid/CPR/AED (7583) |
| Santa Fe Community College | Hybrid/Electric Vehicle Operations Bootcamp (6783/6784) |
| Southeast New Mexico College | CDL |

# APPENDIX B: FY26 Internships/Practicums

| Institution | Internship Employer Partner Name |
|---|---|
| **Comprehensive Universities** | |
| Eastern New Mexico University | **Education Facilities** (Portales Municipal Schools; Loving Municipal Schools; Rio Rancho Public Schools; Grady Schools; To'Hajiilee Community School; Artesia Public Schools; Region 9 Education Coop; Marion County Schools, WV; Fairfax County Public Schools, VA; Rivers Elementary, OK; Dows Prairie Elementary School, CA; Ventura Unified School District, CA; Nebo School District, UT; El Centro Elementary School District, CA; Jeffco Public Schools, CO; Colman ISD, TX) **Health Care Facilities/Clinics** (Roosevelt General Hospital, Portales; Speech And Hearing Rehabilitation Outreach Center, Portales; ENMRSH, Clovis; Coronado Care Center, Portales; Calibre Post Acute, Las Cruces; Lovelace, Albuquerque; Memorial Medical Center, Las Cruces; Dwight D. Eisenhower Dept. Of Vet Affairs Med Center; Trustpoint Rehabilitation Hospital, Lubbock; Medallion Post Acute Rehabilitation; Blue Dove Rehabilitation, CA; Riverview Retirement Community, WA; Encompass Health Rehabilitation; Hospital Of The Woodlands; Aging And Disability Service Division; Lakeland Regional Hospital, FL) **Private Facilities** (Access Therapy Services; Talk With Confidence Speech & Language Services Inc.; Speech Garden; Flourish Speech Therapy; JS Therapies; Rise And Shine; Amazing Care; Learning Tree Therapy; Little Land Buda; Midland Health West Texas Therapy, Mercy Therapy Kingfisher; Language Learning And Speech Center; Bright Beginnings) |
| Eastern New Mexico University | New Mexico 9th Judicial Court District; Portales Police Department, City Of Portales-Municipal Courts, Gaines County Juvenile Probation Department, Second Judicial District DA's Office, Albuquerque; Farmington Police Department; Jasso And Jasso Law Firm; City Of Portales - Human Resources Department. |
| Eastern New Mexico University | **Health Care/Clinics/Private Facilities** (Bewell Counseling Services, Portales; Mental Health Resources, Clovis; Zia Recovery Center; Las Cruces; Family Counseling Services, Lubbock; Camino Nuevo Counseling, Las Cruces; Healing Word LLC, Moriarty; April Lewis-Ramirez - Birds Nest Therapy, Albuquerque; Wild Magnolia Wellness, Albuquerque; Cottonwood Counseling, Albuquerque; Department Of Behavioral Health Services, Albuquerque; Christian Counseling Professionals, CCP, Albuquerque; Casakids Counseling Center) **Education Facilities** (Ruidoso High School, Thrive Community School, Santa Fe; Gadsden High School; Cascade Christian Schools; WA) |
| Eastern New Mexico University | **Health Care Facilities** (Roosevelt General Hospital, Portales; Plains Regional Cancer Center, Clovis; Plains Regional Medical Center, Clovis; Kindred Hospital Albuquerque, Albuquerque; Rust Medical Center, Rio Rancho; Raymond G Murphy Vamc, Albuquerque; Nor Lea Hospital District, Lovington; Covenant Health Hobbs Hospital; Lovelace Regional Hospital, Roswell; Blackfeet Community Hospital, Mt; Raymond G. Murphy Va Medical Center, Albuquerque; International Mountain Medicine Center Unm, Albuquerque; Fresenius Kidney Care, Hobbs; Desert Functional Medicine & Aesthetics, Hobbs; Kymera Independent Physicians, Roswell) **Education Facilities** (Sidney Gutierrez Schools, Roswell; Albuquerque Public Schools; Las Cruces Public Schools/Health Clinic; Central New Mexico Community College; Senmc College; San Juan College, Dona Ana Community College; Unm Taos; Carrington College, Albuquerque) |
| Eastern New Mexico University | **CYFD** (Albuquerque, Clovis, Hobbs, Portales, Ruidoso & Tucumcari); **Public Schools** (Aztec, Christian Duncan Heritage Academy, Clovis, Hobbs & Portales); **Health Care Facilities** (Roosevelt General Hospital Children Allegiance; Gentiva, Clovis; University Medical Center, Lubbock; High Desert Hospice, Albuquerque; Nurstead, Clovis, DVR, Carlsbad; Gentiva, PMS Santa Fe Health Center & Christus St. Vincent Cancer Center; Santa Fe); **Community/Private Facilities** (Arise, Portales; Community Services Center, Portales; Christian Children's Home, Portales; Adult Protective Services; Portales; Mental Health Resources; Portales; Clovis District Attorney's Office; Hartley House, Clovis; Rape Crisis Center, |

| Institution | Internship Employer Partner Name |
|---|---|
| | Albuquerque; Cannon Airforce Base; Hope Floats Addiction Counseling, Ruidoso; Back In Balance; Albuquerque; Wings For Life; Roswell; Casakids, Roswell; Dragonfly Counseling, Albuquerque; Integrity; Albuquerque; MECA Therapies; Clovis; Be Well Counseling; Portales; NM Solutions; Albuquerque; Life Changes Counseling; Clovis; Duke City Mind Institute; Albuquerque; Christian Counseling Professionals; Albuquerque; Casa De Salud; Albuquerque. |
| Eastern New Mexico University | Dairy Farmers Of America (DFA), Portales; Hagerman Municipal Schools; National Park Service; National Science Foundation |
| Eastern New Mexico University | Portales Economic Development Office; Dairy Farmers Of America, Portales, Portales Chamber Of Commerce, 3500 Square LLC, Albuquerque |
| Eastern New Mexico University | New Mexico Art Educator Association, Albuquerque; Dreamers2makers Films, Rio Rancho; Clovis Community College; First United Methodist Church, Portales. |
| Eastern New Mexico University | Torfecta Coffee Company; Women, Infants And Children (WIC), Portales; Portales Public Schools |
| Eastern New Mexico University | Portales High School; Valencia Elementary, Portales; Capitan High School; Ft. Sumner Schools; St. Pius X Schools, Albuquerque; Tulia ISD, TX; Friona ISD, TX; Boulder City High School, NV; Lindenwold High School, NJ; Boulder City; Ballantyne Ridge High School, NC; Rancho Mirage High School, CA; John Jimenez Community Therapies, Clovis; Riorecos Chiropractic Sports & Wellness, Carlsbad; Sievers Sports Medicine, Portales; Global Sports Partners, Tunisia; Pointe-Claire Soccer Club, Canada. |
| New Mexico Highlands University | Counseling |
| New Mexico Highlands University | Educational Leadership |
| New Mexico Highlands University | Media Arts Cultural Technology |
| New Mexico Highlands University | Nursing |
| New Mexico Highlands University | Psychology |
| New Mexico Highlands University | Social Work |
| Northern New Mexico College | Avanyu LLC |
| Northern New Mexico College | City Of Española |
| Northern New Mexico College | Moving Arts Española |
| Northern New Mexico College | Presbyterian Healthcare Services |
| Northern New Mexico College | Stem Santa Fe |
| Northern New Mexico College | Avanyu LLC |
| Northern New Mexico College | Crisis Center Of Northern New Mexico |
| Northern New Mexico College | Gerard's House |
| Northern New Mexico College | Mccurdy Ministries Community Center |
| Northern New Mexico College | National Latino Behavioral Health Association |
| Northern New Mexico College | Reunity Resources |
| Northern New Mexico College | Pueblo De San Ildefonso |
| Northern New Mexico College | Pueblo De San Ildefonso |
| Northern New Mexico College | Tewa Women United |
| Northern New Mexico College | United Way Of Northern New Mexico |
| Northern New Mexico College | National Latino Behavioral Health Association (Nlbha) |
| Northern New Mexico College | National Latino Behavioral Health Association (Nlbha) |
| Western New Mexico University | A New Awakening |
| Western New Mexico University | Agora Crisis Center |
| Western New Mexico University | Albuquerque Healthcare For The Homeless |

| Institution | Internship Employer Partner Name |
|---|---|
| Western New Mexico University | All Ages Adoption Plus |
| Western New Mexico University | Amistad Family Services |
| Western New Mexico University | Anthony Grenko Counseling |
| Western New Mexico University | Behavior Learning Tree |
| Western New Mexico University | Bethany Village |
| Western New Mexico University | Bloomfield School District (Mesa Alta Junior High School) |
| Western New Mexico University | Casa Kids (Chaves County CASA Program Dba Casakids) |
| Western New Mexico University | Charlotte's Place Preschool (Amistad Family Services) |
| Western New Mexico University | Children's Medical Services |
| Western New Mexico University | Children, Youth And Families Department (CYFD) |
| Western New Mexico University | Children, Youth And Families Department (CYFD) - Albuquerque/Rio Rancho |
| Western New Mexico University | Children, Youth And Families Department (CYFD) - Deming |
| Western New Mexico University | Children, Youth And Families Department (CYFD) - Office Of Tribal Affairs |
| Western New Mexico University | Children, Youth And Families Department (CYFD) - Roswell |
| Western New Mexico University | Children, Youth And Families Department (CYFD) - Silver City |
| Western New Mexico University | Choice Recovery Path, LLC |
| Western New Mexico University | Christian Counseling Professionals |
| Western New Mexico University | Christus St. Vincent Regional Medical Center Aka Gerald Champion Regional Medical Center |
| Western New Mexico University | Clovis Municipal Schools |
| Western New Mexico University | Cobre Consolidated School District |
| Western New Mexico University | Cottonwood Clinical Services |
| Western New Mexico University | Counseling Las Cruces |
| Western New Mexico University | Cross City Counseling |
| Western New Mexico University | Desert Mountain Healing Iop Llc |
| Western New Mexico University | Dragonfly Counseling Associates |
| Western New Mexico University | Enchanted Sky Hospice |
| Western New Mexico University | Engender |
| Western New Mexico University | Enlace/Creciendo Juntos |
| Western New Mexico University | Essential Mental Health |
| Western New Mexico University | Faith Works Counseling |
| Western New Mexico University | Families & Youth Innovations Plus |
| Western New Mexico University | Family Counseling Center |
| Western New Mexico University | Formation Counseling Services |
| Western New Mexico University | Full Circle Recovery |
| Western New Mexico University | Gadsden Independent School District |
| Western New Mexico University | Gallup Community Health |
| Western New Mexico University | Grand Summit |
| Western New Mexico University | Hatch Valley Public Schools |
| Western New Mexico University | Heart & Soul Of NM |
| Western New Mexico University | Herron Solutions, Llc. |
| Western New Mexico University | Hidalgo Medical Center |

| Institution | Internship Employer Partner Name |
|---|---|
| Western New Mexico University | Hope Counseling |
| Western New Mexico University | Horses For Healing, Inc. |
| Western New Mexico University | Hvps |
| Western New Mexico University | Intermountain Centers For Human Development (ICHD)/ Community Partners Integrated Healthcare |
| Western New Mexico University | La Casa - Deming |
| Western New Mexico University | La Casa Healing House |
| Western New Mexico University | La Clinica De Familia |
| Western New Mexico University | La Pinon |
| Western New Mexico University | Las Cruces Public Schools |
| Western New Mexico University | Lighthouse Family Services |
| Western New Mexico University | Los Amigos, Llc |
| Western New Mexico University | Luminous Minds, Llc |
| Western New Mexico University | Mckinney - Vento Program (Albuquerque Public Schools - Mckinney Vento Program) |
| Western New Mexico University | Mesilla Valley Community Of Hope |
| Western New Mexico University | Mesilla Valley Hospital |
| Western New Mexico University | New Horizons Counseling Center |
| Western New Mexico University | New Mexico Association For Infant Mental Health |
| Western New Mexico University | Nm Dream Center |
| Western New Mexico University | NMHU - Center For Excellence In Social Work (New Mexico Highlands University)(NMHU FVSSW Center For Excellence In Social Work) |
| Western New Mexico University | One Albuquerque Health, Housing & Homelessness |
| Western New Mexico University | Open Minds Healing And Recovery |
| Western New Mexico University | Open Skies Healthcare |
| Western New Mexico University | Play Sharity Children's Museum |
| Western New Mexico University | Presbyterian Medical Services |
| Western New Mexico University | Rape Crisis Center |
| Western New Mexico University | Rayos Del Sol, Inc |
| Western New Mexico University | Recovery Connections |
| Western New Mexico University | Recovery Management Center |
| Western New Mexico University | Rehoboth Christian Middle School |
| Western New Mexico University | Rehoboth Christian School |
| Western New Mexico University | Roadrunner Hospice |
| Western New Mexico University | Roswell Independent School District |
| Western New Mexico University | San Juan Regional Medical Center |
| Western New Mexico University | Sandhill |
| Western New Mexico University | Sandia Therapy |
| Western New Mexico University | Self Directed Choices |
| Western New Mexico University | Siembra Leadership High School |
| Western New Mexico University | Silver Consolidated Schools |
| Western New Mexico University | Silver Regional Sexual Assault Support Services |
| Western New Mexico University | State Of New Mexico HCA Income Support Division |

| Institution | Internship Employer Partner Name |
|---|---|
| Western New Mexico University | The Counseling Center |
| Western New Mexico University | The Family Connection |
| Western New Mexico University | The Psychiatric Care Center |
| Western New Mexico University | The Sky Center |
| Western New Mexico University | Trail Ahead Therapy |
| Western New Mexico University | Truth Or Consequences Municipal Schools |
| Western New Mexico University | Unm Hospital (Unm Young Children's Health Center) |
| Western New Mexico University | Unm Mental Health Collaborative |
| Western New Mexico University | Valued Healing |
| Western New Mexico University | Vista Middle School |
| Western New Mexico University | Wellness From Within |
| Western New Mexico University | Williams Counseling |
| Western New Mexico University | Winborn Wellness And Counseling |
| Western New Mexico University | Wnmu Child Development Center |
| Western New Mexico University | Youth Development Inc. |
| Western New Mexico University | Zia Recovery Center |
| Western New Mexico University | Chaparral Elementary (Deming Public Schools) |
| Western New Mexico University | Counseling World Llc |
| Western New Mexico University | DEMING HIGH SCHOOL/Bataan Elementary School |
| Western New Mexico University | Deming Intermediate School |
| Western New Mexico University | Deming Public Schools Red Mountain Middle School |
| Western New Mexico University | Families & Youth Innovations Plus (Fyi+) |
| Western New Mexico University | Gd Psych Services Llc |
| Western New Mexico University | Healthy Families Of Albuquerque LLC |
| Western New Mexico University | Hiawatha Valley Mental Health Center |
| Western New Mexico University | High Desert Healing |
| Western New Mexico University | Kaydium Therapy Services Llc |
| Western New Mexico University | La Familia Mental Health Services |
| Western New Mexico University | La Plata Middle School |
| Western New Mexico University | Lordsburg Municipal Schools Dugan - Tarango Middle School |
| Western New Mexico University | Miyamura High School |
| Western New Mexico University | New Mexico Division Of Vocational Rehabilitation (NMDVR) - Carlsbad - Area 4 |
| Western New Mexico University | Nexus Counseling Center |
| Western New Mexico University | Peak Behavioral Health Act Program |
| Western New Mexico University | Pueblo Of Pojoaque Behavioral Health |
| Western New Mexico University | Region 9 School Based Health Center (SBHC) |
| Western New Mexico University | Serna Solutions |
| Western New Mexico University | Silver Consolidated Schools |
| Western New Mexico University | Tessa's Therapies, Inc. |
| Western New Mexico University | Therapy With A Purpose LLC |
| Western New Mexico University | Tibbetts Middle School |
| Western New Mexico University | Turquoise Trail Counseling |

| Institution | Internship Employer Partner Name |
|---|---|
| Western New Mexico University | Village South |
| Western New Mexico University | Winborn Wellness And Counseling |
| Western New Mexico University | Winds Of Change Recovery And Mental Health |
| Western New Mexico University | Zia Recovery Center |
| Western New Mexico University | A Child's Garden Preschool (Abq) |
| Western New Mexico University | Alamosa Child Development Center (Abq) |
| Western New Mexico University | Albuquerque Public Schools |
| Western New Mexico University | Alice King Community School |
| Western New Mexico University | Alpha School (Las Cruces) |
| Western New Mexico University | Animas Public Schools |
| Western New Mexico University | Appletree Educational Center |
| Western New Mexico University | Aztec Municipal Schools |
| Western New Mexico University | Best Of The Southwest Daycare |
| Western New Mexico University | Bloomfield Schools |
| Western New Mexico University | Brown Early Childhood Center (Portales) |
| Western New Mexico University | Carlsbad Municipal Schools |
| Western New Mexico University | Central Consolidated Schools |
| Western New Mexico University | Central Consolidated Schools Navajo Preparatory School - Bie |
| Western New Mexico University | Chins Full House Too |
| Western New Mexico University | Cimarron Public Schools |
| Western New Mexico University | Clayton Municipal Schools |
| Western New Mexico University | Cobre Consolidated Schools |
| Western New Mexico University | Crownpoint BIE |
| Western New Mexico University | Deming Public Schools |
| Western New Mexico University | Discovery Child Development Center |
| Western New Mexico University | Dulce |
| Western New Mexico University | Family Resource Center |
| Western New Mexico University | Farmington Municipal Schools |
| Western New Mexico University | Future Generation Early Learning |
| Western New Mexico University | Gallup BIE |
| Western New Mexico University | Gallup-Mckinley County Schools |
| Western New Mexico University | Grants - Cibola County Schools |
| Western New Mexico University | Hatch Valley Public Schools |
| Western New Mexico University | Hills Academy (Farmington) |
| Western New Mexico University | Jardin De Los Niños (Las Cruces) |
| Western New Mexico University | Jaslynn's Daycare |
| Western New Mexico University | Kids Korner |
| Western New Mexico University | La Casa De Lily Learning Center |
| Western New Mexico University | Las Cruces - Charter School |
| Western New Mexico University | Las Cruces Public Schools |
| Western New Mexico University | Little Bear Child Development Center |
| Western New Mexico University | Little Blessing Child Development Center (Abq) |

| Institution | Internship Employer Partner Name |
|---|---|
| Western New Mexico University | Lordsburg Municipal Schools |
| Western New Mexico University | Mcpherson Center |
| Western New Mexico University | Mcpherson Center (Deming) |
| Western New Mexico University | Mora Independent Schools |
| Western New Mexico University | Moriarty Municipal Schools |
| Western New Mexico University | Mountainair Public Schools |
| Western New Mexico University | New Generations Learning Center |
| Western New Mexico University | Pecos Cyber Academy |
| Western New Mexico University | Presbyterian Medical Services |
| Western New Mexico University | Rehoboth Christian School |
| Western New Mexico University | Renaissance Academy |
| Western New Mexico University | Reserve Independent Schools |
| Western New Mexico University | Rio Rancho Public Schools |
| Western New Mexico University | San Juan College Child And Family Development Center |
| Western New Mexico University | Santa Fe Public Schools |
| Western New Mexico University | Shiprock High School |
| Western New Mexico University | Silver Consolidated Schools |
| Western New Mexico University | Socorro Consolidated Schools |
| Western New Mexico University | Socorro Independent Schools (Tx) |
| Western New Mexico University | St. Joseph School (El Paso) |
| Western New Mexico University | T'iis Ts'ozi Bi'Olta' Crownpoint Comm School: Family And Child Education (FACE) |
| Western New Mexico University | Taos |
| Western New Mexico University | Truth Or Consequences Municipal Schools |
| Western New Mexico University | Tucumcari |
| Western New Mexico University | Turquoise Child Development Center |
| Western New Mexico University | YDI Heights Head Start |
| Western New Mexico University | Zuni Public Schools |
| Western New Mexico University | Gila Regional Medical Center |
| Western New Mexico University | Fort Bayard Medical Center |
| Western New Mexico University | Mimbres Valley Medical Center |
| **Branch Community Colleges** | |
| Eastern New Mexico University-Roswell | Roswell Independent School District, Lovelace Hospital, Artesia Healthcare, Clovis Schools, Region IX Educational Coop, Hobbs Schools |
| Eastern New Mexico University-Roswell | Roswell Surrounding Area Hospitals and Clinics. |
| Eastern New Mexico University-Roswell | Hospitals (Lovelace/Eastern/UMC/Covenant/Roosevelt General) |
| Eastern New Mexico University-Roswell | Eastern New Mexico Medical Center |
| New Mexico State University-Doña Ana | Beast Welding |
| New Mexico State University-Doña Ana | Dedicated Metal Designs |
| New Mexico State University-Doña Ana | Eaton |
| New Mexico State University-Doña Ana | Jose Garcia |
| New Mexico State University-Doña Ana | Local Union 412 |
| New Mexico State University-Doña Ana | Marquez Wrought Iron |

| Institution | Internship Employer Partner Name |
|---|---|
| New Mexico State University-Doña Ana | New Mexico Steel Fabricators |
| New Mexico State University-Doña Ana | Perez Welding & Sheet Metal |
| New Mexico State University-Doña Ana | Sparks MetalWork |
| New Mexico State University-Doña Ana | Triple R Carports |
| New Mexico State University-Doña Ana | Western Playland |
| New Mexico State University-Doña Ana | Westside Welding |
| New Mexico State University-Doña Ana | Wicked Fabrication |
| New Mexico State University-Doña Ana | Walgreens |
| **Independent Community Colleges** | |
| Central New Mexico Community College | 7 Hillz Productions \| Seven Hillz Productions Foundation \| ReelBack Film Summit |
| Central New Mexico Community College | A New Day Inc (Formerly New Day Youth and Family Services |
| Central New Mexico Community College | ABQ-Live the Magazine |
| Central New Mexico Community College | ABQ-Live the Magazine |
| Central New Mexico Community College | ABQ-Live the Magazine |
| Central New Mexico Community College | Accessibility NextGen Inc |
| Central New Mexico Community College | Accessibility NextGen Inc |
| Central New Mexico Community College | Advanced Network Management |
| Central New Mexico Community College | Albuquerque International Association |
| Central New Mexico Community College | Albuquerque Little Theatre |
| Central New Mexico Community College | Albuquerque Little Theatre |
| Central New Mexico Community College | Albuquerque Little Theatre |
| Central New Mexico Community College | Ancora Transition Services |
| Central New Mexico Community College | Ancora Transition Services |
| Central New Mexico Community College | Any Lab Test Now St. Petersburg |
| Central New Mexico Community College | Aquila Inc |
| Central New Mexico Community College | Ardham Technologies |
| Central New Mexico Community College | Artisan ABQ Art Supplies |
| Central New Mexico Community College | Artistic Faith Connection |
| Central New Mexico Community College | ASLA Foundation (N4Arts Initiative) |
| Central New Mexico Community College | ASLA Foundation (N4Arts Initiative) |
| Central New Mexico Community College | ASLAN LAW |
| Central New Mexico Community College | ASLAN LAW |
| Central New Mexico Community College | B&D Industries |
| Central New Mexico Community College | Bittersweets Bakery (Debra Nieto) |
| Central New Mexico Community College | Bittersweets Bakery (Debra Nieto) |
| Central New Mexico Community College | Blueprint |
| Central New Mexico Community College | Boys and Girls Club |
| Central New Mexico Community College | Brown's Automotive |
| Central New Mexico Community College | Bueno Foods (El Canto Inc) |
| Central New Mexico Community College | Builders Trust of NM |
| Central New Mexico Community College | Builders Trust of NM |
| Central New Mexico Community College | Casa de Salud (Justice, Access, Support and Solutions for Health) |

| Institution | Internship Employer Partner Name |
|---|---|
| Central New Mexico Community College | Casa de Salud (Justice, Access, Support and Solutions for Health) |
| Central New Mexico Community College | City of Albuquerque |
| Central New Mexico Community College | City of Albuquerque |
| Central New Mexico Community College | Continental Machining |
| Central New Mexico Community College | Corley's Albuquerque Lincoln Volvo (S & J LLC) |
| Central New Mexico Community College | Daniels Heating and Air Conditioning LLC |
| Central New Mexico Community College | Document Solutions Inc (DSI) |
| Central New Mexico Community College | Dove Electric LLC |
| Central New Mexico Community College | Duke City Commercial LLC |
| Central New Mexico Community College | Element by Westin |
| Central New Mexico Community College | Enchanting Soaps, LLC |
| Central New Mexico Community College | Father Anne Ministries |
| Central New Mexico Community College | Father Anne Ministries |
| Central New Mexico Community College | Flyby Provisions |
| Central New Mexico Community College | Friends of the Orphan Signs |
| Central New Mexico Community College | Functional Playground Therapies |
| Central New Mexico Community College | Gen M LLC DBA Enchanted Farms Mushrooms |
| Central New Mexico Community College | Geo-Logic (Daniel B Stephens) |
| Central New Mexico Community College | Geo-Logic (Daniel B Stephens) |
| Central New Mexico Community College | Geospatial |
| Central New Mexico Community College | Greg Sweet Income Tax |
| Central New Mexico Community College | Gridflow, Inc |
| Central New Mexico Community College | Health Equity Alliance LGBTQ New Mexicans |
| Central New Mexico Community College | Highland Pharmacy (Bestcare Highland) |
| Central New Mexico Community College | Hinkle & Landers PC |
| Central New Mexico Community College | Hinkle & Landers PC |
| Central New Mexico Community College | Hi-Tech Heating and Cooling LLC (DBA Mario Garcia) |
| Central New Mexico Community College | Hole in the Heart |
| Central New Mexico Community College | Hole in the Heart |
| Central New Mexico Community College | Home Ownership Pathways and Education |
| Central New Mexico Community College | Home Ownership Pathways and Education |
| Central New Mexico Community College | Home Ownership Pathways and Education |
| Central New Mexico Community College | Home Ownership Pathways and Education |
| Central New Mexico Community College | IATSE Local 480 Training Center |
| Central New Mexico Community College | Impact Futures |
| Central New Mexico Community College | Impact Futures |
| Central New Mexico Community College | Impact Futures |
| Central New Mexico Community College | Jaguar Precision Machine LLC |
| Central New Mexico Community College | Jewish Community Center of Greater Albuquerque |
| Central New Mexico Community College | Jewish Community Center of Greater Albuquerque |
| Central New Mexico Community College | Jewish Community Center of Greater Albuquerque |
| Central New Mexico Community College | John Shomaker and Associates Inc |

| Institution | Internship Employer Partner Name |
|---|---|
| Central New Mexico Community College | Jon Bell CPA LLC |
| Central New Mexico Community College | Junior Achievement of New Mexico |
| Central New Mexico Community College | Junior Achievement of New Mexico |
| Central New Mexico Community College | Just Appeals |
| Central New Mexico Community College | Katharsis Media |
| Central New Mexico Community College | Katharsis Media |
| Central New Mexico Community College | Katharsis Media |
| Central New Mexico Community College | Katharsis Media |
| Central New Mexico Community College | La Plaza de Encuentro Gathering Place |
| Central New Mexico Community College | La Plaza de Encuentro Gathering Place |
| Central New Mexico Community College | Landmark Care Navigation |
| Central New Mexico Community College | Larry H Miller American Toyota Company |
| Central New Mexico Community College | Larry H Miller Casa Chevrolet |
| Central New Mexico Community College | Larry H. Miller Casa Chevrolet |
| Central New Mexico Community College | Las Ventanas Construction |
| Central New Mexico Community College | Lifetouch LLC |
| Central New Mexico Community College | Lifetouch LLC |
| Central New Mexico Community College | Lifetouch LLC |
| Central New Mexico Community College | Lifetouch LLC |
| Central New Mexico Community College | Los Poblanos Historic Inn |
| Central New Mexico Community College | Mata G LLC DBA Mata & Vegetarian Kitchen |
| Central New Mexico Community College | Meals on Wheels New Mexico |
| Central New Mexico Community College | MGP Mechanical |
| Central New Mexico Community College | Museum of the American Military Family and Learning Center |
| Central New Mexico Community College | Museum of the American Military Family and Learning Center |
| Central New Mexico Community College | Natures Cleaning Services LLC |
| Central New Mexico Community College | Natures Cleaning Services LLC |
| Central New Mexico Community College | NebulaNLP |
| Central New Mexico Community College | NebulaNLP |
| Central New Mexico Community College | NebulaNLP |
| Central New Mexico Community College | NebulaNLP |
| Central New Mexico Community College | New Mexico Club Cheer |
| Central New Mexico Community College | New Mexico Immigrant Law Center |
| Central New Mexico Community College | New Mexico Veterans Integration Center |
| Central New Mexico Community College | Nicor Inc |
| Central New Mexico Community College | Nilson Advertising |
| Central New Mexico Community College | NM Lap Robes for Veterans |
| Central New Mexico Community College | Notah Begay III Foundation |
| Central New Mexico Community College | Nusenda Credit Union |
| Central New Mexico Community College | OBTC Warehouse LLC (Old Barrel Tea Co) |
| Central New Mexico Community College | Olive Tree Compounding Pharmacy |
| Central New Mexico Community College | ORCOM |

| Institution | Internship Employer Partner Name |
|---|---|
| Central New Mexico Community College | Parker Dewey LLC |
| Central New Mexico Community College | Parker Dewey LLC |
| Central New Mexico Community College | Perfectly Imperfect LLC |
| Central New Mexico Community College | Presbyterian Healthcare Services |
| Central New Mexico Community College | Presbyterian Healthcare Services |
| Central New Mexico Community College | Presbyterian Healthcare Services |
| Central New Mexico Community College | Professionally Unprofessional |
| Central New Mexico Community College | Project Light |
| Central New Mexico Community College | Quantinuum |
| Central New Mexico Community College | R & B Commercial Service |
| Central New Mexico Community College | R4Creating |
| Central New Mexico Community College | Rio Grande Food Project |
| Central New Mexico Community College | S&S Buildings Solutions |
| Central New Mexico Community College | Sandia Biotech, Inc. |
| Central New Mexico Community College | Santa Fe Brewing |
| Central New Mexico Community College | Santa Fe Dreamers Project DBA Contigo Immigrant Justice |
| Central New Mexico Community College | SDV Construction Inc |
| Central New Mexico Community College | SDV Construction Inc |
| Central New Mexico Community College | Securin Inc |
| Central New Mexico Community College | Sign & Image Factory |
| Central New Mexico Community College | Silvers & Batz CPAs (Robert M Silvers CPA) |
| Central New Mexico Community College | SolAero Technologies Corp (Rocket Lab) |
| Central New Mexico Community College | Soma Vita Wellness |
| Central New Mexico Community College | Soma Vita Wellness |
| Central New Mexico Community College | Spearhead PM group |
| Central New Mexico Community College | Spearhead PM group |
| Central New Mexico Community College | STEM Boomerang |
| Central New Mexico Community College | Sun Tours (Everything Travel Inc) |
| Central New Mexico Community College | SYNCRONYS |
| Central New Mexico Community College | Tando |
| Central New Mexico Community College | Tando |
| Central New Mexico Community College | Tando |
| Central New Mexico Community College | Tando |
| Central New Mexico Community College | Telemetry Insights |
| Central New Mexico Community College | Terra Vera |
| Central New Mexico Community College | TJP LLC DBA The Jewelry Professor (JB9Swagger) |
| Central New Mexico Community College | Total Management Systems |
| Central New Mexico Community College | Total Management Systems |
| Central New Mexico Community College | TS-Nano |
| Central New Mexico Community College | VAMCO Inc |
| Central New Mexico Community College | VanEvery & Company LLC |
| Central New Mexico Community College | Vertical Raise New Mexico |

| Institution | Internship Employer Partner Name |
|---|---|
| Central New Mexico Community College | Villages of Santa Fe |
| Central New Mexico Community College | Women's Thriller Writers Association |
| Central New Mexico Community College | Woodruff Engineering Inc |
| Central New Mexico Community College | WordPress Foundation |
| Central New Mexico Community College | Yearout Mechanical |
| Central New Mexico Community College | Yearout Mechanical |
| Central New Mexico Community College | Yearout Mechanical |
| Central New Mexico Community College | YMCA of Central New Mexico - Camp Shaver |
| San Juan College | Gathings Gardens |
| San Juan College | Big Brothers Big Sisters |
| San Juan College | 11th Judicial District Attorney's Office of New Mexico |
| San Juan College | Desert Sun Tanning and Red Light |
| San Juan College | Clark Family Dentistry |
| San Juan College | Pinon Family Pharmacy and Four Corners Compounding |
| San Juan College | Dugan Production Corp |
| San Juan College | Frank L. Zwiener EA |
| San Juan College | Roybal-Mack & Cordova, PC |
| San Juan College | San Juan Regional Medical Center |
| San Juan College | San Juan Regional Medical Center |
| San Juan College | Edwards Automation and Design |
| San Juan College | Edwards Automation and Design |
| San Juan College | Bloomfield Irrigation District |
| San Juan College | City of Bloomfield |
| San Juan College | Bloomfield Super Lube |
| San Juan College | Child Psychology Center |
| San Juan College | Fundamentals Child Development Center |
| San Juan College | The UPS Store |
| San Juan College | Nearly Famous |
| San Juan College | Seasons Boutique LLC |
| San Juan College | Habitat for Humanity |
| San Juan College | Aaron's |
| San Juan College | KOB-TV |
| San Juan College | AG Solutions LLC |
| San Juan College | Jack's Plastic Welding |
| San Juan College | The Arc of San Juan County |
| San Juan College | Boys & Girls Clubs of San Juan County |
| San Juan College | Walsh Engineering and Production |
| San Juan College | Secure Insurance |
| San Juan College | Javier Construction, LLC |
| San Juan College | Southwest Senior Advisors, LLC |
| San Juan College | City of Farmington |
| San Juan College | Elder Farms Greenhouse and Garden |

| Institution | Internship Employer Partner Name |
|---|---|
| San Juan College | O&G |
| San Juan College | KC Gardens, LLC |
| San Juan College | Cooper Fire Protection |
| San Juan College | Clay Groomer Machine Shop |
| San Juan College | Hi Country Auto Group |
| San Juan College | Breeze, Inc |
| San Juan College | 3E Energy |
| San Juan College | Integrated Demolition and Remediation, Inc |
| Santa Fe Community College | New Collar Network |
| Santa Fe Community College | Penasco Valley Telecom; K'awaika Hanu Internet (Pueblo of Laguna Utility Authority); Oso Communications; Pueblo of Pojoaque Internet Service (PoPISP) |
| Santa Fe Community College | Presbyterian Medical Services; Growing Up NM; Kids Campus SFCC; First Presbyterian Church of Santa Fe; Santa Fe Public Schools; Temple Beth Shalom; YMCA; BRILLANTE; Pando Little School; The Village Academy; Help NM; Turquoise Trail Charter School |
| Santa Fe Community College | PE Real Estate Holdings; MACS Plumbing |

# APPENDIX C: Climate-Ready Infrastructure and Emergency Management Workforce Training Programs/Courses, Internships, or Apprenticeships

*Duplicate entries indicate that a program/course was offered multiple times throughout FY26.*

| Institution Name | Program/Internship/Apprenticeship Title |
|---|---|
| **Comprehensive Universities** | |
| Northern New Mexico College | Electrical Technology |
| Northern New Mexico College | Plumbing / Pipefitting |
| Northern New Mexico College | Welding |
| Northern New Mexico College | Carpentry |
| **Branch Community Colleges** | |
| Eastern New Mexico University-Roswell | Manufacturing |
| Eastern New Mexico University-Roswell | Transportation |
| Eastern New Mexico University-Ruidoso | CDL Class A Training |
| New Mexico State University-Alamogordo | EMS |
| New Mexico State University-Doña Ana | Commercial Driver's Training |
| New Mexico State University-Doña Ana | Hazardous Materials |
| New Mexico State University-Doña Ana | Welding/Industrial Skills Technician |
| New Mexico State University-Doña Ana | Welding/Industrial Skills |
| New Mexico State University-Grants | Fiber Optic Technician Training |
| University of New Mexico-Gallup | CDL A |
| University of New Mexico-Gallup | CDL B |
| University of New Mexico-Gallup | Solar Technician Certification |
| University of New Mexico-Taos | Certified Fiber Optic Technician (CFOT, CFOS-S, CFOS-T) |
| University of New Mexico-Taos | Fiber to the Home |
| University of New Mexico-Taos | Fiber Outdoor Plant |
| University of New Mexico-Taos | CDL A |
| University of New Mexico-Taos | CDL B |
| University of New Mexico-Taos | Collection Systems I |
| University of New Mexico-Taos | Wastewater Management I |
| University of New Mexico-Taos | Wilderness First Responder |
| University of New Mexico-Taos | Wilderness First Responder Recertification |
| University of New Mexico-Valencia | Power Pro Lineman |
| University of New Mexico-Valencia | ARC Welding I |
| University of New Mexico-Valencia | Layout & Framing |
| University of New Mexico-Valencia | Arc Welding II |
| University of New Mexico-Valencia | Gas Metal Arc Welding I |
| University of New Mexico-Valencia | BLS Healthcare Provider CPR |
| University of New Mexico-Valencia | Heartsaver First Aid CPR AED |
| University of New Mexico-Valencia | Heartsaver First Aid CPR AED |

| Institution Name | Program/Internship/Apprenticeship Title |
|---|---|
| University of New Mexico-Valencia | Heartsaver First Aid CPR AED |
| University of New Mexico-Valencia | Heartsaver First Aid CPR AED |
| University of New Mexico-Valencia | Heartsaver First Aid CPR AED |
| University of New Mexico-Valencia | BLS Healthcare Provider CPR |
| **Independent Community Colleges** | |
| Central New Mexico Community College | New Mexico Information Technology Apprenticeship Program |
| Central New Mexico Community College | CDL Class A |
| Central New Mexico Community College | CDL Class B |
| Central New Mexico Community College | CDL Passenger Endorsement |
| Central New Mexico Community College | CPR/First Aid |
| Central New Mexico Community College | Electric Lineworker Pre-Apprenticeship |
| Central New Mexico Community College | Electric Vehicle Safety Foundations |
| Central New Mexico Community College | ENDT Board Exam Prep |
| Central New Mexico Community College | Intro to Metal Shop |
| Central New Mexico Community College | Intro to MIG Welding |
| Central New Mexico Community College | Intro to Mill & Lathe |
| Central New Mexico Community College | Intro to Powdercoating |
| Central New Mexico Community College | Intro to TIG Welding |
| Central New Mexico Community College | IPC 610 & J Standard (Electronics Soldering) |
| Central New Mexico Community College | Trauma-Informed Law Enforcement |
| Clovis Community College | CDL A |
| Clovis Community College | EMS Continuing Education Training |
| Clovis Community College | CPR |
| Luna Community College | Commercial Driver's License |
| Luna Community College | Wildfire Resilience Training Center |
| Luna Community College | American Welding Society Certifications |
| Luna Community College | Water Distribution, Level I |
| Mesalands Community College | CDL |
| Mesalands Community College | AWS Certified Welding |
| Mesalands Community College | Artistic Metal Fabrication |
| Mesalands Community College | Heartsaver |
| Mesalands Community College | Basic Technical Training - Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| Mesalands Community College | Fundamentals of Wind Energy |
| New Mexico Junior College | Automation & Industrial Systems |
| New Mexico Junior College | Automation & Industrial Systems |
| New Mexico Junior College | Lineman |

| Institution Name | Program/Internship/Apprenticeship Title |
|---|---|
| New Mexico Junior College | PLC |
| New Mexico Junior College | Lease Operator |
| New Mexico Junior College | CDL |
| New Mexico Junior College | DOT |
| New Mexico Junior College | EMT Basic |
| New Mexico Junior College | EMT Advanced |
| New Mexico Junior College | Medic 1st Aid/CPR Train the Trainer |
| San Juan College | Heavy Equipment Operator |
| San Juan College | Commercial Driver's License (CDL) |
| San Juan College | Diesel Mechanic |
| San Juan College | Construction Internship |
| San Juan College | Energy Internship |
| San Juan College | Engineering Internship |
| San Juan College | Environmental Internship |
| San Juan College | Fire Protection Internship |
| San Juan College | Oil & Gas Internship |
| San Juan College | Welding Internship |
| San Juan College | Trades Internship |
| Santa Fe Community College | Broadband Pre-Apprenticeship Program (6806/7587/7591) |
| Santa Fe Community College | Fiber Optic Technician Series (6300/6773/6774/7492/7586/7496/7497/7533/7534/7835/7833/7850/7803/7805) |
| Santa Fe Community College | Fiber to the Home Specialist (7215/7461/7472/7531/7590/7801/7804) |
| Santa Fe Community College | Outside Plant (6299/7216/7480/7481/7802) |
| Santa Fe Community College | UPSKILLNM Building Analyst Professional (6778/6738/6810/7494/7466) |
| Santa Fe Community College | First Aid/CPR/AED (7583) |
| Santa Fe Community College | Hybrid/Electric Vehicle Operations Bootcamp (6783/6784) |
| Southeast New Mexico College | CDL |


NEW MEXICO HIGHER EDUCATION
DEPARTMENT
Fostering Student Success
from Cradle to Career