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# Labor Force, Employment, and the Future: Final Report of The City of Raton Community Audit

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# **LABOR FORCE, EMPLOYMENT, AND THE FUTURE**

**CITY OF RATON COMMUNITY AUDIT  
FINAL REPORT**

**PREPARED FOR:  
THE CITY OF RATON, NEW MEXICO  
MAY 2004**

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UNIVERSITY OF NEW MEXICO  
BUREAU OF BUSINESS AND ECONOMIC RESEARCH

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# **LABOR FORCE, EMPLOYMENT, AND THE FUTURE**

FINAL REPORT OF THE CITY OF RATON  
COMMUNITY AUDIT

May 2004



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Finally, the authors would like to acknowledge the efforts of BBER staff contributing to this study. Richard Zimmerman provided valuable insights and perspectives into the economy of the Raton area and assisted in editing; Delores Busch helped design, implement, and analyze the employer survey; Jeffery Mitchell explored the housing market and cost of living in Raton; and Guy Dameron constructed maps and took responsibility of data extraction. Michael Byrnes provided contractual support and enabled the research staff to focus on their energies on the research at hand. Student employees Julian Baca, Colette Smith, and Billy Ulibarri all played integral roles in the collection and analysis of data. The energy, enthusiasm, and talent provided by these students was central to the completion of this report.

Lee A. Reynis, Ph.D.  
Tony Sylvester, M.A.

## **EXECUTIVE SUMMARY**

Raton's economy and labor force are in the midst of transformation. Coal mining, which, along with ranching, has shaped Raton for the past 125 years has ceased. Coalbed methane extraction and tourism are emerging as economic engines and are providing Raton residents with immediately needed jobs – though jobs with different skill, education, and training requirements. At the same time Raton's labor force is growing older and youth have been leaving the area in pursuit of employment and education opportunities. These changes have resulted in gaps between the labor force needed by area employers and the labor force found in the Raton area.

Partly because of these gaps, a large number of jobs are unfilled – BBER identified 178 currently vacant jobs in the Raton vicinity. In fact, local employers report that the greatest challenge they are facing is the availability of skilled and experienced labor. Employers anticipate needing to fill an increasing number of positions in the coming years, many with more rigorous educational and training requirements. While these gaps could temper economic growth, they represent valuable employment opportunities in higher skilled positions and offer Raton an opportunity to modernize its economy.

Raton's labor force has over 3,100 persons and there are over 12,200 in the labor market area that extends 40-miles from the City. Ultimately, the number and type of employees available to Raton employers depends on the characteristics of job openings, such as type of work, wages and benefits, location, and whether or not the opportunity may lure non-participants (e.g., students, retired persons, and discouraged workers) into jobs. Additionally, some job opportunities can and are causing people to migrate to the area.

Roughly 1 of 4 workers in Colfax County are self-employed and, in addition to generating economic activity, represent a reservoir of potential labor and skills. Many of the self-employed are in repair and maintenance services, real estate and rental and leasing, construction, and personal care services.

Partly as a result of the diverging paths of the skills needed by area employers and those found in the labor force, Colfax County's unemployment rate has been increasing. At 6.9% in 2003, the County's unemployment rate was slightly higher than the statewide rate (6.4%). In 2000, many of Raton's unemployed residents were aged 16 to 19. Compared to the state, however, this age group was more likely to participate in the labor force and was less likely to be unemployed. Conversely, a greater share of Raton residents aged 55 to 64 were unemployed than statewide, and this has since been exacerbated by the closure of the mine.

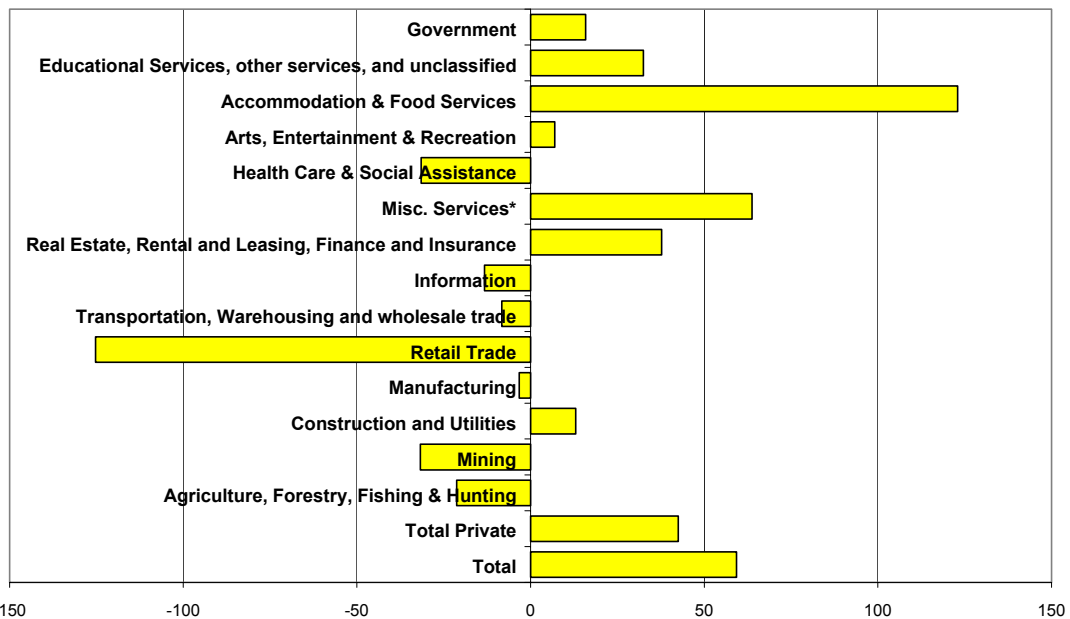
Raton's skill strengths include "hands-on" skills, such as those found in production and manufacturing, mechanical knowledge, and technical skills such as those required of employees of Stolar and El Paso Production. Suggesting



strengths in skills and knowledge, relatively large numbers of Raton residents are employed in law enforcement, food services, maintenance, construction, extraction, and metal working occupations. Raton also has skill strengths in the performing and visual arts and in outdoor recreational activities such as marksmanship, hunting, and horseback riding.

The types of jobs available to Raton residents are changing, as illustrated in Figure 1. While wage and salary employment levels have remained constant since 2000, employment in accommodations, food services, and activities supporting coalbed methane extraction have increased. These increases were offset by a loss of about 125 employees in the retail sector. Government and the hospitality industry now account for almost one-half of Colfax County's total employment. Interview and survey results showing many vacant positions in the Raton vicinity suggest that declining employment in some industries such as healthcare, education, and social assistance may be partly explained by the lack of qualified workers.

**FIGURE 1**  
**CHANGE IN EMPLOYMENT, COLFAX COUNTY: 2001 - 2003**  
 (YEAR ENDING QUARTER 2)



\* - includes management of companies & enterprises, professional & technical services, and administrative & waste services.  
 Source: New Mexico Dept. of Labor, Covered Wage and Salary Employment, 2004.  
 UNM Bureau of Business and Economic Research, 2004.

Employers in all industries report they have difficulty filling their vacant positions. These difficulties vary by industry, but most involve lack of training, education, or specific skills. Some employers in the area's manufacturing and service industries report relatively little difficulty filling positions, although it may take a few tries to find the right individual. On the other hand, a number of employers report difficulties in filling professional occupations, such as social workers,

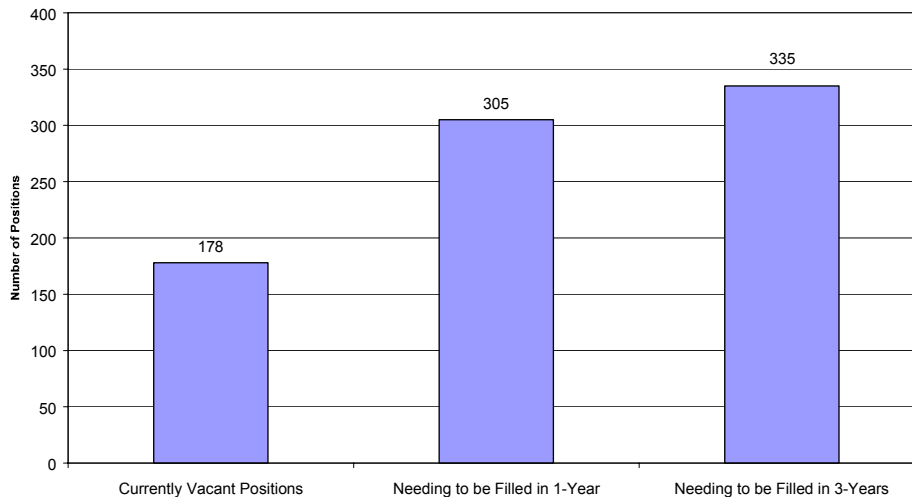
counselors, and medical professionals. The higher educational requirements of these occupations restrict the number of qualified employees in the area. Some of Raton’s employers have responded to these difficulties by searching for employees outside of the area. Efforts to recruit professional occupations are reported as generally unsuccessful while efforts to recruit appear more successful for non-professional positions in the extractive industry.

The Raton job market - characterized by low wage and benefit levels with limited employment and advancement opportunities - contributes to the difficulty that employers encounter finding employees. Simply put, area wages – like those in most parts of rural New Mexico - are not competitive with those found in Denver, Albuquerque, and other urban areas. Overall, Colfax County’s wages are about three-quarters of the statewide level and just over 60% of the national level. The average weekly wage is about \$225 in accommodations and food services, which represents approximately one-fifth of the County’s jobs. Additionally, few private sector employers offer and contribute towards health benefits. Recognizing these realities, youth pursuing post-secondary education often leave the Raton area for other cities and often do not return.

BBER surveyed over 360 employers (147 respondents) in Raton and the surrounding communities to determine their ability to locate and hire workers from the local labor force. Public and private employers were asked to identify the number and title of currently vacant positions and positions they anticipate needing to fill in the future, either due to expansion of activities or employee retirement. As shown in Figure 2, 178 currently vacant positions were identified, with employers anticipating the need to fill an additional 305 positions in 1 year and an additional 335 positions in 3 years.

**FIGURE 2**

**VACANT POSITIONS AND POSITIONS NEEDING TO BE FILLED IN 1 AND 3 YEARS, THE RATON VICINITY, 2004**



Source: BBER survey of select employers in the Raton vicinity, February to April, 2004.  
UNM Bureau of Business and Economic Research, 2004.

Table 1 shows that almost 45% of the currently vacant positions are in the services occupation group. The services occupation group is comprised overwhelmingly of accommodations and food service workers, though it also includes some health care service occupations, such as nursing assistants.

**TABLE 1**  
**NUMBER OF CURRENTLY VACANT POSITIONS AND POSITIONS TO BE FILLED IN 1**  
**AND 3 YEARS, RATON VICINITY, 2004**

Occupation Group	Currently Vacant		To be Filled in 1 Year		To be Filled in 3 Years	
	Number	Percent	Number	Percent	Number	Percent
Construction, extraction and maintenance*	41	23.0%	73	23.9%	82	24.5%
Management, business, and financial	2	1.1%	2	0.7%	5	1.5%
Production, transportation, and material moving	15	8.4%	42	13.8%	40	11.9%
Professional and related	22	12.4%	44	14.4%	64	19.1%
Sales and office	20	11.2%	33	10.8%	39	11.6%
Service	78	43.8%	111	36.4%	105	31.3%
All Occupations	178	100.0%	305	100.0%	335	100.0%

\* also includes agriculture, forestry and fishing occupations.

Source: BBER survey of select employers in the Raton vicinity, February to April, 2004.

Of all currently vacant positions, the specific occupations with the largest number of vacancies are food service workers, extraction workers (e.g., rig and equipment operators), construction workers and helpers (e.g., some heavy equipment and machine operators), and vehicle and mobile equipment mechanics, and installers and repairers (e.g., auto and diesel mechanics and repairers).

The service occupation group also has the largest number of positions needing to be filled in 3 years. Service positions are largely in accommodations and food services, though a number of healthcare positions are also anticipated. Professional and related occupations will make up almost 20% of the total positions to be filled, and include pre-school through secondary teachers, social workers, and social service workers.

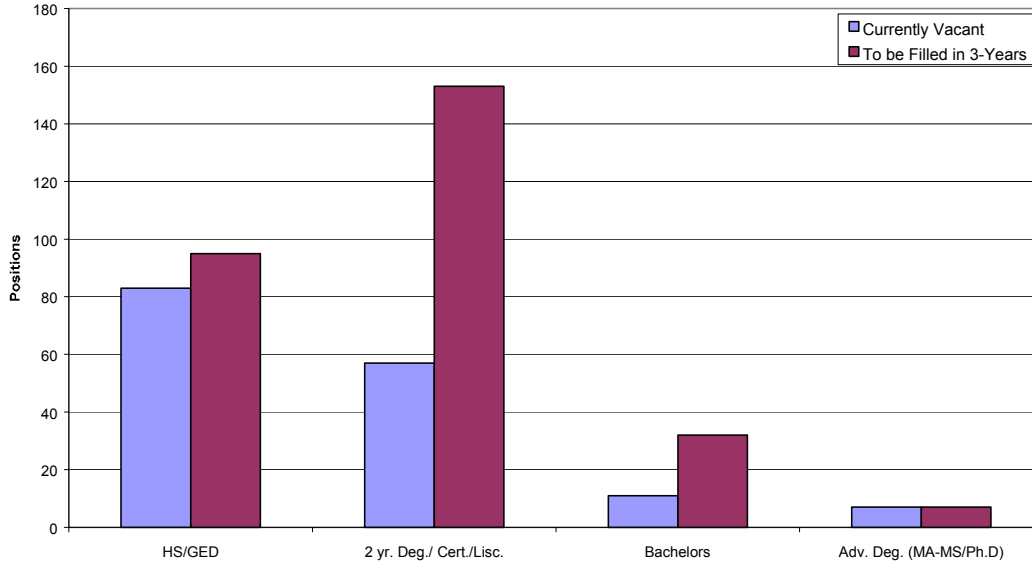
The specific occupations with the largest number of positions needing to be filled in 3 years are food service workers, followed by drivers/sales workers, extraction workers, construction workers and helpers, and teachers.

Figure 3 shows the educational requirements of currently vacant positions and those needing to be filled in 3 years. Almost one-half of the currently vacant positions require more than a high school diploma/GED. Slightly over one-third of all vacant positions require a certificate, license, or a 2-year degree though these are largely CDL's (Commercial Driver's License) and heavy equipment

operator’s training. The remaining positions, many of which are related to education, social work, or healthcare, require a bachelor’s or advanced degree.

**FIGURE 3**

**EDUCATIONAL REQUIREMENTS: NUMBER OF POSITIONS CURRENTLY VACANT AND TO BE FILLED IN 3-YEARS, RATON VICINITY, 2004<sup>1</sup>**



<sup>1</sup> - includes only those positions that indicated educational requirements.  
 Source: BBER survey of select employers in the Raton vicinity, February to April, 2004.  
 UNM Bureau of Business and Economic Research, 2004.

The educational and training requirements of the future positions will be more rigorous, with over two-thirds of future positions requiring education and/or training beyond a high school diploma/GED. More construction, extraction, maintenance, and transportation occupations will require CDL’s and certifications for operating heavy equipment, as will production, transportation, and material moving positions. Educators and social workers with bachelors degrees will also be needed. Service occupations requiring certificates include some office positions in the medical field and dental occupations.

Labor supply and demand in Raton will continue to change. Slow or no population growth is projected for Colfax County’s future and combined with an aging population suggests that without action the size of the labor force will decrease. As shown in the survey findings, the type of positions employers anticipate needing to fill in 3 years will change due to changes in business activity. For example, current activities related to coalbed methane extraction are expected to shift to production monitoring within 4 to 5 years and will require a different number of employees and employees with different skills and training.

Addressing the current and future gap between labor supply and demand requires action by Raton employers, employees, educational providers, support services, and local government. What is needed is an agenda that speaks to the

long-term issues of the out-migration of the area's youth, labor force skill and education development, and the limited earnings and benefits potential of area jobs.

Educators clearly have a central role in developing a local labor force that will meet the future needs of employers. Addressing these education needs involves the continuum of educational services, including primary and secondary schools, technical certificate and license providers, and degree and non-degree track providers. Advancing basic skills – such as interpersonal skills, math, English, writing, and reading comprehension – is essential for Raton's labor force to take full advantage of future employment opportunities. The lack of a consistent source of GED classes and testing and technical-vocational training pose serious obstacles to employment growth and labor force development.

To benefit from future employment opportunities, employees and employment seekers may have to make the personal and financial investments required to continually update their skills and education. For Raton residents, and New Mexico residents in general, this often entails overcoming the time, resource, and financial burdens imposed by childcare responsibilities and the need to travel to acquire education and training. Raton social service providers play a vital role in addressing these needs as well as addressing needs in basic education. These services address important social needs and increase the labor force potentially available to Raton employers.

The City's existing business base, labor force, and physical surroundings offer growth opportunities to existing and potential employers. Tourism offers opportunity due to the highway and Interstate linkages, the Whittington Center and the Philmont Scout Ranch, and Raton's natural surroundings. Options to add depth to the Raton's tourism industry – basically, to make Raton a destination – include those that are dependant upon the area's pristine natural environment such as mountain biking, archery, guided tours, and wildlife watching. Other possibilities include expanding activity at the convention center, offering more dining and lodging variety, and developing weekend train escapes to Raton incorporating arts and/or outdoor activities.

Attracting gun barrel manufacturers and other firearms-related activities would build upon the knowledge and skills that exist in the local labor force. The activities at El Paso Production and Stolar include technology based engineering and research activities and provide the opportunity to develop a highly skilled work force and employment base in Raton. Additionally, these businesses serve regional, national, and international markets and bring money into the area.

The occupations currently held by Raton residents suggest skills-compatible industry clusters. One cluster is goods distribution and its related retail trade, merchant wholesale trade, storage, and freight transport activities. This would complement access to Interstate 25 and rail. A second cluster is related to

production, including the present manufacture of metal and wood products. Other possible industries in which to expand would include machined parts for, say, the auto or aerospace industry, instruments, sporting equipment, or wood products. Additionally, a biomass plant would compliment Raton's labor force skills and the City's proximity to timber and biomass material. It should be noted that Raton's current manufacturers – like most U.S. manufacturers - are experiencing increasingly competitive pressures.

The changes taking place in Raton's economy offer the City, the local labor force, and area employers with a number of opportunities. Key to capitalizing on these opportunities is a skilled and trained labor force. Addressing the existing labor force gaps and preparing for the anticipating future employment will help Raton maintain its rich heritage, high quality of life, and shape its future.

## **INTRODUCTION**

This report is the culmination of the three research phases of the community audit of the City of Raton. The first phase, presented in “Deliverable 1: Preliminary Research Findings,” describes Raton and the regional economy to which it belongs. “Deliverable 2: Demographic, Economic, and Labor Force Analysis” examines Raton’s past and present using secondary data produced by the New Mexico Department of Labor, the U.S. Bureau of the Census, and others.

This third report adds information collected directly from Raton residents and businesses to the findings presented in the first two deliverables. This new information was collected through over 60 interviews with employers, workers, students, service providers, and local officials; 10 focus groups and stakeholder meetings; and completed surveys from almost 150 employers in the Raton vicinity.

All three reports are available online through the University of New Mexico Bureau of Business and Economic Research at [www.unm.edu/~bber](http://www.unm.edu/~bber).

The first section of this report, Local Labor Force, estimates and describes the labor force in the Raton area. This section describes the occupations and wage levels of the employed, describes the unemployed population and labor force non-participants, and provides updated information on those miners laid off from the York Canyon mine. A description of the skills and knowledge of the labor force is also presented.

Demand for Labor, Section 2, provides an overview of area employers and a discussion of some of the key factors impacting employment. Providing more detail, data from the Raton Career Center provide insights into the occupations and skills needed by area employers.

The education infrastructure and opportunities available to Raton residents are summarized in Section 3. These opportunities fall into three primary categories: secondary, post-secondary, and vocational and technical.

A variety of local services that help Raton residents find, maintain, and advance their careers are described in Section 4: Support Services. While these services address the social needs of community members, they also play a very important role in enabling persons to participate in the labor force.

Section 5 examines the current and future balance between labor force supply and demand. This section relies largely on the findings of a survey of over 350 employers in the vicinity of Raton and examines job vacancies by industry, occupation, and education requirement.

## 1. LOCAL LABOR FORCE

This section describes the labor supply available to Raton employers beginning with an overview of the employed and unemployed population in the Raton area. This is followed by an analysis of the occupations held by Raton residents to assess the skills and knowledge that the local labor force is expected to possess. The analysis uses both data from O\*NET (the Occupational Information Network), interviews, and focus groups.

### a. Labor Force Overview

The supply of labor available to current and potential employers consists of labor force participants (employed persons and unemployed persons actively seeking employment) and those who, while not actively pursuing employment, may enter the labor force under the right circumstances. The number of labor force participants will vary depending upon the characteristics of the job opportunity since people will travel farther distances for better employment opportunities. The number of labor force participants will also increase as non-participants are lured into jobs by attractive employment opportunities. Census data show approximately 27,000 persons live in the Raton “Area” (within 40-miles of the City), with over 12,000 participating in the labor force (Table 1.1).

**TABLE 1.1**  
**EMPLOYMENT STATUS: RATON, RATON AREA, AND NEW MEXICO, 2000**

	Raton	Raton Area <sup>1</sup>	New Mexico
Total Population	7,197	27,532	1,819,046
Population 16 years and over	5,628	21,627	1,369,176
In labor force	3,110	12,216	834,632
In Armed Forces	5	16	11,192
Civilian	3,105	12,200	823,440
Employed	2,881	11,460	763,116
Unemployed	224	740	60,324
Percent of civilian labor force	7.2%	6.1%	7.3%
Not in labor force	2,518	9,411	534,544

1 - because of data availability, in this case the Raton area is defined as Colfax County, New Mexico, and the Trinidad and Weston CCD's, Colorado.

Source: US Census Bureau, Decennial Census, SF-3, PCT 35.

UNM Bureau of Business and Economic Research, 2003.

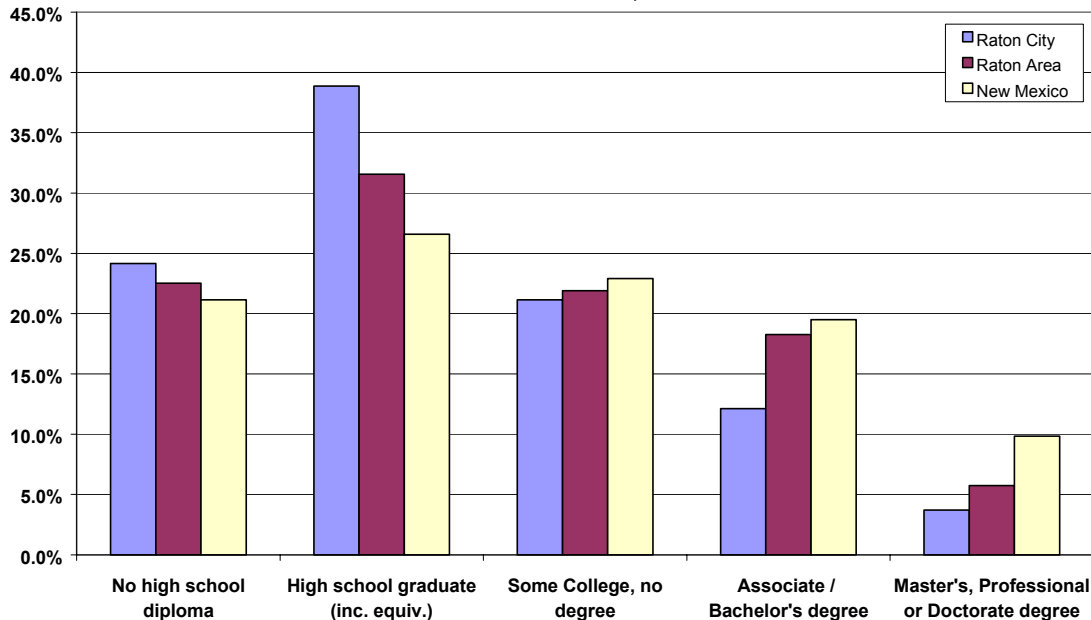
Compared to the State, Raton Area residents generally have low education levels. Of residents 25 years old and over living in the Raton Area, 22.5% have no high school diploma, and 31.6% have a high school degree as their highest level of educational attainment, both of which are higher than the state's distributions (Figure 1.1). Raton Area residents are less represented in all categories of post secondary education. Males are more likely to be without a high school diploma than females, while females are more likely to have a high school diploma and some college as their highest level of attainment. Additionally, when compared to the Area as a whole, Raton residents are less



likely to have an associate's or bachelor's degree (12.1% compared to 18.3%) or a master's or professional degree (3.7% compared to 5.7%).

**FIGURE 1.1**

**EDUCATIONAL ATTAINMENT, RATON CITY, RATON AREA AND NEW MEXICO, 2000<sup>1</sup>**



1 - the Raton Area is within a 40 mile radius of Raton. Includes population 25 years and over. UNM Bureau of Business and Economic Research, 2003.

Source: US Census Bureau, Decennial Census, SF-3.

### Employed Persons

On average, wage and salary workers in Colfax County have low earnings (Table 1.2 on the following page). Average weekly wages in Colfax County in the year ending in the second quarter 2003 were \$443, 78% of average wages statewide. It should be noted that the Colfax County average includes 165 jobs in the high paying mining sector with an average weekly wage of \$1,128, which no longer exist. Average weekly wages for most sectors, including retail (81% of the statewide average), manufacturing (56%), and health care and assistance (79%), are lower than wages statewide. A notable exception to the low weekly wages is accommodation and food services, which while only \$257 per week, are 114% of the statewide average.

Interviews and focus groups with employed Raton residents found that while there are employment opportunities in the area, options are limited and employment can be difficult to obtain. Participants state that upward mobility with employers is limited, although they believe this is due in part to a general lack of jobs. Focus group participants report that greater opportunity and better compensation packages offered by employers in larger urban areas pull away higher-skilled and better-educated members of the Raton labor force.

**TABLE 1.2**  
**COLFAX COUNTY COVERED EMPLOYMENT AND AVERAGE WEEKLY WAGES COMPARED**  
**WITH NEW MEXICO, YEAR ENDING SECOND QUARTER , 2003**

NAICS Industry:	Colfax County		New Mexico	Weekly Wages: Colfax as % of New Mexico
	Employment	Average Weekly Wages <sup>1</sup>	Average Weekly Wages	
<b>Total private sector</b>	<b>4,059</b>	<b>\$ 399</b>	<b>\$ 545</b>	<b>73%</b>
<b>Agriculture, forestry, fishing, hunting</b>	<b>53</b>	<b>446</b>	<b>323</b>	<b>138%</b>
<b>Mining</b>	<b>165</b>	<b>1,128</b>	<b>930</b>	<b>121%</b>
<b>Utilities</b>	<b>43</b>	<b>737</b>	<b>908</b>	<b>81%</b>
<b>Construction</b>	<b>283</b>	<b>501</b>	<b>578</b>	<b>87%</b>
<b>Manufacturing</b>	<b>243</b>	<b>407</b>	<b>731</b>	<b>56%</b>
Fabricated metals	130	450	595	76%
<b>Wholesale trade</b>	<b>27</b>	<b>516</b>	<b>725</b>	<b>71%</b>
Merchant wholesalers, durable goods	24	533	741	72%
Merchant wholesalers, nondurable goods	4	398	674	59%
<b>Retail trade</b>	<b>681</b>	<b>331</b>	<b>410</b>	<b>81%</b>
Motor vehicles & parts dealers	60	489	653	75%
Building material & garden supplies	86	408	463	88%
Food & beverage stores	149	302	381	79%
Gasoline stations	173	280	284	99%
Clothing & clothing accessories	23	253	332	76%
Sporting goods, hobby, books, music	10	469	278	169%
Misc. store retailers	43	193	403	48%
Nonstore retailers	40	473	458	103%
<b>Transportation and warehousing</b>	<b>63</b>	<b>599</b>	<b>665</b>	<b>90%</b>
<b>Information</b>	<b>47</b>	<b>386</b>	<b>627</b>	<b>62%</b>
<b>Finance and insurance</b>	<b>136</b>	<b>539</b>	<b>736</b>	<b>73%</b>
<b>Real estate and rental and leasing</b>	<b>68</b>	<b>432</b>	<b>478</b>	<b>90%</b>
<b>Professional and technical services</b>	<b>143</b>	<b>549</b>	<b>995</b>	<b>55%</b>
<b>Mgt. of companies and enterprises</b>	<b>44</b>	<b>349</b>	<b>797</b>	<b>44%</b>
<b>Administrative and waste services</b>	<b>110</b>	<b>332</b>	<b>461</b>	<b>72%</b>
<b>Educational services</b>	<b>NA</b>	<b>NA</b>	<b>584</b>	<b>NA</b>
<b>Health care and social assistance</b>	<b>297</b>	<b>474</b>	<b>601</b>	<b>79%</b>
Ambulatory health care services	97	583	680	86%
Social assistance	93	332	362	92%
<b>Arts, entertainment, and recreation</b>	<b>50</b>	<b>162</b>	<b>397</b>	<b>41%</b>
<b>Accommodation and food services</b>	<b>1,124</b>	<b>257</b>	<b>225</b>	<b>114%</b>
<b>Other services, ex. public administration</b>	<b>NA</b>	<b>NA</b>	<b>414</b>	<b>NA</b>
<b>Non-classifiables</b>	<b>NA</b>	<b>NA</b>	<b>707</b>	<b>NA</b>
<b>Government and government enterprises</b>	<b>1,574</b>	<b>555</b>	<b>651</b>	<b>85%</b>
Federal	60	738	964	77%
State government	746	578	665	87%
Local government	768	516	544	95%
<b>Grand Total</b>	<b>5,632</b>	<b>443</b>	<b>570</b>	<b>78%</b>

1 - Calculated using quarterly averages. NA - Not available.  
Source: NM Department of Labor, Covered Employment and Wages.  
UNM Bureau of Business and Economic Research, 2004.

Data from the U.S. Census Bureau show that employed Raton residents are concentrated in service occupations (law enforcement, cooks and food preparation workers, and building and grounds cleaning and maintenance occupations). Also, compared to the State, a larger portion of Raton residents are employed in construction and extraction occupations, and as metal and plastic workers. Generally, Raton is underrepresented in most management and professional occupations. Occupational groups that hold smaller portions of the Raton vicinity's work force include business and financial operations, professional and related (which includes computer specialists, architects and engineers, and life, physical and social scientists), and office and administrative support. These occupations are summarized in Table 1.3, with a supporting table presented in Appendix 1.

**TABLE 1.3  
UNDER- AND OVER-REPRESENTED OCCUPATION HELD BY EMPLOYED  
RATON AREA RESIDENTS, 2000<sup>1</sup>**

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Over-Represented Occupations:

<ul style="list-style-type: none"> <li>• Farmers and farm managers</li> <li>• Law enforcement workers</li> <li>• Construction trades workers except carpenters, electricians, painters, plumbers, and construction laborers</li> <li>• Agricultural workers, including supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Other managers (non-farm management)</li> <li>• Cooks and food preparation workers</li> <li>• Building and grounds cleaning and maintenance occupations</li> <li>• Rail transportation workers</li> </ul>
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Under-Represented Occupations:

<ul style="list-style-type: none"> <li>• Computer specialists</li> <li>• Engineers</li> <li>• Other office and administrative support workers, including supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Customer service representatives</li> <li>• Retail sales workers, except cashiers</li> <li>• Other production occupations, including supervisors</li> </ul>
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1 – because of data availability, in this case the Raton area is defined as Colfax County, New Mexico, and the Trinidad and Weston CCD's, Colorado. The occupational groups and occupations presented are those where the Raton area was under- or over-represented by 0.75 percentage point when compared to New Mexico.

Source: US Census Bureau, Decennial Census, PCT 35.  
UNM Bureau of Business and Economic Research, 2004.

### Self-Employed

Self-employment has grown in recent years, accounting for over one-quarter (nearly 2,300 jobs) of Colfax County's labor force. Many of the self-employed work in either primary or secondary jobs in agriculture, personal services, construction trades, and trucking. Others own small businesses that are often related to the seasonal tourist trade. Since a substantial number of self-employed probably are underemployed, given attractive job options they constitute a labor pool that can be absorbed into wage and salary jobs.

### Skills Held by Employed Raton Residents

The knowledge and skills possessed by Raton's labor force were assessed by identifying the skill and knowledge requirements for occupations held by Raton residents and then combining these occupations into groups.<sup>1</sup> The result is an employment-weighted list of knowledge and skills of the Raton work force by occupational group.

This section summarizes the estimates of the knowledge and skills possessed by employed Raton residents for the following 6 selected occupational groups: 1) management, business and financial 2) professional (computer, engineering, science, social science 3) service 4) sales and office and 5) construction, maintenance, farming/forestry/fish, and 6) Production, transportation, and material moving. Table 1.4 displays the 5 most and least important requirements for each of the 6 occupational groups.

The 5 most important knowledge requirements for the total Raton labor force are: 1) English language 2) mathematics 3) customer and personal service 4) clerical, and 5) mechanical. Two of these requirements, English language and mathematics (particularly arithmetic), are considered basic knowledge requirements. As a large portion of the Raton residents hold office support and clerical functions, the importance of the next two requirements, customer and personal service and clerical, represents these workers. The mechanical requirement reflects that a sizable portion of the labor force is involved in production activities, or are mechanics working in vehicle repair shops and on industrial equipment. The prominence of the mechanical requirement is partly a residual of past mining activities.

In contrast, knowledge in the liberal arts and humanities, are weakly represented in the area's labor force. This is illustrated by the fact that the 5 least important knowledge requirements are 1) fine arts 2) history and archaeology 3) food production 4) foreign language, and 5) philosophy and theology.

The most important skill sets for the Raton labor force are basic skills. These skills are: 1) active listening 2) reading comprehension 3) speaking 4) mathematics and 5) writing. In contrast, complex organizational and technological skills are weakly. These skills are: 1) programming 2) technology design 3) management of financial resources 4) science and 5) negotiation. This is not surprising since Raton has few technology firms (with the notable exception of Stolar) and operations that require high skill levels. The importance of clerical activities in Raton, however, is the result of the handful of local, state, and federal government operations, and company regional headquarters (e.g., International Bank).

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<sup>1</sup> Knowledges are organized sets of principles and facts that apply to a wide range of situations, while skills are developed capacities that facilitate learning and performance of activities that occur across jobs. A complete list of definitions of knowledge and skill requirements and a description of the full methodology and results is provided in Appendix 2. Sources: BLS, US Census 2000, O\*Net.

Job Zone is an O\*Net measure that relates to the degree of training needed and the complexity of the occupation. Job Zone measures on a scale of 1 to 5, from least to most complex. The average job zone score for employed Raton residents is 2.3 for all selected occupations. The higher job zone scores are 3.9 for the management occupational group and 3.6 for the professional occupational group. All other occupational groups fall below the average, with construction (2.1), sales and office (1.9), and service and production both (1.6). Job Zone definitions are provided in Appendix 2.

An example of how to interpret the O\*NET analysis of knowledge and skill requirements is presented next, with a detailed discussion of the production, transportation, and material moving group, and the construction group. Highlights of 4 remaining occupational groups follow the example.

#### Example: Production and Construction Occupation Groups

There is significant skill and knowledge overlap between the production, transportation and material moving (referred to simply as “production” from here on) and the construction occupation groups. Production occupations include welders, machinists, and laborers. Transportation-related occupations include truck drivers of various types, school bus drivers, and freight, stock and material movers. The construction group includes 20 occupations, which include supervisors, construction trades workers (carpenters, electricians, plumbers, concrete masons), and laborers. Other occupations in this group include operating engineers, rotary drill operators (gas), roustabouts, farm workers, and forestry and conservation workers. Together the 2 occupation groups account for nearly one-third of Raton’s labor force according to the Census. Members of the Raton labor force working in these occupations are found at Durham Bus, hollow metal manufacturers, fuel distributors, and other similar employers.

As shown in Table 1.4, the most important knowledge requirements for the production group are 1) production and processing 2) mechanical 3) engineering and technology 4) mathematics and 5) English language. Three of the 5 most important requirements are represented in the top 5 among all occupational groups, reflecting in part the large share of Raton’s population employed in these occupations. Two of the top 5 knowledge requirements are basic knowledge (mathematics and English language) or are manufacturing-oriented, specifically for the operation of machinery. In contrast, the bottom 5 knowledge requirements for this occupation group primarily are liberal arts.

The most important skill requirements of the production group are 1) operation and control 2) equipment selection 3) equipment maintenance 4) reading comprehension, and 5) operation monitoring. These requirements are found in occupations that operate machinery for production and maintain the equipment. Reading comprehension is an important basic skill needed to be able to understand production processes, the safe operation of machinery, and mechanical manuals. The five least important skills, in contrast, are managerial and professional skills.

**TABLE 1.4**  
**ESTIMATED SKILL AND KNOWLEDGE ATTRIBUTES OF EMPLOYED RATON RESIDENTS, 2003**  
 (REQUIREMENTS BY OCCUPATION GROUP (WEIGHTED BY EMPLOYMENT))

		Employed in Occupation Group						
		Management, Business and Financial	Professional Comp. Eng. Sci, Social	Service	Sales & Office	Construction, Maintenance Farming/Forestry/Fish	Production, Transport. and Material Moving	Employed in All Occupation Groups
<b>KNOWLEDGE</b>								
5 Most Important	Administration and Management	English Language	Customer and Personal Service	Clerical	Mechanical	Production and Processing	English Language	
	Mathematics	Education and Training	Public Safety and Security	Mathematics	Building and Construction	Mechanical	Mathematics	
	Personnel and Human Resources	Mathematics	English Language	Customer and Personal Service	Engineering and Technology	Engineering and Technology	Customer and Personal Service	
	English Language	Psychology	Mathematics	English Language	Mathematics	Mathematics	Clerical	
5 Least Important	Economics and Accounting	Customer and Personal Service	Chemistry	Economics and Accounting	Design	English Language	Mechanical	
	Physics	Economics and Accounting	Philosophy and Theology	Medicine and Dentistry	Food Production	History and Archeology	Food Production	
	Medicine and Dentistry	Sales and Marketing	Foreign Language	Food Production	Therapy and Counseling	Foreign Language	Philosophy and Theology	
	Philosophy and Theology	Production and Processing	Design	Fine Arts	Foreign Language	Philosophy and Theology	Foreign Language	
	History and Archeology	Building and Construction	Fine Arts	History and Archeology	Philosophy and Theology	Food Production	History and Archeology	
	Fine Arts	Food Production	History and Archeology	Biology	History and Archeology	Fine Arts	Fine Arts	
<b>SKILLS</b>								
5 Most Important	Coordination	Speaking	Active Listening	Active Listening	Repairing	Operation and Control	Active Listening	
	Speaking	Reading Comprehension	Service Orientation	Speaking	Equipment Selection	Equipment Selection	Reading Comprehension	
	Critical Thinking	Active Listening	Speaking	Mathematics	Equipment Maintenance	Equipment Maintenance	Speaking	
5 Least Important	Reading Comprehension	Instructing	Social Perceptiveness	Reading Comprehension	Operation and Control	Reading Comprehension	Mathematics	
	Judgment and Decision Making	Writing	Reading Comprehension	Writing	Installation	Operation Monitoring	Writing	
	Equipment Maintenance	Troubleshooting	Systems Analysis	Installation	Mgt of Personnel Resources	Negotiation	Negotiation	
	Programming	Equipment Maintenance	Installation	Repairing	Mgt of Financial Resources	Mgt of Personnel Resources	Science	
	Installation	Programming	Technology Design	Technology Design	Persuasion	Mgt of Financial Resources	Mgt of Financial Resources	
	Repairing	Installation	Mgt of Financial Resources	Science	Negotiation	Persuasion	Technology Design	
	Technology Design	Repairing	Programming	Programming	Programming	Programming	Programming	

Note: See Appendix for complete tabulation of scores. Total number of items for each group are skill (35) and knowledge (33). Six major occupational groups are identified for this analysis. The table reflects was calculated using "Importance" values. Descriptors: Knowledges are organized sets of principles and facts that apply to a wide range of situations. Skills are developed capacities that facilitate learning and performance of activities that occur across jobs.

Source: O-NET Online (Occupational Information Network); U.S. Bureau of the Census.

UNM Bureau of Business and Economic Research, 2004.

Worth elaborating on is the similarity of the top 5 knowledge and skill requirements between the 2 occupational groups. These share 3 of the top 5 knowledge requirements (mechanical, engineering and technology, and mathematics). Note, too, that basic knowledge (English language and mathematics) is common among the top 5 requirements of most occupation groups. Several of the top 5 skill requirements (equipment selection, equipment maintenance, and operation and control) are common to both groups as well. It is likely that there has been or can be considerable cross movement of workers between the 2 occupational groups as jobs become available since many of the knowledge and skill requirements are the same.

Management Occupation Group: The management occupation group has among its 5 most important knowledge requirements administration and management, personnel and human resources, and economics and accounting. Important skills include coordination (of people and activities), critical thinking, and judgment and decision-making.

Professional Occupation Group: The knowledge requirements of the professional occupation group relate to communicating with others. The most important knowledge requirements of this group include education and training, psychology, and customer and personal service. Education and training corresponds to the teachers in this occupation group. Moreover, this group includes social workers, counselors, and health professionals, all of who would find psychology and customer and personal service useful. Important skill requirements are instructing and writing, again important for teachers.

Service Occupation Group: Important knowledge requirements of the services occupation group include customer and personal service, public safety and security, and chemistry. Public safety and security reflects the larger share of protective service workers, such as correctional officers and others employed at the County detention center and the Springer Boys School. The basic chemistry requirement probably is related to cooks in the food services industry. Important skill requirements include service orientation and social perceptiveness.

Sales and Office Occupation Group: Knowledge important to Raton's sales and office occupations reflect the large number of retail sales workers, cashiers, and various types of office clerks. Important knowledge requirements include clerical, customer and personal service, and economics and accounting. Important skill requirements are mathematics and writing. Mathematics, for instance, is important to financial clerks and writing to non-retail sales workers and supervisors of sales and administrative support workers.

#### Unemployed Persons

As shown in Table 1.5, in 2000 there were 224 unemployed persons in Raton and 740 within 40 miles of Raton. Raton residents 16 to 19 years of age had a lower rate of unemployment than the Raton Area or state. The rate for persons

55 to 64 was notably higher. Almost one-quarter of the Area's unemployed population was in the youngest age category, ages 16 to 19. The next age group, 20 to 29, comprised 21.8 % of the Area's total unemployed population, a smaller portion than in the City of Raton (29.0%) or New Mexico (27.7%). Appendix 1 presents the distribution of unemployed by gender and shows that 51.6% of the unemployed persons were female.

Unemployment rates and the number of unemployed are somewhat incomplete measures of the potential labor force. For example, labor force size fluctuates due to personal circumstances (students doing summer work at the Whittington Center), people moving to or from Raton for employment, and people traveling longer distances (both to and from Raton) for good jobs, and people reentering the labor force due to appealing job opportunities. Additionally, non-participants may opt not to enter the labor force for existing or new jobs not meeting their requirements. This is especially the case if the household is financially secure and has other sources of income, as in ex-mine employees receiving pensions.

**TABLE 1.5**  
**UNEMPLOYED PERSONS BY AGE: RATON CITY, RATON AREA<sup>1</sup>, AND NEW MEXICO, 2000**

Age Group:	Number of Unemployed		Unemployment Rate			Distribution of Unemployed		
	Raton	Raton Area	Raton	Raton Area	New Mexico	Raton	Raton Area	New Mexico
16 to 19	40	173	18.4%	23.7%	22.9%	17.9%	23.4%	19.8%
20 to 29	65	161	10.7%	8.1%	9.9%	29.0%	21.8%	27.7%
30 to 44	62	209	5.7%	4.8%	6.0%	27.7%	28.2%	30.4%
45 to 54	27	83	3.8%	2.7%	4.5%	12.1%	11.2%	13.9%
55 to 64	30	106	9.1%	6.9%	4.1%	13.4%	14.3%	5.6%
65 to 74	0	2	0.0%	0.5%	4.3%	0.0%	0.3%	1.5%
75 and over	0	6	0.0%	4.7%	12.3%	0.0%	0.8%	1.1%
Total	224	740	7.2%	6.1%	7.3%	100.0%	100.0%	100.0%

1 - because of data availability, in this case the Raton area is defined as Colfax County, New Mexico, and the Trinidad and Weston CCD's, Colorado. Source: US Census Bureau, Decennial Census, SF-3, PCT 35.

UNM Bureau of Business and Economic Research, 2003.

In addition to those enumerated in the Census, roughly 20 ex-York Canyon miners are unemployed. Interviews show that these miners – many of who worked at the mine for 30 years and are in their early 50's -- are looking for work similar to what they did at the mines and finding that their skills are not directly transferable to many available opportunities. Additionally, these jobs are different from what the ex-miners are accustomed. While some employment options in the coalbed methane industry are comparable in terms of wages, these jobs often involve longer working days and commutes.

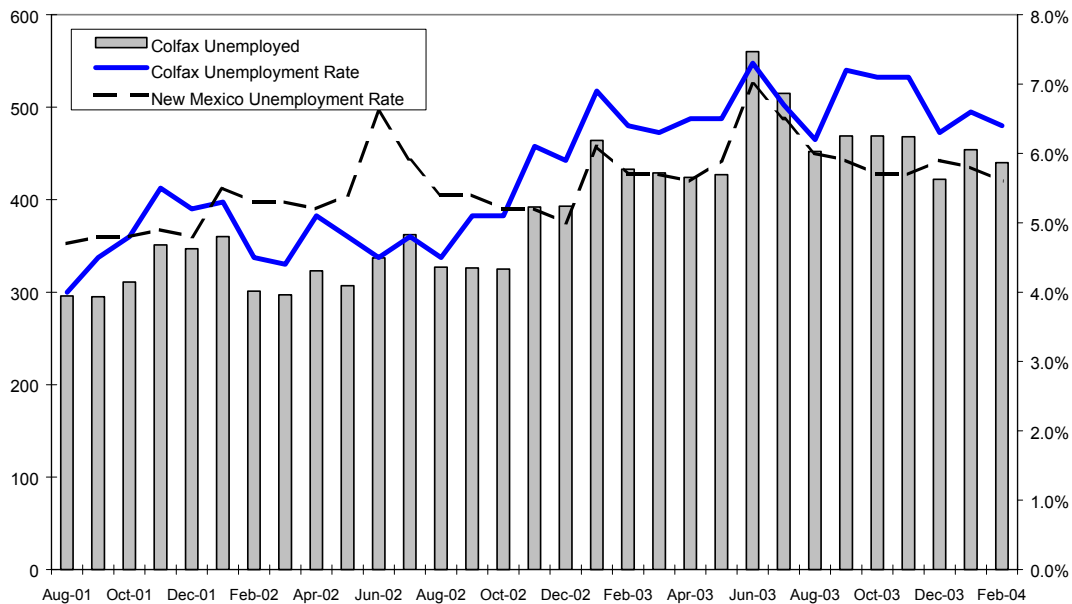
More recent data from the New Mexico Department of Labor show that since 1997 monthly unemployment rates for the County have been at 7.9% or less. The monthly unemployment rate hit its lowest point, 3.7%, in August 2001, the first point in Figure 1.2. While fluctuating, the unemployment rate has steadily



increased over the past 12 to 18 months and peaked at 7.3% in June 2003. The preliminary unemployment rate for February 2004 the same rate as a year earlier. The increase in June 2003 was due to an additional 133 persons unemployed since May - the large majority of which were layoffs at the York Canyon Complex - increasing the number of unemployed persons in the County from 427 to 560. Monthly unemployment rates and counts for Colfax County since 1995 are presented in Appendix 1.

**FIGURE 1.2**

**COLFAX COUNTY NUMBER OF UNEMPLOYED PERSONS AND COLFAX AND NEW MEXICO UNEMPLOYMENT RATES, AUGUST 2001 - FEBRUARY 2004<sup>1</sup>**



<sup>1</sup> - February 2004 labor force and unemployment rate are preliminary. UNM Bureau of Business and Economic Research, 2004.

Source: New Mexico Department of Labor, Table A, March,

**b. Persons Not in the Labor Force**

The estimated 9,400 labor force non-participants in the Raton Area should be considered in the analysis of the labor force supply since they may enter the labor force under the right circumstances. Labor force non-participants include students, individuals taking care of home or family, retired workers, and some seasonal workers. Non-participants also include persons who, while desiring employment, have become discouraged, face significant obstacles, or have simply stopped pursuing employment.

Table 1.6 shows the distribution of labor force non-participants ages 16 and over by age group. Distributions are comparable for Raton and the Raton Area. As shown, almost half of total non-participants are over age 64. Compared to the State, a smaller share of Area non-participants is between 20 and 44 years of age. The number of non-participants aged 16 to 64 in the Area drops to around 5,000, or 30% of the population. While the exact number of non-participants

potentially re-entering the labor force cannot be determined, the data can provide bounds to these estimates. Appendix 1 shows labor force non-participants by age cohort and gender.

**TABLE 1.6**  
**LABOR FORCE NON-PARTICIPANTS BY AGE: RATON, RATON**  
**AREA AND NEW MEXICO, 2000<sup>1</sup>**

	Percent of Labor Force Non-Participants		
	Raton	Raton Area	New Mexico
16 to 19 years:	8.6%	10.5%	11.3%
20 to 29 years:	5.9%	5.9%	11.5%
30 to 44 years:	11.3%	11.0%	17.4%
45 to 54 years:	9.4%	11.5%	11.2%
55 to 64 years:	14.7%	14.4%	13.9%
65 to 74 years:	23.2%	23.4%	18.2%
75 years and over:	26.8%	23.2%	16.5%
Total	100.0%	100.0%	100.0%

1 - because of data availability, in this case the Raton area is defined as Colfax County, New Mexico, and the Trinidad and Weston CCD's, Colorado.

Source: US Census Bureau, Decennial Census, SF-3, PCT 35.

UNM Bureau of Business and Economic Research, 2003.

Children impact a parent's ability to participate in the labor force. Colfax County has high rates of births to teens (20.5% of births compared to 17.0% statewide in 2001) and to single mothers (47.3% of births in Colfax compared to 46.3% statewide)<sup>2</sup>. These single and/or teen parents, some of which have low educational attainment levels, face a number of obstacles when trying to gain and maintain employment or pursue education. While the ability to overcome these obstacles varies from individual to individual, as does the need to enter the labor force, family plays a central role in an effective support network.

In addition to the expense, childcare poses difficulties when because of the child's age, more than one childcare provider is needed. In these cases, family is an almost essential provider of childcare. While interviews found that most single parents consider employers somewhat willing to make the occasional schedule change to meet childcare responsibilities, evening and long shifts can pose difficulties. As would be expected, single parents living with employed family members or partners reported less pressure to pursue employment. Few of the interviewees reported sources of informal income and all of these were minimal. Lack of reliable transportation also poses a potential obstacle, especially for those who commute to employers outside of Raton.

<sup>2</sup> New Mexico Selected Health Statistics, Annual Report 2001, The State Center for Health Statistics, Office of Vital Records and Public Health Statistics, 2003.

Based on a series of interviews, single mothers with work experience report that they are generally happy with the jobs they have held in Raton, though these are generally low wage, short-term jobs. In some cases, the short duration of these jobs is due to health and childcare issues, though the seasonality of employment (such as tourism-dependent waiting tables and housekeeping jobs) is also a factor. One employed single mother reported she was refused company health insurance for herself or her child because even though she works full-time the large majority of the year, she works less than full-time in the winter due to reduced business in the off season.

**c. Ex-Mine Workers**

Approximately 115 employees were laid-off from the York Canyon Mine Complex in 2002 and 2003 (Table 1.7). Interview findings show that about 20 of these employees selected to panel (transfer) out of the area with the Pittsburgh & Midway Mining Company or relocated on their own. Of the 94 laid-off workers still in the Raton area, 71 are labor force participants (either employed or seeking employment) and 23 are non-participants. Eighteen of the 68 laid-off mine employees participating in the labor force are unemployed, resulting in an unemployment rate of 27.9%. It should be noted that these unemployment statistics reflect employment status from December 2003 to February 2004 and that Colfax County generally has higher unemployment rates in winter months

**TABLE 1.7**  
**LABOR FORCE STATUS OF PERSONS LAID-OFF FROM**  
**THE YORK CANYON MINE COMPLEX 2002 AND 2003<sup>1</sup>**

Number of employees laid off from mine <sup>2</sup>	115
Number of ex-employees still in the Raton area	94
Labor force participants	71
Currently employed	53
Unemployed	18
Unemployment rate	25.4%
Not in labor force <sup>3</sup>	23
Unknown	2
Relocated out of area	20
Still employed at mine	8

1 - the information in this table is not directly comparable to statistics published by the New Mexico or US Departments of Labor. 2 - total number of employees laid-off from mine in 2002 - 2003. 3 - includes persons who are retired, disabled, enrolled in school, or otherwise not looking for work.

Source: interviews with UMWA representatives, New Mexico Department of Labor representatives, laid-off miners, and a Pittsburgh & Midway Coal Mining Company representative.

UNM Bureau of Business and Economic Research, 2004.

#### **d. Summary**

In 2000, 3,100 persons were in the labor force in Raton and 12,200 in Raton's labor market area, which extends approximately 40 miles from the City<sup>3</sup>. An estimated 700 to 800 persons in the labor market area are unemployed, meaning they are able to work and are actively pursuing employment. The number of persons in Colfax County's labor force fluctuates dramatically by season, with summer employment increasing the County's labor force size by over 1,000 workers. In addition, 1 of 4 workers in the County is self-employed whose share of the labor force has been increasing over recent years. Moreover, roughly 9,400 persons are labor force non-participants in Raton's labor market area, though most of this population is older and unlikely to take jobs in large numbers.

Labor force size is elastic since potential labor force participants include students, retired persons, discouraged workers, and others who may take jobs with area employers under the right circumstances. Nearby jobs with good wages, benefits, and working conditions may lure labor force non-participants into jobs. Good jobs, furthermore, may attract already employed persons looking to upgrade positions or change work environments. Some jobs may also attract a labor force from outside of the area and cause in-migration.

Colfax County's unemployment rate for January 2004 was 6.6%. While the County's unemployment rate ranks near the middle of New Mexico's counties, the rate has been rising erratically since its August 2001 low of 3.7%. In January 2004, there were 454 unemployed persons in Colfax County, down from 560 in June, the largest number of unemployed persons in roughly 5 years. While almost one-fifth of unemployed Raton residents are 16 to 19 years of age, this is a lower rate than for the State. Conversely, the unemployment rate for ages 55 to 64 is higher than in New Mexico.

Compared to New Mexico as a whole, Raton has low educational attainment levels. As with many smaller New Mexico communities, Raton residents are much more likely to have a high school diploma or less as their highest level of education attainment. Also, Raton residents are much less likely to hold post-secondary degrees.

Employed persons in Colfax County's earn low wages. Average weekly wages in Colfax County are \$443, 78% of the State average (in the year ending in the second quarter 2003). These wages are even less attractive when compared to national levels.

The skills and knowledge of Raton's labor force reflect the occupations held by residents. Nearly half of the overall work force demonstrates basic skills related to clerical functions, retail work, and personal service. Due in part to the

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<sup>3</sup> Due to limited data availability these labor force estimates are for the geographic area consisting of Colfax County and the Trinidad and Weston CCD's, which comprises much of southwestern Las Animas County.

presence of extractive industries and manufacturing, roughly one-third of City residents work in industrial occupations for which mechanical and numerical skills are important. Because of workers in these occupations, the labor force has strengths in operating and repairing production equipment/machinery and operating various trucks and construction equipment. Additionally, the one-quarter of the labor force employed in management and professional occupations maintain higher personal communication and thinking skills related to teaching and general management, health and social service professions.

Demographic factors are impacting Raton's labor force. The City's population has declined and its population is generally older, with under-representation from 20 to 34 year olds. These characteristics are expected to continue into the future, with the County's population projected to increase slightly over the next two decades, and even then it is unclear as to Raton's share of this growth.

## 2. DEMAND FOR LABOR

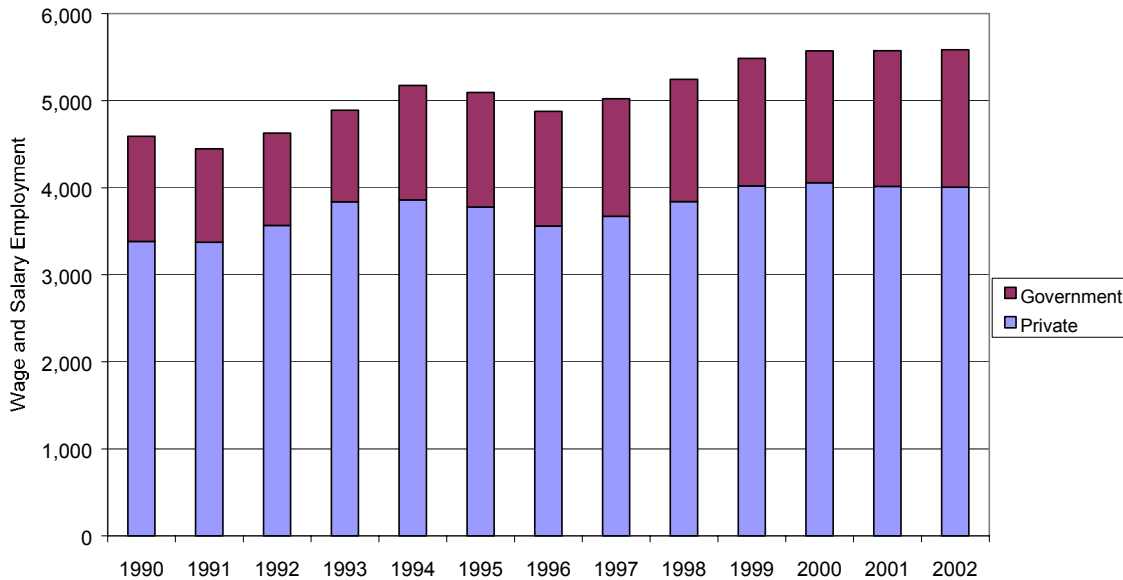
This section examines the demand for labor in the Raton area. Employment levels and their changes are presented first, followed by a discussion of the types of employees employers were looking for in 2003. Next, the knowledge and skill requirements of jobs in Raton are examined. Findings from an employer survey, which are discussed more extensively in the final section of this report, are also presented in this chapter.

### a. Employment Overview

Between 1990 and 2000, total wage and salary employment (private and government) in Colfax County increased from approximately 4,600 to 5,600 (Figure 2.1). At least partly attributable to the decline of mining, the number of private workers declined by 300 between 1994 and 1996. Between 2000 and 2002, wage and salary employment remained constant but only because growth in government employment offset a decline in the private sector.

**FIGURE 2.1**

**TOTAL WAGE AND SALARY EMPLOYMENT IN GOVERNMENT AND PRIVATE EMPLOYERS, COLFAX COUNTY, 1990 - 2002**

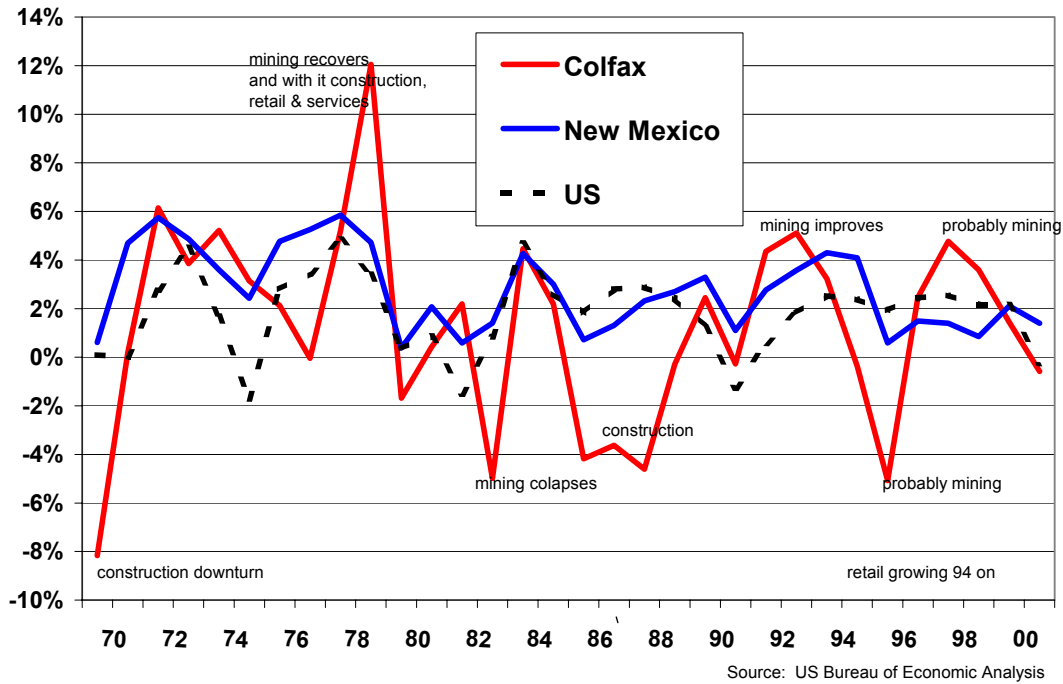


Note: Figures shown here are annual averages of quarterly data.  
Source: New Mexico Dept. of Labor, Economic Research and Analysis Bureau.  
UNM Bureau of Business and Economic Research, 2004.

Annual wage and salary employment growth rates in Colfax County, New Mexico, and the U.S. are shown in Figure 2.2. Colfax County's growth has followed New Mexico's trend but with higher spikes and deeper troughs due to the much smaller job base. Note that much of the historical volatility is related to mining.

**FIGURE 2.2**

**ANNUAL GROWTH RATES FOR WAGE AND SALARY EMPLOYMENT  
COLFAX COUNTY, NEW MEXICO, US**



Employment by Industry

Table 2.1 on the following page shows annual employment levels by SIC major industry between 1990 and 2000<sup>4</sup>. In this time period, retail trade employment increased significantly (400 jobs), local and state government employment added over 300 jobs, and the service sector added about 160 jobs. The smaller sectors of manufacturing, transportation and public utilities, wholesale trade, and finance, insurance and real estate all lost employment shares. All of these sectors, except manufacturing, lost jobs.

<sup>4</sup> Data by industry from 2001 forward are not generally comparable with industry data for prior years. Prior to 2001, industry categories are based on the Standard Industrial Classification (SIC) system. This system was replaced with the North American Industry Classification System (NAICS). The "Grand Total", along with the "State Government" and "Federal Government" sectors, is the exception. Data for these three categories are comparable from 1990 forward.

**TABLE 2.1**  
**COVERED WAGE AND SALARY EMPLOYMENT, BY MAJOR INDUSTRIAL SECTOR**  
**COLFAX COUNTY, 1990-2000\***

Sector	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Compound Annual Growth
GRAND TOTAL	4,589	4,448	4,626	4,888	5,174	5,094	4,878	5,021	5,246	5,487	5,573	2.0%
Total Private	3,383	3,374	3,568	3,838	3,860	3,778	3,560	3,672	3,841	4,021	4,057	1.8%
Ag. For. & Fish <sup>1</sup>	45	46	28	34	48	46	47	46	44	44	94	7.6%
Mining	D	D	D	D	D	D	D	D	D	D	D	
Construction	177	162	172	183	181	187	182	206	227	235	235	2.9%
Manufacturing	324	307	335	335	335	296	300	323	346	354	343	0.6%
TPU <sup>2</sup>	170	143	142	145	148	162	162	167	172	154	148	-1.3%
Wholesale Trade	76	88	94	89	97	104	73	48	48	58	57	-2.8%
Retail Trade	928	949	990	982	970	1,056	1,102	1,117	1,188	1,316	1,314	3.5%
FIRE <sup>3</sup>	208	199	206	225	244	191	196	198	192	171	171	-1.9%
Services	1,373	1,271	1,313	1,427	1,368	1,371	1,347	1,452	1,484	1,520	1,530	1.1%
Non-Classifiable <sup>4</sup>	82	209	288	418	349	D	5	4	2	4	1	-35.6%
Total Government	1,207	1,074	1,058	1,050	1,314	1,315	1,318	1,349	1,404	1,467	1,516	2.3%
Federal	57	53	57	57	58	57	50	50	53	55	64	1.0%
State	536	406	376	383	635	627	617	632	675	702	723	3.0%
Local	614	616	625	611	622	631	650	667	676	710	730	1.7%

\* Annual averages of quarterly data. D Withheld to avoid disclosing confidential data. Data that are not disclosed for individual industries are always included in the totals. Therefore, the individual industries may not sum to the totals.

1- Agriculture, forestry and fisheries. 2 - Transportation and public utilities. 3 - Finance, insurance and real estate. 4 - The non-classifiable category may include data for other industries that were withheld for reasons of confidentiality.

Source: New Mexico Dept. of Labor, Economic Research and Analysis Bureau. UNM Bureau of Business and Economic Research, 2003.

Table 2.2 presents more recent employment changes defined by NAICS (the North American Industrial Classification System). While this system offers many advantages over the SIC system, the sectors are generally not comparable. These data show that employment in the NAICS retail sector (which, unlike in the SIC system, excludes eating and drinking employment) decreased 15.5% (125 employees) while accommodation and food services increased 12.3% (123 employees) between 2001 and 2003.

The distribution of employment by NAICS sectors is shown in Figure 2.3, which shows that over one-quarter of employment in Colfax County is in government (federal, state and local government). Government employers include City and County government, Miners Colfax Medical Center, and Raton Public Schools. Accommodation and foodservice, which constitutes 20% of the County's wage and salary employment, is the next largest sector and the largest private sector. With the exception of retail (12%) and the composite "other" sector (10%), the remaining sectors have 5% or less of the County's total employment. Combining detailed sectors shows that tourism-related employment in Colfax County has been increasing somewhat steadily since the early 1990's. This includes employment in eating and drinking places, lodging establishments, gift and souvenir shops, and sporting and recreation camps.



**TABLE 2.2**  
**COVERED WAGE AND SALARY EMPLOYMENT BY NAICS INDUSTRY, COLFAX COUNTY,**  
**2001 TO MID-2003<sup>1</sup>**

	2001	2002 Q:3 -		Change 2001 - Mid-2003	
		2003 Q:2	Number	Percent	
Grand Total	5,573	5,632	59	1.1%	
Total Private	4,016	4,059	43	1.1%	
Agriculture, Forestry, Fishing & Hunting	74	53	-21	-28.7%	
Mining	197	165	-32	-16.1%	
Utilities	37	43	6	14.9%	
Construction	275	283	8	2.7%	
Manufacturing	246	243	-3	-1.3%	
Wholesale Trade	38	27	-11	-28.3%	
Retail Trade	806	681	-125	-15.5%	
Transportation & Warehousing	60	63	3	4.2%	
Information	60	47	-13	-22.1%	
Finance & Insurance	117	136	19	16.0%	
Real Estate & Rental & Leasing	49	68	19	38.8%	
Professional & Technical Services	114	143	29	25.2%	
Management of Companies & Enterprises	46	44	-2	-3.8%	
Administrative & Waste Services	73	110	37	50.3%	
Health Care & Social Assistance	328	297	-32	-9.6%	
Arts, Entertainment & Recreation	43	50	7	16.3%	
Accommodation & Food Services	1,001	1,124	123	12.3%	
Other <sup>2</sup>	452	485	33	7.2%	
Total Government	1,558	1,574	16	1.0%	
Federal	60	60	0	-0.4%	
State	742	746	4	0.5%	
Local	756	768	12	1.6%	

1 - Data for the third quarter 2002 to the second quarter 2003 are the most recent four quarters of data available. The figures presented are quarterly averages.

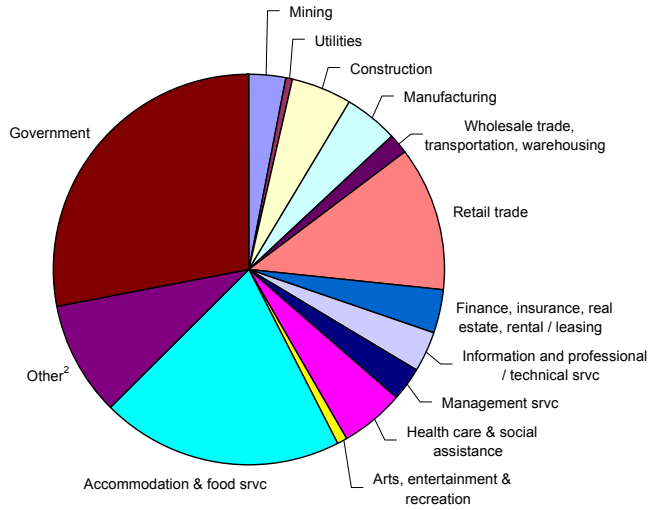
2 - Includes educational services, other services (ex. public administration), unclassified, and data for other industries that were withheld for reasons of confidentiality.

Source: New Mexico Dept. of Labor, Economic Research and Analysis Bureau.

UNM Bureau of Business and Economic Research, 2004.

**FIGURE 2.3**

**COLFAX COUNTY COVERED EMPLOYMENT, MOST RECENT YEAR AVAILABLE  
(2002 Q:3 - 2003 Q:2)**

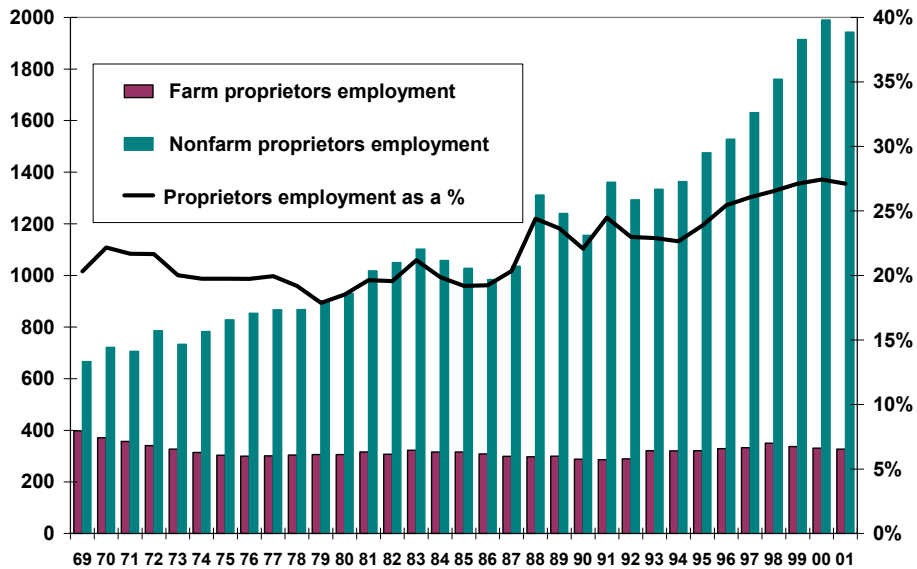


1 - Include management of companies & enterprises, administration, waste services.  
 2 - Includes educational services; other services (ex. public administration); agriculture, forestry, fishing & hunting; unclassified; and undisclosed data.  
 Source: New Mexico Dept. of Labor, Economic Research and Analysis Bureau.  
 UNM Bureau of Business and Economic Research, 2003.

The data on wage and salary employees presented to this point do not include the self-employed or proprietors, comprising 2,270 jobs, or over one-quarter of the County's employment in 2001. As shown in Figure 2.4, non-farm proprietors grew steadily since 1996 and were a major source of employment gain during the 1990's. Farm proprietor employment declined since 1969, though accounting for 300 to 400 jobs annually during the 32-year period.

**FIGURE 2.4**

**SELF EMPLOYMENT IN COLFAX COUNTY**



Source: US Bureau of Economic Analysis

### Coal Mining

The demise of coal mining represents a lost export industry. Employment at the York Canyon mine has been declining since the mid 1990's. The mine's final round of layoffs began in June 2002, when 60 of 103 jobs were eliminated, followed by the elimination of 27 (of 44) jobs in May of 2003. In April of 2004, the mine was undergoing land reclamation and was in process of being purchased by Ted Turner. Additional information on the mine and its activities is presented in Appendix 3.

While the large majority of the mine's activity was done in-house (as opposed to contracted out or outsourced), the cessation of activities at the mine impacted Raton businesses supplying products and services to the mine. The Pittsburgh & Midway Coal Mining Company identified 12 local businesses from which the mine previously purchased materials and services. These businesses have been impacted to varying degrees depending on the portion of their total customer base that was attributable to the mine. For example, the indirect impact on local grocers, which supplied the mine with drinking water and other retail goods, was relatively slight. On the other hand, a large portion of a security company's total business was attributable to the mine and the impact has been significant. For this company, in addition to a reduction in their staff, the loss of the York Canyon contract also resulted in a decrease in the amount of bookkeeping services, vehicle maintenance and vehicle purchases they made locally.

The decrease in coal mining activity also has induced impacts. Induced impacts resulted from the reduction of household expenditures on retail goods and services, which decreased due to the decline in household income. While the extent of the induced impact on Raton is difficult to define, partly due to the retail and service role played by Trinidad, these impacts are surely present.

The impact of the mine's closing on Raton would have been much more severe had it not been for the simultaneous increase in employment related to coalbed methane extraction. It should be noted that the analysis presented in this section does not capture Raton residents employed in mining activities based in Las Animas County and, therefore, the role of coalbed methane activities may be somewhat underrepresented.

#### **b. Occupations in Demand in 2003**

The NMDOL's Raton Career Center records the job orders local employers submit for employees, which show that in 2003 much of the labor force demand was for un-skilled and low-skilled workers in accommodation and food service (see Table 2.3). These occupations have minimal educational requirements and need limited on-the-job training. This being said, interview and focus group findings show that employers have difficulty in finding employees with adequate skills for some of these positions.

According to the NMDOL, just over 60% of the employees in demand by area employers are for unskilled workers in retail, manufacturing, and tourism-related activities. These jobs generally require at most a high school diploma or GED. Job openings include tourism-related foodservice and accommodation workers. Additional unskilled jobs include laborers and grounds maintenance, material handlers, sales, cashiers, and in-town drivers. Jobs that may require vocational training, licenses, or certificates constitute 17.4% of job orders and include construction and trades, CDL drivers and heavy equipment operators, and mechanics. Higher skilled jobs requiring degrees make up 15.8% of Raton's job orders and include healthcare, social workers and counselors, educators, and law enforcement. The most abundant orders that require training and education are in the construction and trades, CDL drivers and heavy equipment operators, and healthcare workers.

It should be noted that not all Raton employers use the NMDOL for hiring and that many employers in the extraction industry use a private employment agency. Job orders do not necessarily reflect expansion since they include postings for existing positions. Also, one job order can reflect more than one position needing to be filled.

**TABLE 2.3**  
**JOB ORDERS BY OCCUPATION, RATON CAREER CENTER, 2003**

<b>Occupation</b>	<b>Number</b>	<b>Frequency</b>
Foodservice Workers ( food preparers, cooks, servers, and supervisors)	83	15.5%
Accommodation Workers (housekeepers and desk attendants)	61	11.4%
Construction and Building Trades	55	10.3%
Retail Sales Workers (sales people and cashiers)	52	9.7%
Laborers, Landscaping and Grounds Maintenance, Maintenance, Installation, and Repair	47	8.8%
Administrative Support and Office Clerks	45	8.4%
Healthcare (nurses, assistants, therapists, technologists)	45	8.4%
Material Handlers and Manufacturing	35	6.6%
Drivers and Heavy Equipment Operators (CDL licensed)	28	5.2%
Social Workers and Counselors	17	3.2%
Teachers, Instructors, Education Assistants	11	2.1%
Law Enforcement, Corrections, Security Guards	11	2.1%
Mechanics	10	1.9%
Drivers (In-town, delivery, taxi, etc)	6	1.1%
Other	28	5.2%
<b>Total</b>	<b>534</b>	<b>100.0%</b>

Source: New Mexico Department of Labor, Raton Career Center, 2003  
UNM Bureau of Business and Economic Research, 2004.

The Career Center also classifies occupations as high or low demand and notes if they have immediate openings. In 2003 some patterns emerge. Occupations generally having:

- “High Demand” and “Immediate Openings”: including nurses (RN’s/LPN’s), radiology technicians, social workers, truck drivers (CDL “A”), and prevention specialists.
- “Immediate Openings” (but not “High Demand”): including industrial truck mechanics and professional and service medical, and medical support.
- “Low Demand” including coal miners, general office clerks, receptionists, and secretaries.

All the occupations listed as “High Demand” and/or with “Immediate Openings” are skilled and require certificates or degrees. These occupations are ranked in terms of the most job orders as follows:

First: healthcare (45 job orders)

Second: CDL and heavy equipment operators (28 job orders)

Third: social workers (17 job orders)

Fourth: mechanics (10 job orders)

#### Skills and Training Needed by Raton Employers

Information on the specific skills needed by the labor force was gathered through interviews, focus groups, and an employer survey. The survey captured a range of skills considered by employers to be important for their employees to possess. Complementing this research, the skill and knowledge requirements of the occupations in Raton were analyzed using O\*Net occupational data. As opposed to the O\*Net analysis presented in Section 1 which estimated the skill and knowledge attributes of employed Raton residents, this discussion describes the qualities that employers may look for in their potential labor force.

As expected, employer interviews and focus group results illustrate that the skills and educational requirements of jobs vary by industry and occupation. Skills that employers desire in employees range from customer service to basic computer skills to specialized training in areas such as accounting and diesel mechanics. Some employers require employees with specialized skills and certifications such as CDL, CPA, LPN, and persons with specific experience, such as mechanics for propane powered vehicles. In the medical field, appropriate training and licensure is often an indicator of skills. A number of employers stated that while they do not anticipate that new employees will walk in the door with all the required skills, employees need the “basic skills” that enable them to learn the job through on-the-job training. Moreover, many employers cited industry experience - not experience in the occupation - as an important quality in prospective employees.

Interview and focus group results show mixed attitudes about the skill and ability level of the Raton labor force. Some manufacturing and service employers are

generally satisfied with the skills possessed by the local labor force. Employers in other industries, especially food service, voiced more dissatisfaction with the labor force, stating that the labor force lacks customer service and mathematics skills. Across industries, employers view a lack of work ethic and “employee skills” such as dependability, calling in when absent, showing up to work regularly, and viewing their employment as a job as opposed to a “career.”

Almost all employers report they try to promote from within. However, there are limited numbers of upper level positions in the food service, accommodation, and retail sectors. Additionally, there are often hurdles to advancement, such as a required certification or training. For example, while some manufacturing and extraction-related employers need skilled workers for positions like diesel mechanic and specialized CDL’s, outside training is often required.

According to the employer survey, overall, employers perceive the largest need for basic and social skills (Table 2.4). (See Appendix 4 for a description of those employers surveyed, survey methodology, and a copy of the survey). Basic skills include mathematics and writing, while social skills include customer service and instructing others. Complex skills include solving ill-defined problems in real world settings. Technical skills include equipment selection, operation, control and maintenance. System skills include evaluating costs and benefits of potential actions and identifying actions that will improve performance. Resource management skills include time management skills.

**TABLE 2.4**  
**SKILL TYPES EMPLOYERS PERCEIVE AS NEEDED IN THE**  
**WORKFORCE, RATON VICINITY, 2004**

Skill Type:	Percent of Valid Responses	
	Yes	No
Basic	96.0%	4.0%
Social	93.6%	6.4%
Complex	60.2%	39.8%
Technical	73.2%	26.8%
Systems	45.1%	54.9%
Resource Management	57.4%	42.6%

Source: BBER survey of employers in the Raton vicinity, February to April, 2004.

UNM Bureau of Business and Economic Research, 2004.

The employer survey also identified interpersonal skills as being needed in their workforce. Interpersonal skills include dealing with the public, clients, customers and co-workers. These suggestions are presented by rank in Table 2.5.

**TABLE 2.5**  
**SPECIFIC SKILLS EMPLOYERS PERCEIVE AS**  
**NEEDED IN THE WORKFORCE, RATON**  
**VICINITY, 2004**

Rank	Skill
1	Interpersonal skills
2	Personal skills
3	Basic computer/ clerical
4	Basic math
5	Specialized equipment/tools
6	Cost estimation/analysis
7	Business related skills

Source: BBER survey of employers in the Raton vicinity,  
February to April, 2004.

UNM Bureau of Business and Economic Research, 2004.

Again using O\*Net data, the 3 most and least important knowledge and skill requirements for jobs in Raton.<sup>5</sup> These unweighted scores aggregated across the 6 occupational groups in Raton show that the 3 most important knowledge requirements are: 1) English language 2) mathematics, and 3) customer and personal service. Two of the requirements, English language and mathematics (particularly arithmetic), are considered basic skills and knowledge. In contrast, the 3 least important knowledge areas are 1) food production, 2) philosophy and theology, and 3) foreign language. The 3 most important skills for all of the selected occupations are 1) active listening 2) reading comprehension, and 3) speaking. The 3 least important skills are 1) negotiation 2) installation, and 3) management of financial resources.

Example: Professional Occupation Group

Presented is an explanation of how to interpret the information for an occupational group. Occupations in the professional occupation group include social workers, teachers, lawyers, computer support specialists and health professionals (such as registered nurses, therapists, and medical technicians). Some of the places where these workers are employed include Colfax Miners Medical Center, Raton Public Schools, and various levels of government.

The most important knowledge requirements for the professional occupational group are 1) English language 2) education and training 3) mathematics 4) customer and personal service and 5) psychology. Mathematics ranges from arithmetic to advanced calculus and statistics. English language can range from the adequate to the eloquent usage of the language. The education and training

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<sup>5</sup> The numeric scores for each of the 96 occupations used for this analysis can be accessed online at <http://online.onetcenter.org/>. O\*Net scores reflect the importance of specific knowledge and skills for individual occupations.

requirement reflects the large proportion of teachers in the professional group. The psychology requirement probably also reflects the large proportion of teachers as well as social workers and counselors. The 5 least important knowledge requirements are 1) sales and marketing 2) production and processing 3) fine arts 4) building and construction and 5) food production. Most of these are not considered professional knowledge requirements.

The most important skills for the professional occupational group are 1) speaking 2) reading comprehension 3) active listening 4) critical thinking and 5) writing. These requirements are communication oriented and involve higher level of thinking and analysis, skills important to professional work. The least important skills are 1) management of financial resources 2) equipment maintenance 3) installation 4) programming and 5) repairing. The management of financial resources requirement usually would fall under the management occupational group. While programming is a professional requirement, based on the selected occupations this requirement is not a primary employer need. The other 3 requirements are unrelated to professional work.

### **c. Summary**

The demise of coal mining has impacted the quantity and type of labor force needed by Raton employers. Changes are also occurring in the types of employers found in the area and the employee needs of Raton employers. The recent emergence and growth of coalbed methane extraction is shaping labor force demand, helping to offset the employment losses in coal mining. Other changes impacting the quantity and type of labor force demanded in the area include: the growth of tourism (including the activities of the Whittington Center); economic development efforts designed to attract firearms and manufacturing related businesses; Stolar's promising future; decreases in Raton's retail activity; and the advancement of technology into new occupations.

Raton businesses have local, regional and international market linkages. The area's non-tourism related retail sector, such as grocery stores, primarily serve Colfax County and nearby areas of New Mexico and Southern Colorado. While these activities generate employment and gross receipts tax revenue for the City, they generally re-circulate dollars already in the area. Conversely, Raton's extractive and manufacturing activities, such as El Paso Production and gun barrel and hollow metal manufacturers, are "export" industries that bring dollars into the regional economy. Tourism-related activities, such as the Whittington Center and lodging, are also export industries.

Employment is an indicator, though admittedly imperfect, of labor force demand. Employment (wage and salary public and private employment) increased at a 2% compound annual rate in the 1990's, but has had little growth since 2000. While this indicates little additional labor force demand, employment is growing in some industries (e.g. accommodations, food services, and coalbed methane activities) and declining in others, such as retail trade. Due in part to tourism, labor force



demand in Colfax County fluctuates seasonally, some years peaking by 1,000 employees in the summer, and then ebbing in the winter. The end of coal mining reduced the area's overall labor force demand in mining and supporting industries, such as retail and security services. Proprietors and the self-employed are responsible for much of the County's growth in covered employed since the mid-1990's, possibly indicating a lack of employment opportunities.

The majority of occupations in Raton have basic skill and knowledge requirements. In 2003, more than 3 in 5 of the employment positions at the Raton Career Center are for unskilled labor in retail, manufacturing, and tourism-related activities. Occupations in demand, often needing a certificate or degree, are clustered in the healthcare field, and among heavy equipment operators and social workers.

According to the employer survey, employers perceive the largest skill need in their workforce to be basic and social skills. The employer survey also identified interpersonal skills, such as dealing with the public, clients, customers and co-workers, as being needed in their work force.

### 3. EDUCATIONAL INFRASTRUCTURE AND OPPORTUNITIES

This section provides an inventory of the educational opportunities available to Raton residents at three levels of education: secondary, post-secondary technical and vocational, and associates, bachelors and masters degrees. Adult Basic Education and other similar educational services are discussed in Support Services in the following section of this report. Appendix 5 provides additional information on the specific programs offered by the post-secondary educational institutions.

#### a. Secondary Education

The Raton Public School District offers college preparatory and technical/vocational programs. Approximately half of the school district's graduating seniors apply to 2-year and 4-year colleges. Recently the school district has exhibited falling competency scores and increasing dropout rates.

As the New Mexico Department of Education performance measures in Table 3.1 (on the following page) illustrate, Raton High School averaged a beginning senior class of 88 students from 1998 to 2001, with all seniors graduating except for 3 to 6 students per year. This placed Raton in the top one-third of school districts in the State for 2 of the 3 years between 1998 and 2000. For grades 9-12, Raton has seen its annual dropout rate climb from 3.2% to 6.3% between 1996 and 2001. This has caused the district to fall from 36<sup>th</sup> to 76<sup>th</sup> among all districts in the State.<sup>6</sup>

The proportion of 10<sup>th</sup> grade students at Raton High School passing all subtests of the High School Competency Exam on their first attempt fell from 92% in 1998-99 to 66% in 2000-01. This decline caused the district to drop from a 16<sup>th</sup> to 45<sup>th</sup> rank. The New Mexico High School Competency Examination (NMHSCE) is a set of tests constructed to assess student performance in six content domains defined by the New Mexico Content Standards and Benchmarks. It supports the responsibility of New Mexico public schools to determine that students have attained adequate mastery of the New Mexico essential competencies. The NMHSCE assesses competencies in the content areas of Reading, Language Arts, Mathematics, Science, Social Studies, and Writing (Composition).

In contrast to NMHSCE scores, Composite ACT scores for Raton High School improved between 1998 and 2001, raising Raton's rank from 63<sup>rd</sup> to 20<sup>th</sup>. The

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<sup>6</sup> "NCES has defined three types of dropout rates: event, status, and cohort. The rates reported in the New Mexico Dropout Study are event rates. An event dropout rate measures the proportion of students who drop out in a single year without completing high school. Event rates are important because they reveal how many students leave school each year and how each year's rates compare with previous ones. A student is a dropout if he or she was enrolled at any time during the previous year, is not enrolled at the beginning of the school year, and does not meet certain exclusionary conditions." (Excerpted from the State Department of Education Annual Dropout Report, 2000-2001, methodology, Appendix 2, <http://www.sde.state.nm.us/div/ais/data/resources/dl/00dropout.pdf>)

ACT measures achievement in English, Math, Reading, and Science Reasoning, and is required for admission all accredited colleges in the U.S. This disparity could be due to the fact that Competency Exams measure the entire 10<sup>th</sup> grade population, whereas ACT scores only capture those students applying to college.

Between 1998 and 2001, roughly half of Raton High School Seniors applied to 4-year institutions and 19% applied to 2-year programs. Most of those enrolled in college opted for in-state institutions requiring relocation outside the Raton Area.

**RATON PUBLIC SCHOOL DISTRICT PERFORMANCE, 1996 - 2001**

	School Year				
	96-97	97-98	98-99	99-00	00-01
Number Entering Grade 12			84	94	87
Number of Graduating Seniors			80	88	84
Graduation Rate			95%	94%	97%
Rank*			31	50	28
Drop Out Rate <sup>1</sup>	3.2	3.6	3.6	6.3	
Rank*	36	38	45	76	
Seniors Applying to 4 Year College**			46%	41%	54%
Seniors Applying to 2 Year College**			18%	30%	10%
High School Competency Scores <sup>2</sup>			92%	89%	66%
Rank*			16	22	45
ACT Composite Scores			18	19.2	20.2
Rank*			63	39	20

1 -Grades 9-12. 2 -Percent of grade 10 students passing all subtests on the first attempt.

\*Rank out of 88 Districts. \*\*This is a list of the number and percentage of New Mexico graduating seniors, by district, who applied to two and four-year post-secondary institutions. Seniors who applied to both two-year and four-year institutions are counted twice. The list was compiled from data submitted by districts on the Annual District Reported Data Sheet for the New Mexico Public School Accountability.

Source: <http://www.sde.state.nm.us/div/ais/data/>

UNM Bureau of Business and Economic Research, 2004.

**TABLE 3.1**

As shown in Table 3.2, Raton High School offers a number of college preparatory and vocational/technical options to its students. High school students can also apply for college level concurrent enrollment classes where they earn college credit while they finish their high school diplomas. Whereas, high school students often travel to colleges for concurrent enrollment opportunities, Raton High instructors teach the concurrent enrollment classes, which are offered through LCC Las Vegas.<sup>8</sup> Raton High also offers a number of Advanced Placement courses, which allow students to take a test to receive credit for introductory level college classes.

<sup>8</sup> All college prep and VOTECH program information from Raton College Counselor, Roseanne Castellini.

Three programs designed to address difficulties students face transitioning from high school to the labor force are offered to Raton High School students. The Careers program provides assistance and training in completing employment applications and interviewing. The Co-op is a work-study program in which students work to receive school credits and get paid by area employers. The student receives employment and skills training from both the employer and their teacher, although jobs are generally in entry-level positions in supermarkets and restaurants. The Co-op program has a limit of 20 students for each of the senior and junior classes. The third program, SER, combines aspects of both the Careers and the Co-op program, subsidizing up to the first 100 hours of on-the-job-training.

**TABLE 3.2**  
**RATON HIGH SCHOOL COLLEGE PREPARATORY AND CONCURRENT ENROLLMENT COURSES, 2003 – 2004**

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<u>College Prep/Concurrent Enrollment:</u>	<u>Vocational/Technical:</u>
AP English/Literature	Agriculture
AP Calculus	Automotive
Computer Automated Design (CAD)	Computer Fundamentals
History	Machine Shop (scheduled to begin Fall 2004)
Philosophy	Microsoft Office
Pre-Calculus	Web Design
Psychology	Welding/Metal Shop
Spanish III	Wood Working

Source: Raton High School College Guidance Counselor, 2004.  
 UNM Bureau of Business and Economic Research, 2004.

**b. Postsecondary Education Opportunities**

Three degree-granting institutions serve the Raton area. These are Trinidad State Junior College (TSJC), Luna Community College (LCC), and New Mexico Highlands University (NMHU). The two closest college options are TSJC (22 miles north of Raton), and LCC – Springer (50 minutes south of Raton). LCC and NMHU both have campuses in Las Vegas, approximately 110 miles south of Raton. While not a degree-granting institution, the Northeastern New Mexico Educational Foundation (NENMEF) Learning Center offers certificates, bachelors and masters degrees from other institutions through distance learning

A focus group of students enrolled at the Learning Center found that Raton residents also use Mesalands and Alamosa state colleges in Colorado. These students noted that Raton lacks a convenient vocational training provider and “hands on” training. Specific training needs and opportunities identified include: hospitality (hotel and restaurant), mechanical, electronic, plumbing, refrigeration, copier repair, computer technician, refrigeration, and appliance repair. Moreover,

students saw the value of developing some apprenticeship programs, as well as some non-academic offerings, such as photography, fine arts, etc.

In addition to course offerings, two issues influencing a student's selection of institutions are transferability of credits and tuition. TSJC associates degree credits are transferable to NMHU and UNM for completion of bachelors degrees. TSJC associates degree credits also are fully transferable to 4-year Colorado state universities. NMHU does not have a credit transfer agreement with TSJC but reviews transfer credits from TSJC on a case-by-case basis. UNM requires that transfer students have an overall GPA of 2.0 with more than 26 credit hours, and does not accept remedial, certificate, or religious transfer credits. UNM accepts most associates degree credits in general education.

Tuition at LCC for Raton residents is \$37 per credit hour for degree programs and \$15 per credit hour for certificate programs. TSJC hourly tuition rates, under WICHE (Western Interstate Commission for Higher Education), are \$99 per credit hour. NMHU tuition rates are \$91 per credit hour for undergraduates and \$97 for graduate students. Tuition rates for distance education students are often considerably less, at about \$20 per credit hour.

#### 2-Year Degree and Certificate Granting Institutions

TSJC offers 2-year associates degrees in the liberal arts that are fully transferable towards bachelors' degrees at 4-year Colorado state universities. Degree options at TSJC are Associates of General Studies, Associates of Arts, and Associates of Science, with concentrations in areas ranging from pre-medicine, natural resources, math, and art. LCC – Las Vegas offers associates degrees for jobs in healthcare, business, office support, drafting, electronics, automotive technology, building technology, cosmetology, culinary arts, furniture and cabinet making, welding technology, and manufacturing; however, the LCC - Springer certificate and degree offerings are limited to an Associates in Business Administration and certificates in General Business and Small Business.<sup>9</sup>

#### 4-year Degree Granting Institutions

NMHU is the closest 4-year degree option for Raton residents. NMHU has a College of Arts and Sciences, School of Education, School of Business, and School of Social Work. The largest college, Arts and Sciences, offers degrees in the following fields: Behavioral Science, Biology, Chemistry, Communication and Fine Arts, English and Philosophy, History and Political Science, Language and Literature, Mathematics and Computers, Natural Resources, and Physics.

#### Graduate and Professional Advanced Degree Granting Institutions

NMHU is the only educational institution in the area that offers graduate and professional degrees. The university offers the same degree options as in its undergraduate programs in all 4 of its colleges and schools.

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<sup>9</sup> Jerome Encinias, Luna Community College – Springer Advisor and Instructor, telephone interview, January 13, 2004.

### **c. The Learning Center**

The Learning Center provides distance education in healthcare, education, business, and professional occupations. The Learning Center works with a number of New Mexico education and training institutions to provide area residents with training and degree options. These institutions include NMHU, Clovis Community College, T-VI in Albuquerque, and Lesley University (from Maryland). Over 300 online and ITV (instructional television) courses are available through Mesalands Community College, LCC, and both TSJC and Adams State College in Colorado. Notably, The Learning Center does not include course work offered through the University of New Mexico.

New initiatives are in place to offer prerequisites for the LPN program from Clovis Community College. This initiative enables students to begin a LPN degree at The Learning Center, though some coursework must be completed at other locations. The Learning Center also collaborates with LCC to offer its TANF Adult Basic Education Workplace Literacy Program (TANF is the State's welfare to work program).

Some of those pursuing degrees from The Learning Center will be enabled to advance from teacher's aides and support positions, enabling them to advance their employment situation. This being said, most of the focus group participants are pursuing education degrees and there is some concern about there being more graduates than available jobs in the near future.

In addition to labor force preparation, The Learning Center is an amenity that helps retain Raton's population and makes the Raton more attractive to relocating businesses. A focus group participant stated that "if not for educational opportunities provided by The Learning Center, (he) would have left Raton to teach elsewhere." The Learning Center has met an untapped demand for education from area residents, resulting in people who would not have enrolled in training or classes to embark in education. Those pursuing education through The Learning Center see their education providing them additional opportunities for advancement both in the Raton area and elsewhere. While some of the focus group participants believe they may have to leave the area in order to use their education though they would rather stay in Raton.

### **d. Technical / Vocational Training Opportunities**

The limited technical and vocational training opportunities available in Raton prevent the local labor force from gaining the qualification needed for some of the skilled occupations available in the area. Certificate and/or degree requiring occupations most demand in the Raton Area are in health care, construction and trades, transportation industries, and education and social assistance industries.

All of the area institutions provide computer technology programs. The larger colleges offer the most extensive programs. Learning Center and LCC-Springer courses are more oriented toward Microsoft and other office applications. NMHU

offers up to a master's degree and TSJC associates degrees in Computer Science and Management Information Systems. Similarly, NMHU offers up to a master's degree in Engineering and TSJC associates degrees.

TSJC offers diesel mechanic certificates, however, no area post-secondary institutions offer CDL licensure programs.<sup>10</sup> The lack of a local CDL presents a clear obstacle for members of the area workforce interested in construction, transportation, and heavy equipment operation.

TSJC, LCC, NMHU, and The Learning Center all offer courses in nursing and dentistry. LCC-Springer and The Learning Center provide mostly preparatory online courses, while LCC-Las Vegas, NMHU, and TSJC offer certificates and associates degrees in nursing careers. TSJC and LCC-Las Vegas offer technologist certificates in radiology, X-ray, pharmacy, and physical therapy. LCC-Las Vegas offers other medical field certificates and associates degrees in nursing, nurse assistants, pharmacy tech, and physical therapy. Still, individuals pursuing specialized careers in these medical fields would need to leave the area for a 4-year institution (like UNM) to acquire bachelors or graduate degrees in these specialized technical fields.

Assorted technical vocational certificate programs and classes are available in the Raton area, including certificates in cabinet and furniture making and automotive technology at LCC-Springer and LCC-Las Vegas, and certificates in electronics, drafting and design, architectural drafting, manufacturing technology, and welding technology at LCC-Las Vegas.

While geographically distant, the San Juan College Regional Energy Training Center (RETC) offers entry-level training for the oil and gas industry. The college's Petroleum Technology Training Program trains new and experienced people in the oil and gas industry. RETC offers classes such as commercial driver's license programs, CDL examinations, heavy equipment training, forklift training and certification, safety awareness programs, first aid and CPR, hazardous waste response, petroleum technology training programs, certified well-control training, and a natural gas compression program (Table 3.3). The petroleum technology class holds potential for the dislocated miner population of Raton. This class certifies the person in well control training upon completion with drilling. This could allow the dislocated mine workers a familiar job in the natural gas industry. The natural gas compression program covers mechanical and technical aspects of compression related to the gas industry. This program is 6 months long and costs \$800. Enrollment in these courses would require a short-term relocation of up to six months or bringing the courses to Raton.

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<sup>10</sup> CDL certificate programs require students to spend a set number of hours behind the wheel, in addition to classroom instruction. Although ad hoc CDL classes have been taught in the Raton Area in the past, currently no education/training institution in the Raton area is equipped for such a program.

If individuals are unemployed or need skills enhancement they may qualify for WIA funds through the NM Department of Labor. The RETC periodically receives monies from the oil and gas industry to offset program costs for students.<sup>11</sup>

**TABLE 3.3**

**SAN JUAN COLLEGE REGIONAL ENERGY TRAINING CENTER PROGRAMS**

<b>Natural Gas Certificates / Training Programs</b>	<b>Details and Costs</b>
Workover Completion and Drilling	4 week course; \$500 Pre-requisites: Contact instructor
Natural Gas Compression	6-month program; \$800 Pre-requisites: Contact instructor
Certified Well Control Training (BOP) for experienced workers.	1 week course; \$125 Pre-requisites: Contact instructor
<b><u>Other Oil and Gas Industry Certificate Programs</u></b>	
CDL's	5 weeks (CDL-A), 3 weeks (CDL-B); \$625 (in-state) and \$745 (out-of-state)
Heavy Equipment Training	
Forklift Safety, Theory and Certification	
Safety Awareness	1 day
First Aid and CPR -- Confined Space	1 day
Hazardous Waste Operations Emergency Response	3 days

Source: Randy Pacheco, Assistant Director DOL Energy Grant Fund, 2004.  
UNM Bureau of Business and Economic Research, 2004.

**e. Summary**

Affordable and accessible educational and training opportunities focused on the needs of local employers are essential to maintain and develop Raton's labor force. A number of educational providers help meet the needs of area employers but all needs cannot be met locally.

Many jobs in Raton require only a high school diploma or less, though Raton employers demand a labor force with solid core competencies. These basic skills include mathematics, speaking, writing, and literacy. Enhancing core competencies would make high school graduates more employable locally. Similarly, no GED testing or preparatory classes are offered in Raton, as those pursuing a GED must travel to Las Vegas.

The Raton School District could offer a variety of programs to help prepare students for work. For example, programs could be offered that target middle school students through apprenticeship programs, summer programs that improve core competency skills, or programs that provide technical/vocational experience. Given recent growth in the tourism and hospitality industry, Raton

<sup>11</sup> Randy Pacheco, San Juan College – RETC, (505) 327-5705.



High School could add courses to give graduating seniors skills that match those demanded by employers in this industry. Middle and high school students could benefit as well from summer science and computer programs, similar to those available in Las Vegas.

Area educational and training providers could enhance the skill level of the labor force by providing more targeted and specialized technical-vocational training but few opportunities are available locally to obtain this type of training despite being required for many of the current or anticipated vacant positions. Occupations in demand not supported by an area educational program include jobs requiring CDL's and jobs related to coalbed methane extraction and diesel engine maintenance and repair. To meet these challenges, a suggestion is to expand concurrent enrollment programs with Luna Community College (LCC) in Springer or establish new ones with Trinidad State Junior College (TSJC). This would improve technical-vocational opportunities for high school graduates entering the labor force. Raton residents, unfortunately, are discouraged from using services offered in Trinidad because Raton is outside Trinidad's service area.

In addition, the Raton area lacks opportunities for individuals interested in careers requiring graduate or professional degrees, or advanced specialized training. Professions in education, however, are the one exception. Ultimately, though, Raton's small population base cannot support a graduate or advanced professional degree-granting education system. Nevertheless, there is room for improving and extending present core competency and technical-vocational programs. Furthermore, opportunities are available for new programs that better provide the Raton labor force with skills that meet current and future demands for labor. As present economic development plans would expand the telecommunications and information infrastructure in Raton, creating new educational and training programs would provide skilled workers for a vibrant information technology industry. The above suggestions and others can help equip youthful entrants into the labor force and aid in retooling workers with stronger skills and training that will be in demand by employers.

#### **4. SUPPORT SERVICES**

Persons in New Mexico, particularly in the State's rural areas, traditionally face a number of obstacles that can prevent those who are willing, able and pursuing work from finding and maintaining employment. The time, resource and financial burdens imposed by two of the primary burdens - transportation and childcare - can easily negate the benefits of some employment. Those persons who can successfully address transportation and childcare obstacles are often relegated to low-wage occupations due to educational deficiencies. These employment options often have erratic work schedules, exacerbating the barriers imposed by transportation and childcare. While transportation is an obstacle to some Raton residents, educational deficiencies and limited childcare options appear to pose the most significant employment obstacles. This section presents information on support services in the Raton Area. These services include assistance in the areas of employment, business, labor force, education, and childcare.

##### **a. Employment Services**

The NMDOL One-stop Career Center in Raton assists residents seeking, obtaining, and maintaining employment and helps employers meet their labor force needs. According to data provided by the NMDOL, the Career Center's most commonly used employment assistance services include searches of available jobs posted with the Career Center and NMDOL; job searches, referrals, and placement assistance; use of on-site resources and equipment (including internet access for job searches); and resume preparation. The Career Center also organizes job fairs, such as the High School Career Expo. Additionally, in 2003 over 1,100 references were made to support services.

Services to employers include the distribution of labor market information, screening of applicants, aptitude and clerical skills training, the organization of job fairs, and radio advertising of job openings. Recently, the Career Center did advance work for new businesses locating in Raton, such as Western Wood and the KFC, identifying and screening potential employees, and arranging interviews for those selected by the companies, basically packaging a labor force for employers.

In 2003, the Career Center introduced its services to 1,200 persons, of which approximately 1,000 were first year registrants from Raton and the surrounding area. In the same year 900 job orders were filled. Note that customers may have obtained more than one job through the Career Center.

The Career Center also provides job-training services. The majority of job training provided to customers is on-the-job, though in some cases service providers such as SER, Santa Fe Jobs for Progress, and HRDI (Human Resource Development Institute which specializes in Dislocated Workers, Adults and Displaced Homemakers) are also used to provide intensive training.

The Department of Vocational Rehabilitation, the New Mexico WORKS Program, and the Home Education and Livelihood Program provide training, both classroom and on the job, and support assistance. These programs, while serving a small number of persons, play an important role in helping persons face a range of employment obstacles to enter the labor force.

**b. Basic Education and Labor Force Preparation Programs**

Consistent with Census data depicting low educational attainment, interviews show that some labor force participants and non-participants feel they lack either the required education or experience to gain better employment. Those persons who are interviewed and without a high school diploma express interest in pursuing a GED, though feel that childcare presents an obstacle. They also believe few employment opportunities are in town but that Raton is their best option because of their support network.

Working to address the basic skills deficits of Raton residents with high school educations and lower, The Learning Center runs adult education programs, such as TANF Adult Basic Education Workplace Literacy Program. The Center also hosts classes in the NMHU WORKS Program that provide life-skills training to serve as a bridge to self-sustaining and meaningful employment. The program helps students to learn about the world of work, self-understand, weigh choices, plan ahead, and make appropriate decisions.

NM Division of Vocational Rehabilitation

The New Mexico Department of Education, Division of Vocational Rehabilitation (DVR) provides services to physically and mentally impaired individuals desiring employment. DVR helps people with disabilities become independent and gain employment.

DVR's labor force programs include classroom training, on-the-job-training, and a job club. Classroom training, which currently has 20 enrollees, is available if the client's financial aid resources are exhausted. Two people are currently enrolled in on-the-job-training that can last for 2 to 6 months. DVR helps pay the training costs and provides a stipend for gas, clothes, transportation, etc. The job club, with currently 6 participants, is designed to increase job preparedness, teach communication, resume writing, and interview skills. DVR is working on a training class to increase typing skills and Microsoft Windows 2000 although there are no current participants.

WORKS Program

TANF and food stamp recipients are eligible for the New Mexico Highlands University WORKS Program. The WORKS program helps clients pursue education, gain work experience, improve their reading and math skills, on-the-job-training, basic educational skills, GED, and vocational training. The WORKS program also provides one-on-one and classroom training to help people develop skills, such as resume writing, customer service, credit counseling, interviewing,

appropriate interview attire, shopping counseling, and to improve their self-image. WORKS offers some specialty classes, such as the Microsoft Word proficiency class that has been recently held to help participants improve their computer skills.

The WORKS program is open from 8 a.m. until 5 p.m. Monday through Friday. Currently 9 people are enrolled in the program that is free and does not have a waiting list. Participants are given contacts and job openings and can receive job search help from the Career Center. The Income Support Division (ISD) sets a mandatory number of hours that must be spent in the WORKS program. Single parents who receive ISD assistance and have children less than 6 years of age must participate in 24 hours per week. Single parents with children over age 6 must participate in the program 34 hours per week.

#### Home Education Livelihood Program (HELP)

HELP is a program that helps people obtain education. The program will pay for eligible participants' education. Support services are available to assist participants in cost of living expenses, transportation, food assistance, tools, work clothes, car repair, utility, rent, childcare and other related payments. The program is very limited with 3 openings in Colfax County and has no waiting list.

#### New Mexico State University Cooperative Extension

NMSU Cooperative Extension offers classes targeted at the Raton audience. Classes focus on agriculture, home, family and educational opportunities. For example, instructors cater to the needs of the large agricultural community in the Raton vicinity by offering classes on weed control and grass maintenance. Classes also are available to improve health and nutrition to help with the diabetes epidemic.

#### **c. Childcare**

Raton has site-based childcare available weekdays between 8 a.m. to 5 p.m., with financial assistance available for qualified households through the New Mexico Children, Youth, and Family Department (CYFD). Childcare is not available at night nor on weekends, and currently no childcare options exist for those aged 0 to 3. An Early Head Start program is scheduled to open in early 2005 and will address the need for infant childcare. Raton families generally rely on an informal network of family members, friends, and neighbors to care for children, though this depends on the presence of family in the area.

#### Children Youth and Family Department

The Child Care Services Bureau of CYFD helps eligible families pay the cost of childcare that is given by local providers such as Head Start, SOY and the All Saints Catholic School. Families have a co-pay of \$5 to \$100 per month. Parents must either work or go to school and meet income guidelines to be eligible. Families with incomes below 150% of the poverty level are eligible, though there is a current 2-year waiting list. Families between 100% and 150%

of the poverty level (monthly income of less than \$2,300 per month for a family of 4) are eligible for financial assistance and there currently is no waiting list. If a family is receiving TANF or is at or below 100% of poverty (less than \$1,533 per month for a family of 4), they are eligible for assistance without waiting.

While a parent can choose an established state licensed care provider, most childcare providers are family members, friends or neighbors. Families must first be screened by HELP (Home Education Livelihood Program), which conducts a safety inspection of the house, screens for either substantiated or unsubstantiated abuse cases, and ensures that children must have a shot record and the provider a TB test. This process usually takes 1 month. Once the childcare provider is chosen and screened, CYFD determines the family's co-pay. CYFD directly pays the childcare provider with few exceptions.

#### Head Start

Head Start is a federal-funded program for offering free childcare for children ages 3 to 5. Head Start operates 8 a.m. to 2 p.m. weekdays and currently accommodates 60 children. There is currently a 30-child waiting list, though the organization hopes to be able to accommodate 20 more this year. Children are provided breakfast, lunch and snacks but transportation is not provided. Eligibility is based on income and family size that for a family of 4 is \$18,400 annually.

A coordinated effort by Raton Colfax Head Start and the Raton Housing Authority is presently breaking ground on a new Early Head Start facility. The new facility, anticipated to open in early 2005, is funded by a Community Development Block Grant, and will accommodate up to 30 children ages 0-3 and transition them into Head Start. Services are also planned to assist pregnant women. Addressing many of the other needs of this population, the expanded Early Head Start activities will also include family self-sufficiency training, job training and licensing, family education and empowerment services, food services job training, and a technology and resource center for the youth. Eligibility is based on income. The Raton Housing Authority anticipates that the Early Head Start will create 15 full-time positions.

#### SOY (Service Organization for Youth)

SOY offers childcare on weekdays from 7:30 a.m. until 5:30 p.m. Eight children are currently enrolled, though the program can accommodate up to 14 children ages 0 to 4. Financial assistance is available based on income and family size. A co-pay of \$40 to \$70 per month is required for some parents.

SOY also offers a holistic childcare program for pregnant and parenting high school students and beginning in 2004 for middle school parents. Working in conjunction with the schools, students receive school credit if they work in the day care or if they are enrolled in the GRADS (Graduation Reality and Dual-Role

Skills) program. The GRADS program is a curriculum for teen parents to improve their parenting skills and to ensure graduation.

#### All Saints Catholic School

All Saints Catholic School provides pre-kindergarten (4yrs old) to 5<sup>th</sup> grade childcare from 8 a.m. to 2:30 p.m. weekdays and offers an after school program until 5 p.m. Financial assistance is available through an Archbishops fund as almost one-third of parents pay tuition fees via CYFD. The childcare operation has no waiting list.

#### Raton Public Schools

Raton Public Schools offer full-day kindergarten with transportation to and from school. A free after school program from 2:15 until 5 p.m. is available for children in kindergarten through 3<sup>rd</sup> grade. There are varied activities with 1 teacher and many high school mentors with snacks provided. Children in the 3<sup>rd</sup> through 6<sup>th</sup> grade are in an after-school tutoring program.

### **d. Other Services**

#### Family Self-Sufficiency Program through Raton Housing Authority

The Family Self-Sufficiency Program (FSS) is part of the Homeownership and Opportunity for People Everywhere (HOPE) initiative. The Raton Housing Authority (RHA) has 156 units of government housing that includes 70 elder, 8 disabled, and 80 family units. FSS is a program within the RHA that any family living in public housing has the choice to join. The program helps residents of public housing achieve economic self-sufficiency through finding employment or maintaining employment. The program's goal is to educate, provide job training, and help residents maintain productive employment before buying their own home or get out of debt. Currently 7 families are enrolled and 4 are planning to enroll, with no waiting list and many openings. Families must pay rent as well as work, receive job training, or go to school. Anyone is eligible if they are working, with employment tracked quarterly. The family sets goals (mentioned above) upon entering the program. Resources and referrals are provided to help in meeting these goals such as grants to pay educational expenses (books, tuition, etc).

Graduation occurs when the family's goals have been met, usually occurring after 3 to 5 years. To date 6 families have graduated from the FSS program. Based on the family's income and rent, each month rent paid to FSS is invested into an escrow account, typically ranging from \$50 to \$300. Upon graduation all of the money invested, averaging \$10,000, is returned to the family. Of the 7 graduates, a couple bought homes and a few got out of debt or bought a vehicle. This program experiences low participation because many families have a fear of commitment.

### Small Business Development Center (SBDC)

Luna Community College Small Business Development Center in Las Vegas services the Raton vicinity and Colfax County.<sup>12</sup> Services provided by the SBDC include one-on-one counseling to small businesses and education/training seminars and workshops, which may be held in Las Vegas, Raton, or other locations in the County. The SBDC works with local economic development agencies, including Raton Economic Development Corporation, Raton Chamber of Commerce, Northeastern Council of Governments, and The Learning Center. Client businesses are very small, usually with 1 to 4 workers and primarily in the services industry, such as auto repair, auto body shops, and landscaping services.

### Colfax County Transportation

Colfax County provides public transportation within Raton's city limits. The welfare-to-work or TANF recipients use transportation free of charge. The Job Access Reverse Commute Program will provide low cost transportation for Food Stamp recipients, Medicaid Recipients, Raton Housing Authority residents, and Energy assistance participants.

#### **e. Summary**

Various support services for Raton residents are available in the areas of employment, basic education and labor force preparation, and childcare. Other support services include assistance to small business, County transportation, and a program administered by the Raton Housing Authority. Many of these services are identified in the Colfax County Resource Directory, a valuable aid in describing local services and providers.

Services that help area residents overcome obstacles to gain employment range from job placement services offered by the New Mexico Department of Labor's Career Center to the New Mexico Highlands University WORKS Program that provides training and education in areas such as interviewing skills and credit counseling. The NMDOL Career Center and a private firm, Personnel Management Services, aid prospective employees in locating jobs and employers in identifying workers. Not only does the Career Center connect employment seekers with employers but also performs valuable advance work for businesses seeking to locate or expand in Raton. A handful of programs, generally limited to TANF recipients, are designed to help people acquire the skills needed to enter the labor force and to teach such skills as how to complete applications or write a resume. However, few services are designed to help the employed stay in or advance in their jobs. Meanwhile, the lack of a GED program in Raton poses a serious obstacle to persons trying to enter and advance in the labor force.

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<sup>12</sup> Telephone conversation with Don Bustos, Director, Luna Community College Small Business Development Center, 2/18/04.

Organized, on-site childcare in Raton is available weekdays between 8 a.m. to 5 p.m. but not at night or on weekends. Financial assistance is available for income-qualified households through the New Mexico Children, Youth, and Family Department. Family members are the most important provider of childcare, while friends and neighbors also help. Other providers include Head Start, SOY, All Saints Catholic School, and the Raton Public Schools, which offers full-day kindergarten and after school programs. The lack of or difficulty arranging childcare poses employment obstacles to some persons, especially those employed in accommodations, food service, and retail trade, who often have evening, weekend, and irregular shifts. Currently there are no childcare options for children ages 0 to 3 but an Early Head Start program is scheduled to open in early 2005 that will help address the need for infant childcare.



## **5. LABOR SUPPLY, DEMAND AND SKILLS GAPS**

Future labor force demand is the product of changes in the labor force needs of existing employers and additional demand from new employers. With assistance from the Community Corporation of Raton and The Learning Center, BBER surveyed over 350 public and private employers in Raton and surrounding communities. Supplementing the survey findings, additional information on the labor force needs of employers was collected through focus groups and interviews.

The employer survey identified the current and future labor force needs of employers, the education and training requirements of the occupations in demand, anticipated wages, and an employer assessment of the skills and training needed by the work force. All employers in the City of Raton and selected larger employers in surrounding New Mexico communities within commuting distance of Raton, such as Springer and Maxwell, were surveyed. Additionally, some extractive industry employers in Las Animas County, Colorado, were surveyed since they represent an important employment option for Raton residents. No other employers in Colorado were included. Appendix 4 describes survey methodology in more detail. Note that because of the survey methodology these findings do not generalize to all employers in the area.

### **a. Labor Demand from Existing Employers**

Employers in the Raton area report a number of labor force related challenges that affect their ability to expand. Respondents ranked the “availability of skilled and/or experienced labor” as the greatest challenge in operating their business. Likewise, one-third of the 17 firms interviewed (largely those employing skilled occupations) stated the lack of required skills, experience, and education in the local work force would prohibit them from expanding their operations.

Employers are also facing other challenges, including government regulations, market demand, and cost of overhead. Notably, only a small portion of businesses listed the mine’s closing as presenting a challenge. In addition, the cost of wages was not listed as a challenge for most employers. Both the focus group and interview findings indicate that fickle market demand for their product and/or services significantly constrains the ability of Raton’s businesses to expand. For example, 14% of public and private sector employers state that market demand is the biggest challenge their organizations face. (Table 5.1 on the following page.)

**TABLE 5.1**  
**CHALLENGES FACED BY EMPLOYERS IN THE RATON VICINITY, 2004**

	Number of Responses		
	First Greatest Challenge	Second Greatest Challenge	Third Greatest Challenge
Availability of skilled, and/or experienced labor	36	13	13
Government regulations	19	8	16
Market demand	18	7	6
Cost of overhead (Real estate, mortgage, rent)	13	16	8
Increased competition	11	10	11
Availability of labor	9	22	12
Seasonal fluctuations	9	10	9
Cost of wages	7	7	11
Decline of coal mining	4	4	6
Other	4	2	3
Cost of capital	2	3	5
Cost of benefits	1	15	14
Inadequate infrastructure	1	5	5
<b>Total</b>	<b>134</b>	<b>122</b>	<b>119</b>

Source: BBER survey of select employers in the Raton vicinity, February to April, 2004.  
UNM Bureau of Business and Economic Research, 2004.

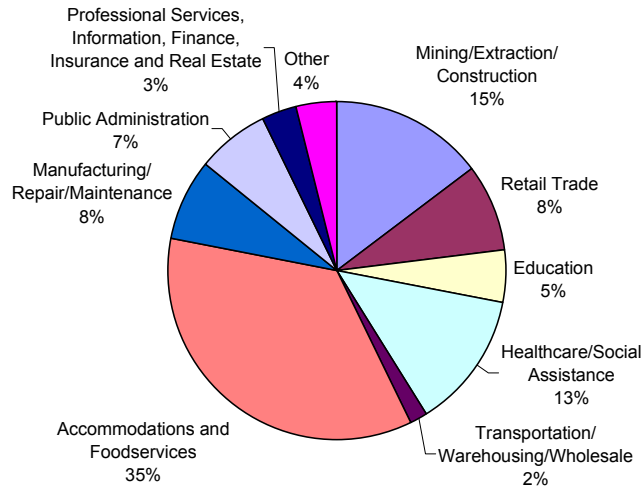
### Vacant Positions by Industry

Survey responses identified 178 currently vacant positions. Vacant positions exist in almost all industrial sectors, with the largest number of these positions in accommodations and food services (Figure 5.1). While mining and extraction has a relatively small number of vacant positions, much of the coalbed methane gas extraction activity is in the found in the construction, manufacturing and transportation and warehousing sectors. The healthcare and social assistance sector includes not only healthcare providers but also some of the social service agencies in the vicinity of Raton.

Even though employers identified these currently (and anticipated) vacant positions, there are a number of reasons why all the positions may not be filled, including: employers may not have the financial resources to fill the positions; workloads may be adjusted and the position may never be filled; employers may not find qualified employees; and the expected business activity may not develop. Additionally, while the employer survey requested that employers identify those positions that were being reduced or eliminated, the growth of a business may come at the expense of others, therefore producing little net job growth. This is especially the case with “population serving” businesses that depend on dollars already in the community, such as retail and non-tourist food service establishments.

**FIGURE 5.1**

**CURRENTLY VACANT POSITIONS BY INDUSTRY, THE RATON VICINITY, 2004**



Total number of positions currently vacant - 178

Source: BBER survey of select employers in the Raton vicinity, February to April, 2004. UNM Bureau of Business and Economic Research, 2004.

As shown in Table 5.2, employers consider about three-quarters of the vacant positions difficult to fill.

**TABLE 5.2**  
**DIFFICULT TO FILL POSITIONS BY INDUSTRY,**  
**RATON VICINTIY, 2004**

Industry	Percent Hard to Fill
Mining/Extraction/Construction	90.9%
Retail Trade	68.4%
Education	77.3%
Healthcare/Social Assistance	80.0%
Transportation/Warehousing/Wholesale	100.0%
Accommodations and Foodservices	63.6%
Manufacturing/Repair/Maintenance	85.7%
Public Administration	71.4%
Professional Services, Information, Finance, Insurance and Real Estate	78.3%
Other	50.0%
<b>All Occupations</b>	<b>74.5%</b>

Source: BBER survey of select employers in the Raton vicinity, February to April, 2004.

UNM Bureau of Business and Economic Research, 2004.

### Vacant Positions by Occupation

As shown in Table 5.3, 178 positions are currently vacant and employers anticipate that an additional 305 positions will need to be filled in the next year, with 335 additional positions in 3 years. Although food service occupations are anticipated to comprise much of the future demand, jobs in healthcare are also expected to increase. According to respondents, almost half of the currently vacant positions are in service occupation group, mainly in food service. (Table A.4.2, Appendix 4, lists the specific occupations contained in the occupation groups.) Other service occupations with current vacancies and future demand include some health care positions (nursing and home health aids and healthcare support occupations) and protective service jobs.

**TABLE 5.3**  
**NUMBER OF POSITIONS CURRENTLY VACANT AND TO BE FILLED IN THE**  
**FUTURE, RATON VICINITY, 2004**

Occupation Group	Currently	Positions in	Positions in
	Vacant	1-Year	3-Years
	Postions		
	Number	Number	Number
Construction, extraction and maintenance*	41	73	82
Management, business, and financial	2	2	5
Production, transportation, and material moving	15	42	40
Professional and related	22	44	64
Sales and office	20	33	39
Service	78	111	105
All Occupations	178	305	335
Occupation Group	Percent	Percent	Percent
Construction, extraction and maintenance*	23.0%	23.9%	24.5%
Production, transportation, and material moving	8.4%	13.8%	11.9%
Professional and related	12.4%	14.4%	19.1%
Sales and office	11.2%	10.8%	11.6%
Service	43.8%	36.4%	31.3%
All Occupations	100.0%	100.0%	100.0%

\* also includes agriculture, forestry and fishing occupations.

Source: BBER survey of select employers in the Raton vicinity, February to April, 2004.

UNM Bureau of Business and Economic Research, 2004.

Construction, extraction and maintenance occupations comprise roughly one-quarter of the currently vacant positions, and demand for workers in these occupations is anticipated to grow over the next year. Much of this activity is associated with coalbed methane extraction taking place in Colfax and Las Animas counties. The bulk of currently vacant positions and future demand is for extraction workers (such as rig operators) and construction workers and helpers (which includes equipment and heavy equipment operators). Vehicle and motor vehicle mechanics, installers and repairers (such as auto and diesel mechanics)

also have current vacancies and increased levels of future demand. Some of these positions are for carpenters, plumbers, electricians and pipe fitters. In contrast, employers predict no future demand for agriculture, forestry and fishing occupations, also part of this occupational group. As survey response rates are low for employers in the construction occupational group, the findings may underestimate or overestimate demand.

The professional and related occupations comprise just 10.5% of the current vacancies, though demand is anticipated to grow in the future. This occupational group contains teachers (preschool through secondary education), health care professionals (such as registered nurses and health technologists), social workers and counselors, computer specialists, and engineers. Occupations with anticipated increasing demand include counselors, social workers and community social service workers, legal support workers, and primary and secondary education teachers.

Sales and office occupations, including cashiers, secretaries and administrative assistants, and sales representatives, make up only 11.1% of vacant positions. Demand for these occupations is anticipated to increase in 1 to 3 years, though the group's share of overall demand is projected to remain around 11%. Most of the current vacancies and future demand in this group is for cashiers, office and administrative support workers, and sales representatives.

Production, transportation and material moving occupations account for 8.8% of the currently vacant positions, though its share is anticipated to increase in the future. Many occupations in this group are in the manufacturing industry, and include persons producing wood, metal and textile products. Material movers and bus and truck drivers are captured in this group. Many of these occupations require a CDL and some require a license, although a high school education is generally adequate.

Management, business and financial occupations have the least number of current vacancies and future demand. These occupations are found in almost all industries, and include advertising, sales managers, public relations, and accountants and auditors. These occupations make up 1.2% of currently vacant positions.

#### Vacant Positions by Detailed Occupation

Table 5.4 shows the 5 detailed occupations with the largest number of current vacancies and positions to be filled in 1 to 3 years. Food and beverage serving workers (excluding waiters and waitresses) are in the greatest demand in all three time-periods, partly due to business expansions. Other occupations associated with restaurants are listed, such as cooks, wait staff, and food preparation workers. There are a number of current vacancies and anticipated future demand for "other construction workers and helpers," which includes some heavy equipment operators and machine operators. Demand for extraction

workers is anticipated to increase over time, and includes occupations associated with rig operation. A number of positions for vehicle and mobile equipment mechanics, installers and repairers are currently vacant, with a significant number of anticipated positions in the next year. This occupational group also includes auto and diesel mechanics, technicians and repairers.

**TABLE 5.4**  
**OCCUPATIONS WITH THE LARGEST NUMBER OF POSITIONS CURRENTLY**  
**VACANT AND TO BE FILLED IN THE FUTURE, RATON VICINITY, 2004**

Occupation	Positions Vacant
Food Service (servers, wait staff, cooks, preparers)	52
Extraction workers	14
Other construction workers and helpers	14
Vehicle and mobile equipment mechanics, installers, repairers	8
Building and grounds cleaning and maintenance occupations	7
Other	83
Total	178

Occupation	To be Filled in 1-Year
Food Service (servers, wait staff, cooks, preparers)	52
Other construction workers and helpers	29
Driver/sales workers and truck drivers	21
Extraction workers	21
Vehicle and mobile equipment mechanics, installers, repairers	17
Other	165
Total	305

Occupation	To be Filled in 3-Years
Food Service (servers, wait staff, cooks, preparers)	53
Driver/sales workers and truck drivers	31
Extraction workers	30
Other construction workers and helpers	29
Teachers, preschool, kindergarten, elementary and middle school	22
Other	190
Total	355

Source: BBER survey of select employers in the Raton vicinity, February to April, 2004.  
 UNM Bureau of Business and Economic Research, 2004.

The majority of vacant positions in all occupation groups are difficult to fill (Table 5.5). Over 80% of vacant construction, extraction and material moving occupations are hard to fill, possibly because many of these positions require a license, certificate, or CDL.

**TABLE 5.5  
DIFFICULT TO FILL POSITIONS BY OCCUPATION GROUP, RATON  
VICINITY, 2004**

Occupation Group	Percent Difficult to Fill
Construction, extraction and maintenance*	83.3%
Management, business, and financial	83.3%
Production, transportation, and material moving	66.7%
Professional and related	89.1%
Sales and office	64.9%
Service	62.2%
All Occupations	74.7%

\* also includes agriculture, forestry and fishing occupations.

Source: BBER survey of select employers in the Raton vicinity, February to April, 2004.

UNM Bureau of Business and Economic Research, 2004.

Overall, almost one-half of the currently vacant positions require more than a school diploma or GED (Table 5.6). Slightly over one-third of all vacant positions require a 2-year degree, certificate or license. The majority of positions in this category are construction, extraction, and maintenance occupations requiring a certification of completion of training for heavy equipment operators, while the production, transportation and material moving occupations require CDL's. the majority of the currently vacant positions requiring a Bachelors degree or higher are in the professional and related occupational group.

**TABLE 5.6  
CURRENTLY VACANT POSITIONS AND EDUCATIONAL REQUIREMENTS BY  
OCCUPATION GROUP, RATON VICINITY, 2004**

Occupation Group	Number of Positions	Percent of Positions Requiring			
		HS/GED	2 yr. Deg./ Cert./Lisc.	Bachelors	Adv. Deg. (MA- MS/Ph.D)
Construction, extraction and maintenance*	41	5.9%	94.1%	0.0%	0.0%
Management, business, and financial	2	50.0%	0.0%	50.0%	0.0%
Production, transportation, and material moving	15	40.0%	60.0%	0.0%	0.0%
Professional and related	22	4.5%	18.2%	45.5%	31.8%
Sales and office	20	81.3%	18.8%	0.0%	0.0%
Service (includes some healthcare)	78	87.0%	13.0%	0.0%	0.0%
All Occupations	178	52.5%	36.1%	7.0%	4.4%

\* also includes agriculture, forestry and fishing occupations.

Source: BBER survey of employers in the Raton vicinity, February to April, 2004.

UNM Bureau of Business and Economic Research, 2004.

Compared to the currently vacant positions, a much larger share of occupations to be filled in 3 years will have minimum educational requirements beyond a high school diploma or GED (Table 5.7). Construction, extraction, and maintenance

occupations will have more positions requiring CDL's and certifications for training on the operation of heavy equipment. Additionally, more production, transportation and material moving occupations will require CDL's. While a few technical healthcare positions are anticipated, the majority of positions in professional and related occupations will require a Bachelor's degree in education. Employers also anticipate a number of education and social work occupations requiring Bachelors degrees to be filled. Service occupations requiring a certificate include some office positions in the medical field and dental occupations.

**TABLE 5.7**  
**EDUCATION REQUIREMENTS OF POSITIONS NEEDING TO BE FILLED IN 3-YEARS**  
**BY OCCUPATION GROUP, RATON VICINITY, 2004**

Occupation Group	Number of Positions	Percent of Positions Requiring			
		HS/GED	2 yr. Deg./ Cert./Lisc.	Bachelors	Adv. Deg. (MA- MS/Ph.D)
Construction, extraction and maintenance*	82	7.1%	92.9%	0.0%	0.0%
Management, business, and financial	5	0.0%	50.0%	50.0%	0.0%
Production, transportation, and material moving	40	7.5%	92.5%	0.0%	0.0%
Professional and related	64	3.2%	40.3%	45.2%	11.3%
Sales and office	39	77.1%	17.1%	5.7%	0.0%
Service	105	76.3%	23.7%	0.0%	0.0%
All Occupations	335	33.1%	53.3%	11.1%	2.4%

\* also includes agriculture, forestry and fishing occupations.

Source: BBER survey of employers in the Raton vicinity, February to April, 2004.  
 UNM Bureau of Business and Economic Research, 2004.

As shown in Table 5.8, on the following page, CDL's (of a variety of classes) are the primary requirement of positions needing a 2 year degree, certificate, or license. Heavy equipment operator licenses were the second most required 2 year degree, certificate of license required, and while the type of equipment was not determined many of these positions are related to coalbed methane extraction in New Mexico and Colorado. A number of certificates are required relating to the medical and dental field and a number of teaching and education degrees and certificates are anticipated to be needed for positions in 3 years.



**TABLE 5.8**  
**DETAIL ON THE 2 YEAR DEGREES, CERTIFICATIONS, AND**  
**LICENSES REQUIRED FOR CURRENTLY VACANT AND**  
**FUTURE POSITIONS\***

2 Yr. Deg./Cert./Lisc.	Currently Vacant Positions
CDL	14
Heavy equipment operator	12
Trades	4
Medical / Dental	3
Auto Mechanics	3
Medical (clerk / coding)	3
Medical - technical	3
Other	2
	To be Filled in 3 Years
2 Yr. Deg./Cert./Lisc.	Years
CDL	53
Heavy equipment operator	29
Teaching / Education related	17
Medical (technicians)	6
Medical / Dental	5
Medical (clerk / coding)	5
Trades	4
Auto Mechanics	2
Other	5

\* includes only those that indicated a specific degree, certificate, or license.

Source: BBER survey of employers in the Raton vicinity, February to April, 2004.

UNM Bureau of Business and Economic Research, 2004.

In their survey responses, employers assess the skill levels in their operations of the currently vacant positions (Table 5.9). Where skill levels range from 1 to 4 (with 1 being the lowest), roughly 2 in 10 occupations require the lowest level of skills, 4 in 10 the second level of skills, 3 in 10 the next to highest level of skills, and 1 in 10 the highest level of skills. These findings, however, should be taken with a grain of salt. Remember that skill levels are self-assessed by the employer and likely made in the context of other occupations at the workplace, and not relative to all jobs available in the entire Raton labor market. For example, while 86% of professional and related occupations were assessed at skill level 1, the large majority of these positions require at least a 4-year degree.

**TABLE 5.9  
SKILL LEVELS OF CURRENTLY VACANT POSITIONS BY OCCUPATION GROUP,  
RATON VICINITY, 2004**

Occupation Group	Lowest			Highest
	1	2	3	4
Construction, extraction and maintenance*	21.6%	59.5%	10.8%	8.1%
Management, business, and financial	50.0%	50.0%	0.0%	0.0%
Production, transportation, and material moving	0.0%	60.0%	13.3%	26.7%
Professional and related	87.0%	13.0%	0.0%	0.0%
Sales and office	11.1%	83.3%	5.6%	0.0%
Service	7.4%	23.5%	55.6%	13.6%
All Occupations	21.0%	39.2%	29.5%	10.2%

\* also includes agriculture, forestry and fishing occupations.

Source: BBER survey of select employers in the Raton vicinity, February to April, 2004.  
UNM Bureau of Business and Economic Research, 2004.

Table 5.10 presents the wages of all the vacant positions in the Raton vicinity. The median low hourly wage for all currently vacant positions is \$7.00 and the high is \$9.00. Actually the narrow wage gap may attest to the lack of opportunity for upward mobility and problems in labor turnover. The professional and related occupation group has the highest wage rates and the services occupation group the lowest.

**TABLE 5.10  
LOW AND HIGH WAGES OF CURRENTLY VACANT POSITIONS BY  
OCCUPATION GROUP, RATON VICINITY, 2004**

Occupation Group	Median Hourly Wage	
	Low	High
Construction, extraction and maintenance*	\$10.00	\$15.00
Management, business, and financial	\$11.95	\$11.95
Production, transportation and material moving	\$9.50	\$12.70
Professional and related	\$14.00	\$14.71
Sales and office	\$7.50	\$8.25
Service	\$5.50	\$7.50
All Occupations	\$7.00	\$9.00

Source: BBER survey of select employers in the Raton vicinity, February to April, 2004.  
UNM Bureau of Business and Economic Research, 2004.

**b. New Employers**

Raton's Comprehensive Plan establishes the economic development goals of diversifying the City's economy, promoting tourism, and creating opportunities for developing and retaining business. Many of these goals build on the strengths that Raton offers: abundant recreational opportunities, an attractive Downtown area and Historic District, the presence of Interstate 25 and US Highway 64, and a favorable climate. Economic development efforts currently underway include

promoting tourism, attracting firearms-related businesses, and developing an industrial park. The City's ability to achieve these goals depends in part on the presence of an adequate labor force. Moreover, each of these goals hold different implications for the labor force in terms of wages, benefits, and opportunities for advancement and skill development.

#### Diversifying the Local Economy

Opportunities to diversify and expand the City's economy, as identified in the Comprehensive Plan, include attracting industries that are complementary to existing businesses and marketing the City as a regional distribution center.

The skills present in Raton's work force bode well for the City's potential role as a regional distribution center. Mechanical, engineering, and technology knowledge are some of the most important requirements for jobs in Raton and constitute labor force strengths. While these strengths exist, the lack of training and certification programs in the area will hinder skill training and upgrading required for some of these jobs.

The economic development objective to provide a technologically advanced telecommunications infrastructure will help Raton's transition from a natural resource based economy. Developing a labor force capable of using the resulting technology must accompany the development of infrastructure. Currently, Raton's labor force has limited contact with technology. Area employers with computer-based positions report that the labor force has basic familiarity with computers, but the understanding is not thorough enough to utilize computers to the degree needed. The Learning Center's recent initiative to offer low cost, non-credit courses on computer programs will help address this.

The arts community offers a number of opportunities to simultaneously diversify the economy and develop recreational activities and tourism. Arts and culture already have a strong presence in Raton, and include a book publisher, novelists, a number of visual and performing artists, and a performing arts group. The promotion of the "Arts Triangle", which includes Taos, Las Vegas and Raton, may diversify Raton's tourist draw. Efforts to develop a physical space to be home to art workshops, possibly in the rail yards area, would help diversify the economic and employment base of Raton, and at the same time help the City achieve its goal to improve the Historic District. By helping Downtown become visibly active, attractive, and interesting, the arts community will help both attract and retain retailers.

#### Developing the Tourism Industry

Tourism is a growing industry in Raton and an integral piece of the City's export base. The City's location at the intersection of Interstate 25 and Route 64, the Whittington Center, and the natural surroundings generates much of this activity. While I-25 will continue to bring travelers through Raton, tourism's future depends in part on Raton having a distinctive and appealing identity. The

Comprehensive Plan's objectives to maintain the Historic District and promote the City's cultural, historic, and recreational assets are steps in this direction, as are the efforts to redevelop Front Street and the railway station. Contrary to these objectives, accommodation and food service activity is developing by the highway exit ramps and away from Downtown.

The City's goal of developing the tourism industry will, if successful, increase demand for accommodation and food service occupations, such as food and drink servers, kitchen workers, motel housekeepers and desk attendants. As shown in the discussion of job orders at the Raton Career Center, these occupations are already in high demand. These occupations have low educational requirements. In contrast, employers in this industry report the existing labor force lacks the requisite skills for these occupations, meaning that increased demand may necessitate targeted secondary and post-secondary training and education efforts. Specifically, tourism-related businesses identified weaknesses in the customer service and basic math skills of the local labor force.

An economy based on tourism also has some drawbacks, including: existing tourism activities have large seasonal fluctuations with dramatic declines in fall and winter months; tourism-related jobs are not "quality jobs" (accommodation and food service jobs in Colfax County have an average weekly wage of \$257); these jobs have limited appeal to the population that is currently unemployed; these jobs generally do not offer an extensive career ladder and do not enhance the employment opportunities available to Raton's young, professional population. Efforts should be made to address some of the weaknesses of this industry. This can be done by extending the tourist season by emphasizing less seasonally dependent activities (such as arts and cultural activities) and by supporting tourism with investments and activities that will simultaneously enhance Raton's quality of life and address the out-migration of Raton's professional work force.

In addition to the modestly skilled and waged jobs listed, adding depth to tourism can result in higher paying employment in arts and culture. Entrepreneurs may discover business opportunities (not limited to arts and culture). Some of these may include art galleries, bed and breakfasts or inns, and tour operators and guides. Creative people could also capitalize on Raton's historic architecture.

#### Creating Opportunities for Business Development and Retention

Coalbed methane extraction and manufacturing are also important parts of Raton's economy. Combined with past coal mining activities, the associated labor force provides an important knowledge and skill resource. El Paso Production and Evergreen constitute an extensive, knowledge and skill base of almost every aspect of coalbed methane production, ranging from road construction to estimating coal bed methane reserves. Hollow metal manufacturing has a 25- year history in Raton, with 3 businesses currently in operation. This combines with the gun barrel design and manufacturing

expertise to create an important skill and knowledge resource for the area. Raton's existing work force offers some advantages in these areas, with strengths in knowledge of mechanical processes, building and construction, production and processing, and engineering and technology. The skills associated with the existing labor force show strengths in using machinery (including equipment selection, repairing, installation, and maintenance), or as a local employer stated "using their hands."

While interviews with manufacturers find that, for the most part, the area's labor force has the appropriate skills, Raton's labor force faces a number of obstacles. Technological advances are reducing the need for a labor force with mechanical skills (as opposed to computer skills), negating Raton's skill advantage. Also, the special training, licenses, and certificate requirements of some of these occupations may create obstacles to increased activity due to the limited range of technical and vocational training opportunities in the area. Moreover, many of the skills held by the miners are specific to mining. For example, most of the equipment that was operated at the mine is not used in other industries. Also, many of the operators of this equipment are not licensed.

Incentives will help retain and attract new businesses. The City has limited capacity to offer and arrange financial incentives, though the City can provide other types of assistance that may help attract new employers. These incentives can be used to shape growth in a manner that will offer the most benefit to the City, for example, by encouraging retailers to locate Downtown. A number of these services are already in place, although not formally packaged or coordinated. For example, the City provides assistance identifying property and addressing infrastructure issues. The Department of Labor assists in the identification, screening, and hiring of employees. Other assistance includes technical assistance such as market and feasibility analysis, business plan development, demographic, and economic information. Additional services may include counseling from local financial institutions, low interest loan providers, site specific information, a business networking system, and a marketing and advertising program.

A valuable resource to business development and diversification is the New Mexico Job Training Incentive Program, which provides financial assistance to help new or expanding businesses with the training costs of new workers. Training assistance of up to 1,040 hours per trainee is available. Assistance is targeted at manufacturing companies, though other types of non-retail businesses with an export orientation are eligible. There are two basic types of programs, 1) public education institution classroom training (which may be on-site) and 2) in-plant training or on-the-job training or "hands on" skills development. This program is a tool that may be used to advance the City's efforts to attract firearms activities and to assist existing manufacturers expand and diversify their activities. A more detailed description of the Job Training Incentive Program is presented in Appendix 5.

While not an export industry, Raton's retail sector is important to the City's economy. A complaint voiced by local businesses is that the local community needs to be educated on the importance and impact of purchasing goods and services when available locally as opposed to buying out of town. Most retail activity within the City limits contributes to the City's gross receipts base, employment opportunities, and also plays an important role in the maintenance of Downtown and the Historic District. Identifying and working with emerging entrepreneurs and retailers and encouraging them to locate Downtown may help support both the City's retail sector and the Historic District.

Luna Community College Small Business Development Center provides one-on-one counseling to small businesses and education/training seminars and workshops in Raton. According to the SBDC, Raton is a community poised for growth, as it has ample water rights to Eagle Nest Lake and has in place the basic internet and telecommunications fiber optic infrastructure. Community strengths include area natural resources (water and timber, forests) and the availability of education and training through Trinidad State Junior College. Community weaknesses are the down economy, lost mining economic base, and loss of youth, who as they receive more education leave the vicinity to pursue opportunities. Finally, potential growth industries in the Raton area cited are wood products manufacturing, due to the abundant timber resources, the NRA's Whittington Center, and tourism-related services (e.g. restaurants and lodging places) that capture passing tourist traffic.

### **c. Summary**

The survey of area employers identified 178 currently vacant positions. Approximately one-half (80) of these positions are service occupations (primarily foodservice or healthcare related). The construction, extraction and maintenance occupations comprises roughly one-quarter (40) of the currently vacant positions, due in part to the coalbed methane extraction activities in Colfax and Las Animas counties. Vacant positions in extraction include rig operators, construction workers and helpers, and heavy equipment operators. Other occupations in this group with current vacancies include auto and diesel mechanics, carpenters, plumbers, electricians and pipe fitters.

Specific construction and trade occupations currently in demand include heavy equipment operators. Not all of these occupations require vocational training and certifications, but some require any one of a number of CDL's (commercial driver's licenses) or mechanics training. These occupations are found in a variety of different industries, including coalbed methane extraction, construction (largely associated with coalbed methane extraction), manufacturing, and scattered throughout other industries. Healthcare occupations are also in demand. These occupations range from nurse assistants to RN's (registered nurses) to specialized technicians. Health occupations represent a spectrum of skill levels and educational and training requirements.

Employer survey findings show that the occupations that will be in demand in the future are food and beverage workers, drivers, construction workers and helpers, extraction workers and pre-school through middle school teachers. With the exception of the teachers, these occupations generally have low educational requirements though many require specialized licenses, such as CDL's, and/or a certificate.

The employment demand of new employers is much more difficult to assess. Developing tourism-related activities would primarily increase demand for accommodation and food service workers (for example, desk clerks, housekeepers, food servers and cooks) – generally low skill and low wage jobs. Attracting gun barrel manufacturers and other firearms related activities would build upon some of knowledge and skills already existing in the labor force.

Raton can target industries that build off of the City's existing business base and takes advantage of the area's strengths. Raton's skill strengths include "hands-on" skills (such as those acquired in manufacturing, construction, and extraction), mechanical knowledge (including machine selection, operation and repair), and a wide range of interest and ability in artistic and cultural activities. A large number of volunteers in these activities provide grassroots interaction or social glue to the community, as well as look out for community interests. They are particularly effective in helping to revitalize districts of a community such as the historic downtown area. Furthermore, the area's mountains and forests offer ample opportunity for eco-tourism. Ways to enhance and add depth to tourism may include mountain biking, archery, guided tours, jeep tours, backpacking, and wildlife watching, to already existing camping, hunting, sport shooting, and fishing. Other possibilities include expanding activity at the convention center, adding festivals and promoting events, more variety (and therefore clientele) of lodging places, and exploiting weekend train travel from the region's cities. An aging population, moreover, offers opportunities to expand the delivery of health services and to gain from the experience level of workers, both as paid employees and volunteers/mentors.

Most new job growth in Raton likely will stem from existing industries, from both businesses already present and new businesses. These businesses are multi-pronged as they serve various local, regional (multi-county or multi-state), or national and international markets. Businesses can bring in more dollars into the community by producing locally goods and services the area now imports. Examples of this process include attracting more tourism dollars, niche retailing, business supplies and inputs to other businesses or government, and professional and business services. Examples of businesses oriented toward regional markets include International Bank, manufacturing, and distribution. Activity aimed at national and international markets include coalbed methane and Stolar's cutting edge scientific research in resource exploration. As about 1 of 4 workers in Colfax County are self-employed, they are an untapped reservoir of potential labor and skills. A large number of the self-employed, for instance,

work in either primary or secondary jobs in agriculture and personal services, and as carpenters and truck drivers. Other self-employed workers own small businesses, often related to the tourist trade. Some of these workers may contribute to future entrepreneurial activity in the area as opportunities arise.

A classic mismatch of skills exists between employer needs and worker skills among many of Raton's workers. Yet, prospective employees can be retrained given the option and can capitalize on skills they already possess. Based on occupations in Raton's labor force, therefore, several potential industry clusters are identified. One cluster is goods distribution that includes related retail trade, merchant wholesale trade, storage, and freight transport. This would fit well with Raton's access to Interstate 25 and rail. A second cluster is related to production, including the present manufacture of metal and wood products. Other possible industries in which to expand would include machined parts for, say, the auto or aerospace industry, instruments, and other wood products that make use of the area's timber resources. Raton's current manufacturers, however, are subject to competitive pressures and may not provide a substantial amount of future job growth. As explained earlier, a third cluster to develop in more depth is tourism as distinguished from present day travel services.

Each of these clusters tap into a different skill set of Raton's labor force, whether broadly industrial, technological, or oriented to customer service. Despite the skill mismatch among part of the labor force, workers offer many advantages in skills and experience to industry. These industries and others can propel Raton into the new century, transitioning the economy from a base of natural resources and modestly skilled services to a modern one of greater diversity with more varied and sophisticated services.



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## **Appendix 1: Supplementary Tables**

**TABLE A1.1****UNEMPLOYED PERSONS BY AGE AND GENDER: RATON CITY, RATON AREA<sup>1</sup>, AND NEW MEXICO, 2000**

Total Unemployed	Raton City	Raton Area <sup>1</sup>	New Mexico
16 to 19 years	17.9%	23.4%	19.8%
20 to 29 years	29.0%	21.8%	27.7%
30 to 44 years	27.7%	28.2%	30.4%
45 to 54 years	12.1%	11.2%	13.9%
55 to 64 year	13.4%	14.3%	5.6%
65 to 74 years	0.0%	0.3%	1.5%
75 years and over	0.0%	0.8%	1.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Unemployed Females</b>			
16 to 19 years	12.1%	11.6%	9.1%
20 to 29 years	17.4%	11.4%	12.5%
30 to 44 years	14.7%	15.4%	14.7%
45 to 54 years	4.5%	2.8%	6.3%
55 to 64 year	5.8%	6.5%	2.1%
65 to 74 years	0.0%	0.3%	0.6%
75 years and over	0.0%	0.4%	0.8%
<b>Total</b>	<b>54.5%</b>	<b>48.4%</b>	<b>46.1%</b>
<b>Unemployed Males</b>			
16 to 19 years	5.8%	11.8%	10.7%
20 to 29 years	11.6%	10.4%	15.2%
30 to 44 years	12.9%	12.8%	15.8%
45 to 54 years	7.6%	8.4%	7.5%
55 to 64 year	7.6%	7.8%	3.5%
65 to 74 years	0.0%	0.0%	0.9%
75 years and over	0.0%	0.4%	0.3%
<b>Total</b>	<b>45.5%</b>	<b>51.6%</b>	<b>53.9%</b>

1 - because of data availability, in this case the Raton area is defined as Colfax County, New Mexico, and the Trinidad and Weston CCD's, Colorado.

Source: US Census Bureau, Decennial Census, SF-3, PCT 35.

UNM Bureau of Business and Economic Research, 2003.

**TABLE A1.2****LABOR FORCE PARTICIPANTS BY AGE AND GENDER, RATON CITY, RATON AREA<sup>1</sup>, AND  
NEW MEXICO, 2000**

Age	Number of labor force participants								
	Raton City			Raton Area			New Mexico		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
16 to 19	83	134	217	335	398	733	27,409	25,087	52,496
20 to 29	303	306	609	1,013	972	1,985	94,852	79,346	174,198
30 to 44	588	504	1,092	2,273	2,089	4,362	168,471	144,554	313,025
45 to 54	396	314	710	1,733	1,295	3,028	96,486	88,655	185,141
55 to 64	194	136	330	873	664	1,537	45,351	37,547	82,898
65 to 74	59	58	117	237	207	444	12,684	8,643	21,327
75 +	22	13	35	85	42	127	3,290	2,257	5,547
	1,645	1,465	3,110	6,549	5,667	12,216	448,543	386,089	834,632
Age	Distribution of labor force participants								
16 to 19	2.7%	4.3%	7.0%	2.7%	3.3%	6.0%	3.3%	3.0%	6.3%
20 to 29	9.7%	9.8%	19.6%	8.3%	8.0%	16.2%	11.4%	9.5%	20.9%
30 to 44	18.9%	16.2%	35.1%	18.6%	17.1%	35.7%	20.2%	17.3%	37.5%
45 to 54	12.7%	10.1%	22.8%	14.2%	10.6%	24.8%	11.6%	10.6%	22.2%
55 to 64	6.2%	4.4%	10.6%	7.1%	5.4%	12.6%	5.4%	4.5%	9.9%
65 to 74	1.9%	1.9%	3.8%	1.9%	1.7%	3.6%	1.5%	1.0%	2.6%
75 +	0.7%	0.4%	1.1%	0.7%	0.3%	1.0%	0.4%	0.3%	0.7%
	52.9%	47.1%	100.0%	53.6%	46.4%	100.0%	53.7%	46.3%	100.0%

1 - because of data availability, in this case the Raton area is defined as Colfax County, New Mexico, and the Trinidad and Weston CCD's, Colorado.

Source: US Census Bureau, Decennial Census, SF-3, PCT 35.

UNM Bureau of Business and Economic Research, 2003.

**TABLE A1.3**  
**CIVILIAN LABOR FORCE , EMPLOYMENT, UNEMPLOYMENT AND UNEMPLOYMENT RATE**  
**JANUARY 1995 - JANUARY 2004 (NOT SEASONALLY ADJUSTED)**

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Annual Average
<b>1995</b>													
Civilian Labor Force	6,663	6,488	6,448	6,182	6,203	6,810	6,721	6,678	6,059	5,992	6,015	6,559	6,402
Employment	6,183	6,107	6,065	5,758	5,786	6,329	6,259	6,183	5,578	5,516	5,502	5,689	5,913
Unemployment	480	381	383	424	417	481	462	495	481	476	513	870	489
Rate	7.2%	5.9%	5.9%	6.9%	6.7%	7.1%	6.9%	7.4%	7.9%	7.9%	8.5%	13.3%	7.6%
<b>1996</b>													
Civilian Labor Force	6,422	6,260	6,347	6,273	6,312	6,718	6,812	6,791	6,248	6,141	6,025	6,305	6,388
Employment	5,548	5,439	5,462	5,280	5,383	5,925	5,970	5,968	5,440	5,438	5,389	5,720	5,580
Unemployment	874	821	885	993	929	793	842	823	808	703	636	585	808
Rate	13.6%	13.1%	13.9%	15.8%	14.7%	11.8%	12.4%	12.1%	12.9%	11.4%	10.6%	9.3%	12.6%
<b>1997</b>													
Civilian Labor Force	6,436	6,320	6,315	5,881	5,956	6,886	6,977	6,927	5,960	5,963	5,939	6,267	6,319
Employment	5,711	5,744	5,749	5,360	5,488	6,427	6,593	6,559	5,551	5,584	5,591	5,864	5,852
Unemployment	725	576	566	521	468	459	384	368	409	379	348	403	467
Rate	11.3%	9.1%	9.0%	8.9%	7.9%	6.7%	5.5%	5.3%	6.9%	6.4%	5.9%	6.4%	7.4%
<b>1998</b>													
Civilian Labor Force	6,562	6,514	6,591	6,384	6,450	7,430	7,168	7,080	6,174	6,097	6,151	6,477	6,589
Employment	6,071	6,075	6,100	5,923	6,030	6,975	6,790	6,707	5,812	5,715	5,742	6,057	6,166
Unemployment	491	439	491	461	420	455	378	373	362	382	409	420	423
Rate	7.5%	6.7%	7.4%	7.2%	6.5%	6.1%	5.3%	5.3%	5.9%	6.3%	6.6%	6.5%	6.4%
<b>1999</b>													
Civilian Labor Force	6,719	6,524	6,501	6,182	6,255	7,154	7,250	7,154	6,139	6,270	6,235	6,440	6,569
Employment	6,205	6,090	6,099	5,817	5,921	6,782	6,960	6,876	5,839	5,937	5,888	6,078	6,208
Unemployment	514	434	402	365	334	372	290	278	300	333	347	362	361
Rate	7.6%	6.7%	6.2%	5.9%	5.3%	5.2%	4.0%	3.9%	4.9%	5.3%	5.6%	5.6%	5.5%

Source: New Mexico Department of Labor, March, 2004.  
UNM Bureau of Business and Economic Research, 2004.

**TABLE A1.3 (continued)**  
**CIVILIAN LABOR FORCE , EMPLOYMENT, UNEMPLOYMENT AND UNEMPLOYMENT RATE**  
**JANUARY 1995 - JANUARY 2004 (NOT SEASONALLY ADJUSTED)**

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Annual Average
<b>2000</b>													
Civilian Labor Force	6,500	6,441	6,650	6,469	6,794	7,726	7,858	7,572	6,635	6,568	6,503	6,493	6,851
Employment	6,083	6,105	6,309	6,071	6,463	7,358	7,538	7,294	6,308	6,237	6,158	6,133	6,505
Unemployment	417	336	341	398	331	368	320	278	327	331	345	360	346
Rate	6.4%	5.2%	5.1%	6.2%	4.9%	4.8%	4.1%	3.7%	4.9%	5.0%	5.3%	5.5%	5.1%
<b>2001</b>													
Civilian Labor Force	6,763	6,660	6,695	6,394	6,472	7,455	7,660	7,437	6,537	6,422	6,407	6,688	6,799
Employment	6,322	6,242	6,331	6,029	6,130	7,086	7,357	7,141	6,242	6,111	6,056	6,341	6,449
Unemployment	441	418	364	365	342	369	303	296	295	311	351	347	350
Rate	6.5%	6.3%	5.4%	5.7%	5.3%	4.9%	4.0%	4.0%	4.5%	4.8%	5.5%	5.2%	5.1%
<b>2002</b>													
Civilian Labor Force	6,747	6,663	6,772	6,381	6,445	7,420	7,613	7,220	6,401	6,425	6,433	6,640	6,764
Employment	6,387	6,362	6,475	6,058	6,138	7,083	7,251	6,893	6,075	6,100	6,041	6,247	6,426
Unemployment	360	301	297	323	307	337	362	327	326	325	392	393	338
Rate	5.3%	4.5%	4.4%	5.1%	4.8%	4.5%	4.8%	4.5%	5.1%	5.1%	6.1%	5.9%	5.0%
<b>2003</b>													
Civilian Labor Force	6,692	6,801	6,815	6,548	6,573	7,631	7,656	7,322	6,548	6,636	6580	6748	6,879
Employment	6,228	6,368	6,386	6,124	6,146	7,071	7,141	6,870	6,079	6,162	6112	6326	6,418
Unemployment	464	433	429	424	427	560	515	452	469	469	468	422	461
Rate	6.9%	6.4%	6.3%	6.5%	6.5%	7.3%	6.7%	6.2%	7.2%	7.1%	7.1%	6.3%	6.7%
<b>2004</b>													
Civilian Labor Force	6,882	6,842											
Employment	6,428	6,402											
Unemployment	454	669											
Rate	6.6%	6.4%											

1 -preliminary.

Source: New Mexico Department of Labor, March, 2004.

UNM Bureau of Business and Economic Research, 2004.



**TABLE A1.4**

**PERCENT DISTRIBUTION OF EMPLOYED PERSONS BY OCCUPATION: RATON CITY, COLFAX COUNTY, NEW MEXICO, AND THE UNITED STATES, 2000**

	<b>Raton City</b>	<b>Colfax County</b>	<b>Raton Area</b>	<b>New Mexico</b>	<b>United States</b>
<b>All Occupations:</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Management, professional, and related occupations:</b>	<b>24.5%</b>	<b>29.6%</b>	<b>29.8%</b>	<b>34.0%</b>	<b>33.6%</b>
Management, business, and financial operations:	8.9%	13.7%	13.2%	12.1%	13.5%
Management:	7.0%	11.3%	10.7%	8.5%	9.2%
Top executives	1.5%	1.9%	1.2%	1.3%	1.6%
Advertising, marketing, promotions, public relations, and sales managers	0.4%	0.4%	0.3%	0.5%	0.9%
Financial managers	0.0%	0.3%	0.5%	0.5%	0.7%
Operations specialties managers, except financial managers	0.1%	0.2%	0.5%	0.9%	1.2%
Farmers and farm managers	1.1%	2.9%	2.5%	0.7%	0.6%
Other management, except farmers and farm managers	3.9%	5.6%	5.7%	4.5%	4.2%
Business and financial operations:	1.8%	2.3%	2.5%	3.6%	4.3%
Business operations specialists	1.1%	1.3%	1.2%	1.8%	2.1%
Financial specialists:	0.7%	1.0%	1.3%	1.9%	2.2%
Accountants and auditors	0.1%	0.4%	0.6%	1.1%	1.3%
Other financial specialists	0.6%	0.6%	0.6%	0.8%	0.9%
Professional and related:	15.6%	15.9%	16.7%	21.9%	20.2%
Computer and mathematical:	0.2%	0.4%	0.3%	1.8%	2.4%
Computer specialists	0.2%	0.4%	0.3%	1.7%	2.3%
Mathematical science	0.0%	0.0%	0.0%	0.1%	0.1%
Architecture and engineering:	1.0%	0.7%	0.7%	2.7%	2.1%
Architects, surveyors, and cartographers	0.0%	0.0%	0.1%	0.2%	0.2%
Engineers	0.1%	0.2%	0.3%	1.5%	1.3%
Drafters, engineering, and mapping technicians	0.9%	0.4%	0.3%	0.9%	0.6%
Life, physical, and social science:	0.0%	0.3%	0.2%	1.5%	0.9%
Life and physical scientists	0.0%	0.1%	0.1%	0.9%	0.4%
Social scientists and related workers	0.0%	0.1%	0.1%	0.3%	0.3%
Life, physical, and social science technicians	0.0%	0.0%	0.0%	0.3%	0.2%
Community and social services:	1.1%	1.1%	1.7%	1.6%	1.5%
Counselors, social workers, and other community and social service specialists	0.9%	0.8%	0.9%	1.3%	1.1%
Religious workers	0.2%	0.3%	0.8%	0.4%	0.4%
Legal:	0.4%	0.5%	0.5%	1.1%	1.1%
Lawyers	0.3%	0.4%	0.3%	0.6%	0.7%
Judges, magistrates, and other judicial workers	0.1%	0.1%	0.1%	0.1%	0.0%
Legal support workers	0.0%	0.0%	0.1%	0.5%	0.4%
Education, training, and library:	7.0%	7.2%	6.7%	6.7%	5.7%
Postsecondary teachers	0.5%	0.4%	0.8%	1.1%	0.9%
Teachers, primary, secondary, and special education:	5.0%	5.1%	4.5%	4.0%	3.4%
Teachers, preschool, kindergarten, elementary, and middle school	4.2%	4.0%	3.5%	3.2%	2.7%
Teachers, secondary school	0.8%	1.0%	1.0%	0.6%	0.6%
Teachers, special education	0.0%	0.1%	0.1%	0.2%	0.1%
Librarians, curators, and archivists	0.2%	0.3%	0.3%	0.3%	0.2%
Other teachers, instructors, education, training, and library	1.3%	1.4%	1.1%	1.4%	1.1%

**CONTINUED: PERCENT DISTRIBUTION OF EMPLOYED PERSONS BY OCCUPATION: RATON CITY, COLFAX COUNTY, NEW MEXICO, AND THE UNITED STATES, 2000**

	<b>Raton City</b>	<b>Colfax County</b>	<b>Raton Area</b>	<b>New Mexico</b>	<b>United States</b>
Arts, design, entertainment, sports, and media:	0.7%	1.6%	1.7%	2.0%	1.9%
Art and design workers	0.2%	0.6%	0.7%	0.9%	0.7%
Entertainers and performers, sports, and related workers	0.3%	0.7%	0.4%	0.4%	0.4%
Media and communications workers	0.2%	0.3%	0.6%	0.8%	0.8%
Healthcare practitioners and technical:	5.2%	4.1%	4.8%	4.5%	4.6%
Health diagnosing and treating practitioners and technical:	2.7%	2.6%	2.8%	3.2%	3.2%
Physicians and surgeons	0.0%	0.3%	0.2%	0.5%	0.5%
Registered nurses	1.7%	1.4%	1.4%	1.6%	1.7%
Therapists	0.7%	0.6%	0.6%	0.5%	0.4%
Other health diagnosing and treating practitioners and technical	0.3%	0.2%	0.5%	0.6%	0.6%
Health technologists and technicians	2.5%	1.5%	2.0%	1.3%	1.4%
<b>Service occupations:</b>	<b>21.8%</b>	<b>19.3%</b>	<b>20.6%</b>	<b>17.0%</b>	<b>14.9%</b>
Healthcare support occupations:	1.4%	1.1%	1.9%	1.8%	2.0%
Nursing, psychiatric, and home health aides	1.2%	0.8%	1.1%	1.2%	1.3%
Occupational and physical therapist assistants and aides	0.0%	0.0%	0.1%	0.0%	0.0%
Other healthcare support occupations	0.2%	0.3%	0.7%	0.6%	0.7%
Protective service occupations:	4.4%	3.6%	2.7%	2.5%	2.0%
Fire fighting and prevention workers, including supervisors	0.0%	0.0%	0.1%	0.3%	0.2%
Law enforcement workers, including supervisors	3.7%	2.9%	2.2%	1.1%	1.0%
Other protective service workers, including supervisors	0.7%	0.6%	0.4%	1.1%	0.8%
Food preparation and serving related occupations:	7.5%	6.8%	8.3%	5.7%	4.8%
Cooks and food preparation workers	2.7%	2.7%	3.5%	2.2%	1.7%
Waiters and waitresses	1.6%	1.7%	2.2%	1.5%	1.3%
Food and beverage serving workers, except waiters and waitresses	0.6%	0.4%	0.7%	0.7%	0.7%
Other food preparation and serving workers, including supervisors	2.6%	2.0%	1.9%	1.3%	1.1%
Building and grounds cleaning and maintenance occupations	5.6%	4.9%	4.7%	3.8%	3.3%
Personal care and service occupations:	3.0%	3.0%	3.0%	3.1%	2.8%
Personal appearance workers	2.1%	1.3%	1.1%	0.5%	0.7%
Transportation, tourism, and lodging attendants	0.0%	0.2%	0.2%	0.1%	0.2%
Child care workers	0.6%	0.7%	0.7%	1.3%	1.0%
Supervisors and other personal care and service workers, except child care workers	0.3%	0.8%	1.0%	1.2%	0.9%
<b>Sales and office occupations:</b>	<b>22.8%</b>	<b>22.4%</b>	<b>21.6%</b>	<b>25.9%</b>	<b>26.7%</b>
Sales and related occupations:	7.1%	9.4%	9.2%	11.2%	11.2%
Cashiers	2.3%	1.9%	1.9%	2.2%	2.1%
Retail sales workers, except cashiers	1.9%	2.2%	2.3%	3.0%	2.8%
Sales representatives, services, wholesale and manufacturing	1.0%	1.0%	1.1%	1.8%	2.5%
Other sales and related occupations, including supervisors	1.9%	4.3%	3.9%	4.2%	3.9%
Office and administrative support occupations:	15.7%	13.0%	12.3%	14.7%	15.4%
Communications equipment operators	0.0%	0.0%	0.0%	0.2%	0.1%
Financial clerks, except bookkeeping, accounting and auditing clerks	1.6%	0.9%	1.1%	0.9%	1.0%
Bookkeeping, accounting, and auditing clerks	1.7%	2.1%	1.7%	1.4%	1.3%
Information and record clerks, except customer service representatives	3.0%	2.3%	2.0%	2.3%	2.1%
Customer service representatives	0.2%	0.3%	0.2%	1.3%	1.5%
Material recording, scheduling, dispatching, and distributing workers	2.6%	1.8%	1.8%	2.1%	2.6%
Secretaries and administrative assistants	2.3%	2.4%	2.7%	2.9%	2.9%
Other office and administrative support workers, including supervisors	4.3%	3.1%	2.7%	3.6%	3.9%

**CONTINUED: PERCENT DISTRIBUTION OF EMPLOYED PERSONS BY OCCUPATION: RATON CITY, COLFAX COUNTY, NEW MEXICO, AND THE UNITED STATES, 2000**

	<b>Raton City</b>	<b>Colfax County</b>	<b>Raton Area</b>	<b>New Mexico</b>	<b>United States</b>
<b>Farming, fishing, and forestry occupations:</b>	<b>0.5%</b>	<b>2.8%</b>	<b>1.9%</b>	<b>1.0%</b>	<b>0.7%</b>
Agricultural workers, including supervisors	0.4%	2.5%	1.7%	0.9%	0.6%
Fishing, hunting, and forestry occupations	0.1%	0.2%	0.2%	0.1%	0.1%
<b>Construction, extraction, and maintenance occupations:</b>	<b>14.9%</b>	<b>14.3%</b>	<b>14.7%</b>	<b>11.4%</b>	<b>9.4%</b>
Construction and extraction occupations:	10.0%	10.0%	10.2%	7.1%	5.5%
Supervisors, construction and extraction workers	1.2%	1.4%	1.5%	1.0%	0.7%
Carpenters	1.0%	2.1%	1.6%	1.0%	1.0%
Construction laborers	1.2%	1.2%	1.9%	1.3%	0.9%
Electricians	0.2%	0.4%	0.4%	0.5%	0.5%
Painters and paperhangers	0.0%	0.1%	0.3%	0.3%	0.4%
Pipelayers, plumbers, pipefitters, and steamfitters	0.6%	0.4%	0.5%	0.6%	0.4%
Construction traders workers ex. carpenters, electricians, painters, plumbers, and construction laborers	3.2%	2.5%	2.6%	1.5%	1.2%
Other construction workers and helpers	1.7%	1.3%	1.0%	0.4%	0.3%
Extraction workers	0.9%	0.5%	0.5%	0.5%	0.1%
Installation, maintenance, and repair occupations:	4.9%	4.3%	4.5%	4.3%	3.9%
Vehicle and mobile equipment mechanics, installers, and repairers	2.7%	2.1%	2.2%	1.9%	1.5%
Electrical equipment mechanics and other installation, maintenance, and repair workers, including supervisors	2.2%	2.2%	2.3%	2.4%	2.4%
<b>Production, transportation, and material moving occupations:</b>	<b>15.5%</b>	<b>11.6%</b>	<b>11.4%</b>	<b>10.7%</b>	<b>14.6%</b>
Production occupations:	9.2%	5.9%	4.9%	5.2%	8.5%
Assemblers and fabricators	0.0%	0.0%	0.4%	0.6%	1.2%
Food processing workers	1.1%	0.6%	0.5%	0.4%	0.4%
Metal workers and plastic workers	4.1%	2.2%	1.5%	1.0%	1.8%
Printing workers	0.2%	0.1%	0.1%	0.1%	0.3%
Textile, apparel, and furnishings workers	0.9%	0.8%	0.6%	0.4%	0.8%
Woodworkers	0.0%	0.1%	0.1%	0.2%	0.2%
Plant and system operators	0.7%	0.4%	0.3%	0.2%	0.2%
Other production occupations, including supervisors	2.3%	1.7%	1.5%	2.2%	3.6%
Transportation and material moving occupations:	6.3%	5.7%	6.5%	5.5%	6.1%
Supervisors, transportation, and material moving workers	0.2%	0.2%	0.2%	0.2%	0.2%
Aircraft and traffic control occupations	0.0%	0.1%	0.0%	0.1%	0.1%
Rail and water transportation workers	0.8%	0.8%	0.9%	0.1%	0.1%
Bus drivers	0.5%	0.6%	0.4%	0.4%	0.4%
Driver/sales workers and truck drivers	2.2%	2.0%	2.9%	2.5%	2.4%
Motor vehicle operators, except bus and truck drivers	0.0%	0.0%	0.0%	0.1%	0.2%
Other transportation occupations	0.0%	0.1%	0.2%	0.2%	0.2%
Material moving workers:	2.5%	2.0%	1.9%	1.9%	2.6%
Laborers and material movers, hand	1.9%	1.6%	1.3%	1.4%	1.9%
Other material moving workers, except laborers	0.7%	0.4%	0.5%	0.5%	0.6%

Source: U.S. Bureau of the Census, Census 2000 Summary File 4  
UNM Bureau of Business and Economic Research, 2004.

## **Appendix 2: Skill and Knowledge Requirements of Raton Occupations**

## Appendix: O-NET Methodology

Researchers measured the skills present in Raton's labor force using the following sources: O-NET Online (Occupational Information Network), employment by occupation (Summary File 4) from Census 2000, the industry-occupation matrix of the U.S. Bureau of Labor Statistics (BLS), and primary research on Raton employees and employers. The research procedure follows.

First, we downloaded the O-NET database and selected data for each occupation that showed importance scores for the knowledge, skill, and job zone categories. The website is <http://online.onetcenter.org/>

Second, using Census 2000 data and our own research, we chose 96 occupations with detailed data available listed in the O-NET to represent Raton's labor force. We then allocated employment to fit or match O-NET occupations with Census occupations or groups. Self-employed workers are included in the Census occupational employment numbers and are represented in the O-NET analysis.

Third, we multiplied scores for each occupation by Raton's determined employment, resulting in an employment-weighted score for each requirement. Next, we summed requirement scores to obtain composite scores. These composite scores measured the expected knowledge and skill requirements and job zone based on the occupational mix of Raton's labor force. The expected requirements may not necessarily be the actual requirements possessed by Raton's labor force, but indeed are the most proximate available using secondary data sources. Finally, we combined the scores into the six major occupational groups.

We also compared employment between Raton and Colfax County, with the result that they have a similar occupational mix. In a few cases, we included occupations recorded in the rest of the county, but not in Raton, according to the Census data. An example is the occupation, family and general practitioners (physicians), which the Census shows as zero in Raton but several in the county. Since the Miner's Colfax Medical Center is located just outside the city, this occupation is included. In addition, we consulted industry reports from the BLS Industry-Occupation matrix to verify that the occupations with the most employment were selected from the O-NET.

**TABLE A2.1**

**KNOWLEDGE REQUIREMENTS FOR EMPLOYED RATON RESIDENTS BY OCCUPATIONAL GROUP (WEIGHTED SCORES) 2003**

	Management, Business and Financial	Professional Comp, Eng, Sci, Social	Service	Sales & Office	Construction, Maint, Farming/Forestry/ Fish	Production, Transport. and Material Moving	Total	
occupational group code:	11, 13	15-29	31,33,35,37,39	41, 43	45,47,49	51, 53		
number of occupations:	11	21	15	16	20	13	96	
Item ID	KNOWLEDGE							
2.C.1.a	Administration and Management	<b>1082</b>	1193	1172	1655	676	537	6315
2.C.1.b	Clerical	654	1241	1134	<b>2384</b>	560	908	6881
2.C.1.c	Economics and Accounting	882	618	821	1942	529	528	5320
2.C.1.d	Sales and Marketing	685	572	929	1446	550	467	4648
2.C.1.e	Customer and Personal Service	774	1277	<b>2278</b>	2173	710	648	7859
2.C.1.f	Personnel and Human Resources	927	773	967	1281	601	518	5067
2.C.2.a	Production and Processing	636	560	896	1209	800	<b>1583</b>	5683
2.C.2.b	Food Production	453	<b>463</b>	970	742	474	447	3548
2.C.3.a	Computers and Electronics	557	1181	898	1797	773	582	5789
2.C.3.b	Engineering and Technology	471	722	833	803	1252	1127	5209
2.C.3.c	Design	357	665	744	831	983	681	4260
2.C.3.d	Building and Construction	466	507	808	768	1479	810	4838
2.C.3.e	Mechanical	475	728	1245	1007	<b>1659</b>	1505	6620
2.C.4.a	Mathematics	956	1399	1372	2212	1035	1090	8064
2.C.4.b	Physics	328	813	946	797	974	938	4795
2.C.4.c	Chemistry	348	1004	1338	753	761	770	4974
2.C.4.d	Biology	359	1098	937	<b>671</b>	500	464	4029
2.C.4.e	Psychology	596	1325	1316	1339	593	572	5743
2.C.4.f	Sociology and Anthropology	467	1005	966	947	508	501	4395
2.C.4.g	Geography	390	788	876	1064	636	701	4455
2.C.5.a	Medicine and Dentistry	315	1093	978	748	484	494	4112
2.C.5.b	Therapy and Counseling	380	1249	937	909	468	469	4411
2.C.6	Education and Training	754	1690	1152	1263	645	575	6080
2.C.7.a	English Language	911	<b>1743</b>	1560	2091	876	941	<b>8123</b>
2.C.7.b	Foreign Language	361	644	750	797	467	449	3468
2.C.7.c	Fine Arts	<b>289</b>	674	722	726	490	<b>447</b>	<b>3347</b>
2.C.7.d	History and Archeology	289	789	<b>686</b>	688	<b>455</b>	450	3357
2.C.7.e	Philosophy and Theology	313	769	782	761	457	449	3531
2.C.8.a	Public Safety and Security	612	933	1581	1253	930	847	6157
2.C.8.b	Law and Government	764	994	1238	1420	700	674	5789
2.C.9.a	Telecommunications	498	774	976	1347	592	609	4795
2.C.9.b	Communications and Media	609	1045	957	1391	631	655	5287
2.C.10	Transportation	439	625	978	1355	734	908	5039
	Knowledge Midpoint	<b>557</b>	<b>938</b>	<b>1053</b>	<b>1229</b>	<b>727</b>	<b>707</b>	<b>5212</b>

Note: Average, high and low scores for each category and occupational group are in boldface. Source: O-NET Online (Occupational Information Network); U.S. Bureau of the Census. UNM Bureau of Business and Economic Research, 2004.

**TABLE A2.2**

**SKILL REQUIREMENTS AND AVERAGE JOB ZONE FOR EMPLOYED RATON RESIDENTS BY OCCUPATIONAL GROUP (WEIGHTED SCORES)**

	Management, Business and Financial	Professional Comp, Eng, Sci, Social	Service	Sales & Office	Construction, Maint, Farming/Forestry/ Fish	Production, Transport. and Material Moving	Total	
occupational group code:	11, 13	15-29	31,33,35,37,39	41, 43	45,47,49	51, 53		
number of occupations:	11	21	15	16	20	13	96	
<b>SKILLS</b>								
S2.A.1.a	Reading Comprehension	948	1817	1640	2330	1093	1223	9050
S2.A.1.b	Active Listening	928	1808	<b>1967</b>	<b>2429</b>	1078	1051	<b>9261</b>
S2.A.1.c	Writing	876	1671	1564	2167	832	1043	8153
S2.A.1.d	Speaking	1001	<b>1914</b>	1797	2412	1028	885	9037
S2.A.1.e	Mathematics	888	1357	1286	2396	1140	1199	8266
S2.A.1.f	Science	443	1288	992	802	893	700	5118
S2.A.2.a	Critical Thinking	954	1615	1329	1846	1077	774	7595
S2.A.2.b	Active Learning	852	1530	1278	1576	943	825	7004
S2.A.2.c	Learning Strategies	705	1610	1286	1419	905	712	6637
S2.A.2.d	Monitoring	887	1560	1488	1777	1083	914	7709
S2.B.1.a	Social Perceptiveness	848	1556	1762	1995	745	596	7502
S2.B.1.b	Coordination	<b>1034</b>	1454	1611	1793	1076	834	7802
S2.B.1.c	Persuasion	683	1071	1101	1283	634	486	5258
S2.B.1.d	Negotiation	713	922	1043	1325	634	522	5158
S2.B.1.e	Instructing	703	1695	1163	1361	743	589	6253
S2.B.1.f	Service Orientation	693	1445	1813	1998	756	616	7322
S2.B.2.i	Complex Problem Solving	846	1472	1326	1696	1083	864	7286
S2.B.3.a	Operations Analysis	747	1086	1050	1048	938	753	5622
S2.B.3.b	Technology Design	<b>352</b>	852	903	816	934	767	4625
S2.B.3.c	Equipment Selection	647	1219	1600	1243	1556	1362	7627
S2.B.3.d	Installation	384	621	944	839	1371	1179	5337
S2.B.3.e	Programming	388	637	<b>685</b>	<b>755</b>	<b>506</b>	<b>471</b>	<b>3442</b>
S2.B.3.g	Operation Monitoring	464	793	963	962	1186	1202	5572
S2.B.3.h	Operation and Control	525	986	1250	1269	1405	<b>1500</b>	6934
S2.B.3.j	Equipment Maintenance	426	646	1414	908	1448	1245	6087
S2.B.3.k	Troubleshooting	523	727	1149	987	1362	924	5672
S2.B.3.l	Repairing	377	<b>576</b>	1028	826	<b>1587</b>	1090	5484
S2.B.3.m	Quality Control Analysis	609	1080	1130	1313	1236	1072	6439
S2.B.4.e	Judgment and Decision Making	942	1496	1456	1837	1073	788	7591
S2.B.4.g	Systems Analysis	872	1115	962	1260	835	643	5686
S2.B.4.h	Systems Evaluation	888	1214	1039	1374	939	741	6196
S2.B.5.a	Time Management	887	1474	1380	1649	937	835	7161
S2.B.5.b	Management of Financial Resources	905	727	886	1421	648	505	5093
S2.B.5.c	Management of Material Resources	758	949	1169	1319	891	720	5805
S2.B.5.d	Management of Personnel Resources	914	1153	1030	1260	731	507	5595
	Skill Midpoint	<b>732</b>	<b>1232</b>	<b>1271</b>	<b>1477</b>	<b>1009</b>	<b>861</b>	<b>6582</b>
	Job Zone Average	<b>3.9</b>	<b>3.6</b>	<b>1.6</b>	<b>1.9</b>	<b>2.1</b>	<b>1.6</b>	<b>2.3</b>

Note: Average, high and low scores for each category and occupational group are in boldface. Source: O-NET Online (Occupational Information Network); U.S. Bureau of the Census. UNM Bureau of Business and Economic Research, 2004.

**TABLE A2.3**

**OCCUPATIONS REPRESENTING EMPLOYED RATON RESIDENTS IN THE O\*NET SKILL, KNOWLEDGE AND JOB ZONE ANALYSIS**

<b>2000 SOC Description</b>	<b>2000 SOC Description</b>
11-1011.01 Government Service Executives	41-2031.00 Retail Salespersons
11-1011.02 Private Sector Executives	41-3021.00 Insurance Sales Agents
11-2021.00 Marketing Managers	41-4012.00 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
11-3040.00 Human Resources Managers	41-9022.00 Real Estate Sales Agents
11-3051.00 Industrial Production Managers	43-1011.02 First-Line Supervisors, Administrative Support
11-9012.00 Farmers and Ranchers	43-3021.02 Billing, Cost, and Rate Clerks
11-9021.00 Construction Managers	43-3031.00 Bookkeeping, Accounting, and Auditing Clerks
11-9051.00 Food Service Managers	43-3071.00 Tellers
11-9081.00 Lodging Managers	43-4051.02 Customer Service Representatives, Utilities
11-9151.00 Social and Community Service Managers	43-4061.02 Welfare Eligibility Workers and Interviewers
13-2011.01 Accountants	43-4081.00 Hotel, Motel, and Resort Desk Clerks
15-1041.00 Computer Support Specialists	43-5071.00 Shipping, Receiving, and Traffic Clerks
17-2051.00 Civil Engineers	43-5081.03 Stock Clerks- Stockroom, Warehouse, or Storage Yard
17-3013.00 Mechanical Drafters	43-9061.00 Office Clerks, General
21-1012.00 Educational, Vocational, and School Counselors	45-2093.00 Farmworkers, Farm and Ranch Animals
21-1021.00 Child, Family, and School Social Workers	45-4011.00 Forest and Conservation Workers
23-1011.00 Lawyers	47-1011.01 First-Line Supervisors and Manager/Supervisors- Construction Trades Workers
25-1194.00 Vocational Education Teachers Postsecondary	47-1011.02 First-Line Supervisors and Manager/Supervisors- Extractive Workers
25-2021.00 Elementary School Teachers, Except Special Education	47-2031.01 Construction Carpenters
25-2022.00 Middle School Teachers, Except Special and Vocational Education	47-2051.00 Cement Masons and Concrete Finishers
25-2031.00 Secondary School Teachers, Except Special and Vocational Education	47-2061.00 Construction Laborers
25-4021.00 Librarians	47-2073.02 Operating Engineers
25-9041.00 Teacher Assistants	47-2111.00 Electricians
27-3022.00 Reporters and Correspondents	47-2152.02 Plumbers
29-1062.00 Family and General Practitioners	47-4051.00 Highway Maintenance Workers
29-1111.00 Registered Nurses	47-5012.00 Rotary Drill Operators, Oil and Gas
29-1123.00 Physical Therapists	47-5071.00 Roustabouts, Oil and Gas
29-1126.00 Respiratory Therapists	49-2094.00 Electrical and Electronics Repairers, Commercial and Industrial Equipment
29-2011.00 Medical and Clinical Laboratory Technologists	49-3023.01 Automotive Master Mechanics
29-2012.00 Medical and Clinical Laboratory Technicians	49-3023.02 Automotive Specialty Technicians
29-2061.00 Licensed Practical and Licensed Vocational Nurses	49-3031.00 Bus and Truck Mechanics and Diesel Engine Specialists
29-2071.00 Medical Records and Health Information Technicians	49-9042.00 Maintenance and Repair Workers, General
31-1011.00 Home Health Aides	49-9051.00 Electrical Power-Line Installers and Repairers
31-1012.00 Nursing Aides, Orderlies, and Attendants	49-9095.00 Manufactured Building and Mobile Home Installers
33-3012.00 Correctional Officers and Jailers	51-4041.00 Machinists
33-3051.01 Police Patrol Officers	51-4121.01 Welders, Production
33-9032.00 Security Guards	51-4121.02 Welders and Cutters
35-1012.00 First-Line Supervisors/Managers of Food Preparation and Serving Workers	51-8013.01 Power Generating Plant Operators, Except Auxiliary Equipment Operators
35-2011.00 Cooks, Fast Food	51-9198.01 Production Laborers
35-2014.00 Cooks, Restaurant	51-9198.02 Production Helpers
35-2021.00 Food Preparation Workers	53-1021.00 First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand
35-3031.00 Waiters and Waitresses	53-1031.00 First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators
35-9021.00 Dishwashers	53-3022.00 Bus Drivers, School
37-2011.00 Janitors and Cleaners, Except Maids and Housekeeping Cleaners	53-3032.01 Truck Drivers, Heavy
37-2012.00 Maids and Housekeeping Cleaners	53-3032.02 Tractor-Trailer Truck Drivers
39-5012.00 Hairdressers, Hairstylists, and Cosmetologists	53-3033.00 Truck Drivers, Light or Delivery Services
39-9011.00 Child Care Workers	53-7062.03 Freight, Stock, and Material Movers, Hand
41-1011.00 First-Line Supervisors/Managers of Retail Sales Workers	
41-2011.00 Cashiers	

Source: O-NET Online (Occupational Information Network), 2004.  
UNM Bureau of Business and Economic Research, 2004



**TABLE A2.4**  
**O\*NET SKILLS DEFINITIONS**

<b>Active Learning</b>	Understanding the implications of new information for both current and future problem-solving and decision-making.	<b>Operation Monitoring</b>	Watching gauges, dials, or other indicators to make sure a machine is working properly.
<b>Active Listening</b>	Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.	<b>Operations Analysis</b>	Analyzing needs and product requirements to create a design.
<b>Complex Problem Solving</b>	Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	<b>Persuasion</b>	Persuading others to change their minds or behavior.
<b>Coordination</b>	Adjusting actions in relation to others' actions.	<b>Programming</b>	Writing computer programs for various purposes.
<b>Critical Thinking</b>	Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	<b>Quality Control Analysis</b>	Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
<b>Equipment Maintenance</b>	Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.	<b>Reading Comprehension</b>	Understanding written sentences and paragraphs in work related documents.
<b>Equipment Selection</b>	Determining the kind of tools and equipment needed to do a job.	<b>Repairing</b>	Repairing machines or systems using the needed tools.
<b>Installation</b>	Installing equipment, machines, wiring, or programs to meet specifications.	<b>Science</b>	Using scientific rules and methods to solve problems.
<b>Instructing</b>	Teaching others how to do something.	<b>Service Orientation</b>	Actively looking for ways to help people.
<b>Judgment and Decision Making</b>	Considering the relative costs and benefits of potential actions to choose the most appropriate one.	<b>Social Perceptiveness</b>	Being aware of others' reactions and understanding why they react as they do.
<b>Learning Strategies</b>	Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	<b>Speaking</b>	Talking to others to convey information effectively.
<b>Management of Financial Resources</b>	Determining how money will be spent to get the work done, and accounting for these expenditures.	<b>Systems Analysis</b>	Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
<b>Management of Material Resources</b>	Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.	<b>Systems Evaluation</b>	Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
<b>Management of Personnel Resources</b>	Motivating, developing, and directing people as they work, identifying the best people for the job.	<b>Technology Design</b>	Generating or adapting equipment and technology to serve user needs.
<b>Mathematics</b>	Using mathematics to solve problems.	<b>Time Management</b>	Managing one's own time and the time of others.
<b>Monitoring</b>	Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.	<b>Troubleshooting</b>	Determining causes of operating errors and deciding what to do about it.
<b>Negotiation</b>	Bringing others together and trying to reconcile differences.	<b>Writing</b>	Communicating effectively in writing as appropriate for the needs of the audience.
<b>Operation and Control</b>	Controlling operations of equipment or systems.		

Source: O\*NET Online, <http://online.onetcenter.org/>

**TABLE A2.5**  
**O\*NET KNOWLEDGE DEFINITIONS**

<b>Administration and Management</b>	Knowledge of.. business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.	<b>Geography</b>	Knowledge of.. principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
<b>Biology</b>	plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.	<b>History and Archeology</b>	historical events and their causes, indicators, and effects on civilizations and cultures.
<b>Building and Construction</b>	materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.	<b>Law and Government</b>	laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
<b>Chemistry</b>	the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo, including uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.	<b>Mathematics 1</b>	arithmetic, algebra, geometry, calculus, statistics, and their applications.
<b>Clerical</b>	administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.	<b>Mechanical</b>	machines and tools, including their designs, uses, repair, and maintenance.
<b>Communications and Media</b>	media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media.	<b>Medicine and Dentistry</b>	the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.
<b>Computers and Electronics</b>	circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.	<b>Personnel and Human Resources</b>	principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
<b>Customer and Personal</b>	principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of	<b>Philosophy and Theology</b>	different philosophical systems and religions, including their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.
<b>Design</b>	design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.	<b>Physics</b>	Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub- atomic structures and processes.
<b>Economics and Accounting</b>	economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.	<b>Production and Processing</b>	raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
<b>Education and Training</b>	principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.	<b>Psychology</b>	human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
<b>Engineering and Technology</b>	the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.	<b>Public Safety and Security</b>	relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
<b>English Language</b>	the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.	<b>Sales and Marketing</b>	principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
<b>Fine Arts</b>	the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.	<b>Sociology and Anthropology</b>	group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
<b>Food Production</b>	techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.	<b>Tele-communications</b>	transmission, broadcasting, switching, control, and operation of telecommunications systems.
<b>Foreign Language</b>	the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.	<b>Therapy and Counseling</b>	principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
<b>Transportation</b>	principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.		

Source: O\*NET Online, <http://online.onetcenter.org/>

## **JOB ZONE DEFINITIONS**

### **Job Zone One - Little or No Preparation Needed**

No previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a general office clerk even if he/she has never worked in an office before.

These occupations may require a high school diploma or GED certificate. Some may require a formal training course to obtain a license. Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.

These occupations involve following instructions and helping others. Examples include bus drivers, forest and conservation workers, general office clerks, home health aides, and waiters/waitresses.

### **Job Zone Two - Some Preparation Needed**

Some previous work-related skill, knowledge, or experience may be helpful in these occupations, but usually is not needed. For example, a drywall installer might benefit from experience installing drywall, but an inexperienced person could still learn to be an installer with little difficulty.

These occupations usually require a high school diploma and may require some vocational training or job-related course work. In some cases, an associate's or bachelor's degree could be needed. Employees in these occupations need anywhere from a few months to one year of working with experienced employees.

These occupations often involve using your knowledge and skills to help others. Examples include drywall installers, fire inspectors, flight attendants, pharmacy technicians, salespersons (retail), and tellers.

### **Job Zone Three - Medium Preparation Needed**

Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree. Some may require a bachelor's degree. Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers.

These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include dental assistants, electricians, fish and game wardens, legal secretaries, personnel recruiters, and recreation workers.

#### **Job Zone Four - Considerable Preparation Needed**

A minimum of two to four years of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.

Most of these occupations require a four - year bachelor's degree, but some do not. Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, chefs and head cooks, computer programmers, historians, pharmacists, and police detectives.

#### **Job Zone Five - Extensive Preparation Needed**

Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

A bachelor's degree is the minimum formal education required for these occupations. However, many also require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree). Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include athletic trainers, lawyers, managing editors, physicists, social psychologists, and surgeons.

### **Appendix 3: York Canyon Mine Complex Reduction History**

## York Canyon Reduction History

The following is the history of the lay-offs at the Complex since 2002:

### June 2002

Reduction of 60 jobs (of 103), leaving 43 available jobs at the mine.

Classifications reduced:

Truck drivers (haulage and haulage 6X2)	-21
Backhoe operator, trainee, bulldozer operator	-12
Mechanic and mechanic helpers	-9
Driller and shooter	-8
Loading shovel, shovel, tipple	-8
Heavy equip. (6X2), loader, grader operator	-7
Master electrician and utility man	-6
Added: heavy equipment operators	+10

Additionally, in August of 2002 there were 10 non-represented (by UMWA) reductions.

### May 2003

Reduction of 27 jobs (of 44), leaving 17 available jobs at the mine.

Classifications reduced:

Heavy equipment operators	-15
Mechanic	-4
Welder 1 <sup>st</sup> class	-3
Motor grader operator, tipple operator	-2
Serviceman	-2
Master electrician	-1

Additionally, there were 6 non-represented (by UMWA) reductions.

### September 2003

Reduction of 7 jobs (of 17), leaving 10 available jobs at mine.

Classifications reduced:

Heavy equipment operators	-4
Mechanic	-2
Serviceman	-1

Jobs eliminated since June 2002 include 26 heavy equipment operators, 21 truck drivers, 15 mechanics, and 12 backhoe / bulldozer operators. The hourly rate of represented employees at separation ranged from \$18.37 to \$19.67 per hour. Benefits included Medical, dental, vision, and pension contributions.

The table below describes the number of York Canyon employees laid off since mid-2002, distinguishing employees that were represented by the UMWA and management personnel. Some represented employees elected to panel (transfer) out to the area, others elected their 30-year pension (which includes full health care coverage and may not be financially required to work), others elected

20 year pensions, while others left with no pension. As shown, between 48 and 57 persons laid off since 2002 had no pension or 20-year pensions while 26 to 35 had no pensions. Of the 25 total management personnel laid off since 2002, 17 neither elected for early retirement or redeployment.

**TABLE A3.1  
YORK CANYON MINE COMPLEX: EMPLOYEE PENSION  
STATUS SINCE 2002**

	Employees
<b>Hourly (UMWA Represented) Employees</b>	103
Panelled out of area	5
30 year pension elect	41
20 year pension elect	22
 Total represented separated with:	
No or 20 year pension	57
No pension	35
 <b>Management Personnel</b>	
Total separated	25
Redeployment	5
Early retirement	3
Remaining	17

Source: The Pittsburgh & Midway Coal Mining Company, 2003  
UNM Bureau of Business and Economic Research, 2003.

Licenses and Certifications held by York Canyon mine employees:

- Dust sampling
- Dust Equip. Calibration and Maintenance
- Noise Level Testing
- MSHA Instructor
- Impoundment Inspectors
- Impoundment Inspector Instructor
- Electrical High, Medium, Low Voltage
- New Mexico Surface Coal Mine Foreman
- Oxygen Deficiency and Methane Detection
- New Mexico Blaster Certification
- Professional Engineer
- Welding-AWS Unlimited thickness, Flat, Vertical, Overhead Position Certification

## **Appendix 4: Employer Survey and Methodology**



## **Survey Design**

The employer survey (on the following page) was designed to collect information on the characteristics of employers and their current and future labor force needs. Information collected on employer characteristics includes the size and type of business, challenges of doing business, and skills and training suggestions for the local labor force. An “occupational matrix” elicited information on each position that was vacant and/or anticipate to hire for within the next three years. The New Mexico Department of Labor’s (NMDOL) vacancy survey was used as a model for the occupational matrix. Occupation information collected includes educational attainment requirements, skill level, upper and lower wage bands, and whether the position was difficult to fill with the local labor force.

The instrument was reviewed and pre-tested by various BBER staff, representatives of The Learning Center, the Director of the New Mexico Department of Labor’s Raton Career Center, and a small number of employers.

## **Sampling Methodology/Implementation**

The survey was designed to provide a “snap-shot” of the labor force needs of Raton area employers and included 100% percent of public and private sector employers with employees in the City of Raton. Larger employers located outside of the city but known to employ Raton residents were also surveyed. Employers were identified in the NMDOL ES-202 confidential database. This list was supplemented by businesses identified by the Community Corporation of Raton and by El Paso Production and the Evergreen Corporation who identified contractors involved with coalbed methane gas production. **Because the employers surveyed were not selected by a random sample and un-uniform methods of survey follow-up and collection were used, the survey results should not be generalized to the population of Raton employers.**

The addresses and contact names of the businesses to be surveyed were reviewed and confirmed. This includes confirmation of physical addresses and the name and or title of the most knowledgeable person to fill out the survey. Local phonebooks and telephone calls were used to confirm information.

The first mailing was posted to 362 employers, 307 of which are located in the City of Raton, during the first week of February 2004. Follow-up calls and verification of the very few surveys returned undeliverable was done prior to the second mailing in the middle of March. A week later, reminder post cards were sent out to all survey recipients, followed by a second mailing of the survey. Survey collection ceased of on April 16.

## **Response Rates**

Of the 362 surveys posted, 147 were returned yielding an overall response rate of 40.6%. As shown in Table A4.1, the distribution of survey responses is generally reflective of the distribution of establishments and employment in Colfax County.

**FIGURE A4.1****COMPARISON OF RATON OCCUPATIONAL SURVEY RESPONSES TO COVERED EMPLOYMENT  
FOR THE COLFAX COUNTY Q2 2003**

	Establishments		Employment	
	Raton Survey	DOL Colfax	Raton Survey	DOL Colfax
Agriculture, forestry, fishing, and hunting	0	8	0	50
Mining/Extraction	4	6	114	147
Utilities, Transportation/Warehousing	3	20	56	111
Construction	8	102	170	306
Manufacturing	5	17	134	220
Trade	20	100	265	706
Information	4	7	214	46
Financial, Insurance, Real Estate	8	51	139	205
Misc. Services	17	76	84	315
Healthcare/Social Assistance	8	30	114	274
Arts, Entertainment and Recreation	4	14	48	53
Accommodation and food services	16	79	279	1,090
Other services*	10	D	228	D
Total Private Sector	107	551	1,845	4,073
Government and Government Enterprises	32	96	1,161	1,602
Grand Total	139	647	3,006	5,675

Percentage Distribution of Establishments and Employment

	Establishments		Employment	
	Raton Survey	DOL Colfax	Raton Survey	DOL Colfax
Agriculture, forestry, fishing, and hunting	0.0%	1.2%	0.0%	0.9%
Mining/Extraction	2.9%	0.9%	3.8%	2.6%
Utilities, Transportation/Warehousing	2.2%	3.1%	1.9%	2.0%
Construction	5.8%	15.8%	5.7%	5.4%
Manufacturing	3.6%	2.6%	4.5%	3.9%
Trade	14.4%	15.5%	8.8%	12.4%
Information	2.9%	1.1%	7.1%	0.8%
Financial, Insurance, Real Estate	5.8%	7.9%	4.6%	3.6%
Misc. Services	12.2%	11.7%	2.8%	5.6%
Healthcare/Social Assistance	5.8%	4.6%	3.8%	4.8%
Arts, Entertainment and Recreation	2.9%	2.2%	1.6%	0.9%
Accommodation and food services	11.5%	12.2%	9.3%	19.2%
Other services*	7.2%	D	7.6%	D
Total Private Sector	77.0%	85.2%	61.4%	71.8%
Government and Government Enterprises	23.0%	14.8%	38.6%	28.2%
Grand Total	100.0%	100.0%	100.0%	100.0%

\* except public administration (incl. Repair Main Svs.)

D Suppressed to avoid disclosure.

UNM Bureau of Business and Economic Research, 2004.

**TABLE A4.2**  
**DETAILED OCCUPATIONS BY OCCUPATION GROUP**

Construction, extraction and maintenance*
Carpenters
Electricians
Extraction workers
Other construction workers and helpers
Pipelayers, plumbers, pipefitters, and steam fitters
Vehicle and mobile equipment mechanics, installers, repairers
Management, business, and financial
Advertising, marketing, promotions, PR, and sales managers
Other management occupations, except farmers and managers
Accountants and auditors
Production, transportation, and material moving
Assemblers and fabricators
Driver
Driver/sales workers and truck drivers
Other material moving workers, except laborers
Other production occupations, including supervisors
Plant and system operators
Textile, apparel, and furnishing workers
Woodworkers
Metal workers and plastic workers
Bus drivers
Professional and related
Computer specialists
Counselors, social workers, and other community social service
Engineers
Health technologists and technicians
Life and physical scientists
Life, physical, and social science technicians
Media and communications workers
Other Health diagnosing, treating practitioners and technical occupations
Other teachers, instructors, education, training and library occupations
Registered nurses
Social scientists and related workers
Teachers, preschool, kindergarten, elementary and middle school
Teachers, primary, secondary, and special education
Teachers, secondary school
Therapists
Drafters, engineering, and mapping technicians

## TABLE A4.2 (continued)

### Sales and office

- Bookkeeping, accounting, and auditing clerks
- Cashiers
- Customer service representatives
- Information and record clerks, except customer service representatives
- Material recording, scheduling, dispatching, and distributing workers
- Other office and administration support workers
- Other sales and related occupations, including supervisors
- Secretaries and administrative assistants
- Retail sales workers, except cashiers
- Sales representatives, services, wholesale and manufacturing

### Service

- Building and grounds cleaning and maintenance occupations
- Cooks and food preparation workers
- Fire fighting and prevention workers, including supervisors
- Food and beverage serving workers, except waiters and waitresses
- Nursing, psychiatric, and home health aids
- Other food preparation and serving workers, including supervisors
- Other healthcare support occupations
- Other protective service workers, including supervisors
- Personal appearance workers
- Supervisors and other personal care and service workers, except child care w
- Waiters and waitresses
- Cooks an food preparation workers
- Transportation, tourism, and lodging attendants

\* also includes agriculture, forestry and fishing occupations

Source: BBER survey of employers in the Raton Area, February to April, 2004.

UNM Bureau of Business and Economic Research, 2004.

## Employer Survey on Workforce Requirements

University of New Mexico Bureau of Business & Economic Research (UNM-BBER)  
and The Learning Center

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We are gathering information about the labor force needs of Raton area employers. Please complete all sections of this survey for your operations which employ or could potentially employ Raton residents. Please do not include information for your operations which are not within commuting distance of the City of Raton.

All surveys will be received and analyzed by the BBER and will be kept confidential. Only aggregated survey results will be used in a public report. Supplying your company's name is optional but requested in case BBER staff may need to clarify responses.

Business /Organization Name (optional): \_\_\_\_\_

Contact (optional): \_\_\_\_\_ Phone: \_\_\_\_\_

### a. Section I: Employer Classification

1. Type of Employer (please check one): Public (Fed., State, or Local Govt)  Private

2. Business Type or Activity (please check one):

<input type="checkbox"/> Eating / Drinking	<input type="checkbox"/> Lodging	<input type="checkbox"/> Construction	<input type="checkbox"/> Mining / Extraction
<input type="checkbox"/> Education	<input type="checkbox"/> Utilities	<input type="checkbox"/> Agriculture/Forestry	<input type="checkbox"/> Public Administration
<input type="checkbox"/> Retail Trade	<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Professional Services	<input type="checkbox"/> Wholesale Trade
<input type="checkbox"/> Management of Companies	<input type="checkbox"/> Transportation / Warehousing	<input type="checkbox"/> Healthcare / Social Assistance	<input type="checkbox"/> Financial, Insurance, Real Estate
<input type="checkbox"/> Repair / Maintenance			
<input type="checkbox"/> Other (specify) _____			

3. Do you have paid employees? \_\_\_yes \_\_\_no

4. Please indicate the number of paid full- and part-time employees at this business / organization:

Full-time (35+ hours per week) = \_\_\_\_\_ Part-time (1 – 34 hours per week) = \_\_\_\_\_

### Section II: Current Operations

5. Please look over the list of choices below and indicate the first, second and third greatest challenge facing this business (mark with a 1, 2, and 3).

___ Market demand	___ Seasonal fluctuations
___ Increased competition	___ Inadequate Infrastructure
___ Cost of overhead (Real estate, mortgage, rent)	___ Government regulations
___ Decline of coal mining	___ Cost of wages
___ Cost of benefits	___ Availability of labor
___ Availability of skilled, and/or experienced labor	___ Cost of capital

\_\_\_ Other (please specify) \_\_\_\_\_

Please see reverse side

6. We would like to know about the positions you currently need to fill, those you expect to fill in the next year, and those you expect to fill in three years. In the form below, please list these positions and their educational requirements, skill levels, expected wages, and if you consider the position difficult to fill from the local labor force. **If you are expecting to reduce the number of any positions, please indicate with a negative (-) sign.**

NOTE: We are attempting to measure the number of “positions” to be filled. This includes newly created positions, additional positions needed because of expansion, or positions needing to be filled due to retirement. If you plan on creating one machinist job due to increased business then record one position even though experience may dictate you may need to try more than one person before you have a fit. Please see example below.

Occupation	How many <u>positions</u> do you expect to fill:			Educational Requirements / Licenses / Certificates	High, med., low or un-skilled position? (H, M, L, U)	What is the expected hourly or annual wage?	Is this position difficult to fill from the local workforce (Y or N)?
	Currently	In 1 year	Over the next 3 years				
(Sample) <b>Automotive Mechanic</b>	1	2	2	<i>High school diploma or GED. Certificate of completion for training in auto-mechanics from a postsecondary (vocational) school.</i>	M	\$9.50 to \$14.00 per hour	Y

Please make additional copies if necessary.

Next Page Please

7. Six major skill set categories are listed below. Considering the skilled occupations you listed on the previous page, please indicate (circle Y for yes, N for no) which of these skill sets you feel would help improve the labor force available to your business. These categories are very broad, so please provide examples of specify the skills needed. If needed, use the back of the page.

Y N Basic Skills such as mathematics, writing etc. Please specify skills:

---

Y N Social Skills such as customer service, instructing others etc. Please specify skills:

---

Y N Complex Problem Solving Skills such as solving ill-defined problems in real-world settings. Please specify skills:

---

Y N Technical Skills such as equipment selection, operation, control, and maintenance. Please specify skills:

---

Y N Systems Skills such as evaluating costs and benefits of potential actions and identifying actions that will improve performance . Please specify skills:

---

Y N Resource Management Skills such as time management skills. Please specify skills:

---

8. Please list any *education or training programs* that would help meet your workforce needs. For example; a class in automotive repair for a mechanics position.

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Thank you very much for participating in this survey. Please use the self addressed stamped envelope provided to return your completed survey.

Any questions you may have should be directed to the following BBER Staff: Dolores Busch ([delo@unm.edu](mailto:delo@unm.edu)) 505.277-7067 or to Billy Ulibarri ([smiths@unm.edu](mailto:smiths@unm.edu)) 505.277-4739

## **Appendix 5: Job Training Incentive Program**



## **Job Training Incentive Program**

The New Mexico State Legislature created the Job Training Incentive Program –JTIP - (formerly the Industrial Development Training Program) in 1972. Since inception this program has assisted over 600 companies and trained 30,000 workers. The program, administered by the New Mexico Economic Development Department, provides financial assistance to help new or expanding businesses with the training costs of new workers, with funding determined by the number of trainees and the wage and hours of training. Training assistance of up to 1,040 hours per trainee is available. The O-NET (Occupational Information Network) and wage scale are used to determine the number of required training hours. Costs for businesses in urban and rural areas are reimbursed at 50% and 60%, respectively, of the trainee's hourly wage multiplied by the hours of training allowed. A distressed area's reimbursed rate is 65%. Colfax County is not one of these.

Stipulations of the program are as follows: Trainees must be new hires, have lived in New Mexico for at least one year prior to enrolling, and must be eligible under the Federal Fair Labor Standards Act. For the business to receive funding, trainees must have completed the training. Trainees must be full-time, permanent part-time, or a full time equivalent and must be hired for year-round employment to participate in the program. Trainees must be guaranteed full-time employment upon successfully completing training provided that no more than 10% of the payments are for part-time positions. Moreover, trainees must not have terminated high school within the previous three months, except through graduation.

While training assistance has been aimed at manufacturing companies, assistance may be provided to non-retail businesses in the services sector that provide services for export or will reduce the need for importing a service into New Mexico. Service firms must export a substantial amount (typically 60% of revenues from outside the state) to qualify. There are two basic types of programs, 1) public educational institution classroom training (which may be on-site) 2) in-plant training or on-the-job training or "hands on" skills development.

Businesses need to submit a proposal that includes an application, training budget, training plan, State of New Mexico unemployment insurance report for the latest quarter if currently in business, history/background of the company and a marketing and operations plan, and three years of financial statements. Companies with fewer than 20 employees located in a non-metro area or an economically distressed area of the state are eligible for a modified proposal.

The program's board uses a scoring to rank proposals, which generally include the following:

- Headquarter facility
- Creating economic based-jobs (60% of revenues from outside the state)

- Targeted New Mexico industry (emerging industry, telecommunications, food processing, electronics, component manufacturing, biotechnology, optics, and semiconductors)
- Financially sound
- Return on investment measures (including impact on local economy)
- Charitable/community contribution
- Quality of jobs/Status of trainees (jobs created in high-tech or emerging occupations; benefits; wages above county wage and are 50% above national average wage)
- Willingness to hire residents participating in the Labor force Investment Act or other state or federal programs.

Summary data of JTIP statewide for FY 2003 show that 54 mostly existing companies received a total of \$8.334 million in funding. Of this amount, 31% of the funding went to companies in rural counties. The program funded 1,621 jobs, 599 of them in rural areas. The average wage per job totaled \$11.65 per hour, and was much higher in urban areas (\$13.27) than in rural areas (\$8.88). Wages for jobs at companies in rural areas ranged from \$6.33 to \$17.50 per hour. The average subsidy per job was \$5,142. Of the 14 funded companies in rural counties, 12 are existing firms and 11 are manufacturers.

**TABLE A5.1**  
**JOB TRAINING INCENTIVE PROGRAM: GENERAL GUIDELINES FOR**  
**DURATION OF REIMBURSABLE TRAINING TIME/WAGES**

Job Zone	Definitions Preparation Needed	Training Hours	Days	Min. Wage for Range - Rural	Weeks
1	Little or none	320	40	\$6.00	8
2	Some	640	80	\$7.00	16
3	Medium	960	120	\$9.00	24
4	Considerable	1040	130	\$11.50	26
5	Extensive	1040	130	\$11.50	26

Source: Industrial Development Training Program, Policy/Procedures Manual; New Mexico Economic Development Department, 2004.

UNM Bureau of Business and Economic Research, 2004.

## **Appendix 6: Raton Area Post-Secondary Educational Programs**

## Raton Area Post-Secondary Educational Programs

### Luna Community College – Springer<sup>13</sup>

LCC – Springer campus certificate programs offerings are limited to Business Administration, however they do offer lower level courses in a number of technical and non-technical areas.

**TABLE A6.1**

**Luna Community College (Springer) Course Offerings, 2003 - 2004**

Technical / Vocational:

Automotive Technology	Furniture and Cabinet Making
Welding Technology	Building Technology (Residential Electric)
Computer Information Systems (Fundamentals, Microsoft Office, Web Design)	

Non-Technical / Vocational Courses:

Accounting	History
Business, Management, and Marketing	Mathematics
Community Education (Arts/Rec)	Physical Education
Criminal Justice	Psychology
Early Childhood Education	Reading
Human Development (Employment Ethics/College Success)	English

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<sup>13</sup> Source: Luna Community College, Luna Community College Catalog 2002-2004; Luna Community College Spring 2004 Schedule of Classes.

## Luna Community College – Las Vegas<sup>14</sup>

Luna Community College offers two-year associates degrees geared toward jobs in healthcare, business, office support, drafting, electronics, and manufacturing. The following are the Associates Degree and Certificate programs offered through Luna's main campus in Las Vegas.

**TABLE A6.2**

**Luna Community College (Las Vegas) Programs, 2003 - 2004**

**Technical / Vocational**

Architectural/Civil Drafting Tech. (A.S.)	Electronics Engineering Tech. (A.S.)
Automotive Technology (C)	Furniture and Cabinet Making (C)
Building Technology (C)	Manufacturing Technology (A.S.)
Computer Information Systems (A.S.)	Nursing (A.S.)
Computer Applications Specialist (C)	Office Administration (A.A.)
Cosmetology (C)	Office Administration Assistant (C)
Culinary Arts (C)	Pharmacy Technician (C)
Dental Assistants (C)	Physical Therapist Assistant (A.S.)
Drafting and Design (C)	Practical Nursing Assistants (C)
Electronics (C)	Welding Technology (C)

**Non-Technical / Vocational**

Business Administration (A.S., C)	Criminal Justice (A.A., C)
Business – General (A.A.)	Early Childhood Education (A.A., C)
Business Accounting (A.S.)	Small Business Management (C)

Degree and certificate types coded as follows: (B.A., B.S.) - Bachelors of Arts, Science; (M.A., M.S.) - Masters of Arts, Science; (A.S., A.A.) - Associates of Science, Arts; (C) – certificates.

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<sup>14</sup> Source: Luna Community College, Luna Community College Catalog 2002-2004.

## Trinidad State Junior College

As a Colorado State Junior College, the majority of Trinidad's programs are geared towards students earning liberal arts Associates degrees to be continued for Bachelors degrees at a Colorado four-year state university. Students on this track can earn an Associates of General Studies, Arts, or Science, with concentrations in a number of areas. The Associates of Science degree programs are the more technical degrees available at TSJC. Trinidad also has technical/vocational-oriented programs geared toward providing students with certificates and skills that should help them find employment shortly after completion of their programs.

**TABLE A6.2**  
**Trinidad State Junior College Programs, 2003 - 2004**

### **Technical / Vocational**

Aquaculture (C)	Heavy Equip. Diesel Maintenance (C)
Auto Mechanics (C)	Industrial Systems Technology (C)
Civil Engineering Technology (C)	Multi-Media Arts (C)
Computer Information Systems (C)	Natural Resources (A.S.)
Computer Network Technology (C)	Nursing Assistant, CNA (C)
Computer Science (A.S.)	Nursing, ADN (C)
Construction Technology (C)	Nursing, LPN (C)
Cosmetology (C)	Occupational Safety (C)
Drafting & Design Technology (C)	Office Technologies (C)
Early Childhood Professional (C)	Precision Machining (C)
Emergency Medical Technician (C)	Pre-Dentistry (A.S.)
Engineering (A.S.)	Pre-Pharmacy (A.S.)
Essential Skills in the Workplace (C)	Pre-Physical Therapy (A.S.)
Farm/Ranch Management (C)	Pre-Veterinary (A.S.)
Graphic Design/Commercial Art (C)	Welding Technology(C)
Gunsmithing (C, A)	

### **Non-Technical / Vocational**

Accounting (A.A.)	General no emphasis (A.A., A.S.)
American Studies (A.A.)	Journalism (A.A.)
Art (A.A.)	Mathematics (A.S.)
Biology (A.S.)	Music (A.A.)
Business Administration (A.A.)	Physical Education (A.A.)
Chemistry (A.S.)	Police Training Academy (C)
Creative Writing (A.A.)	Pre-Law (A.A.)
Criminal Justice (A.A., C)	Pre-Medical (A.S.)
Education (A.A.)	Psychology (A.A.)
English (A.A.)	

Degree and certificate types coded as follows: (B.A., B.S.) - Bachelors of Arts, Science; (M.A., M.S.) - Masters of Arts, Science; (A.S., A.A.) - Associates of Science, Arts; (C) – certificates.

## New Mexico Highlands University<sup>15</sup>

Highlands offers Associates, Bachelors, and Masters level degrees. As shown in Table A6.3, their focus is mostly liberal arts and humanities, offering approximately seven technical degree options.

**TABLE A6.3**

**New Mexico Highlands University Programs 2002 – 2003**

Anthropology/Sociology (B.A./B.S.)	Life Sciences (M.S.)
Applied Chemistry (M.S.)	Management (B.B.A.)
Art (B.A.)	Management Information Systems (B.S. B.B.A.)
Art, Pre-Professional (B.F.A.)	Marketing (B.B.A.)
Biology (B.S.)	Mass Communications (B.A.)
Business Administration (M.B.A.)	Mathematics (B.S., B.A., or Minor)
Criminal Justice Studies (B.A.)	Media Arts and Computer Science (M.A., M.S)
Chemistry (B.S.)	Music (B.A.)
Computer Science (B.A., B.S.)	Natural Resources Management (B.S.)
Design Studies (B.A.)	Physics (B.S.)
Early Childhood Education (B.A.)	Political Science (B.A.)
Education (M.A.)	Psychology (M.S., B.S., B.A.)
Elementary Education (B.A., A.A.)	Public Affairs (M.A.)
Engineering (B.S.E.)	Secondary Education (Licensure)
English (M.A., B.A.)	Social Studies (B.A.)
Env. Science/Management (B.S.)	Social Work (B.S.W.)
Finance (B.B.A.)	Southwest Studies (M.A.)
Health (B.A.)	Spanish (B.A.)
History (B.A.)	Special Education (B.A.)
Human Performance and Sport (M.A., B.A.)	Visual Communication Design (B.F.A.)

Degree and certificate types coded as follows: (B.A., B.S.) - Bachelors of Arts, Science; (M.A., M.S.) - Masters of Arts, Science; (A.S., A.A.) - Associates of Science, Arts; (C) – certificates.

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<sup>15</sup> Source: New Mexico Highlands University, New Mexico Highlands University Graduate and Undergraduate Catalogs 2002 – 2003.

### **The Northeastern New Mexico Educational Foundation Learning Center**

Recognizing the education and training barrier distance poses to Raton residents, the Northeastern New Mexico Educational Foundation (NENMEF) began to form in 1993 for the purpose of developing and implementing strategies designed to meet education and training needs of Raton area residents. The NENMEF adopted the unique approach to enhancing education in rural communities, while making efficient use of available technologies that enabled new modes of information delivery.

The number of students at The Learning Center has increased from 42 in the fall 2000 and spring 2001 semesters to 208 in 2003 / 2004. Over the same time period, the number of total enrollments increased from 92 to 486 and enrollments increased, reaching 21 in 2003. Much of the growth in enrollment in the past year is due to persons seeking Bachelors' degrees in elementary education. Additionally, in the fall of 2003, twenty-three teachers are participating in a Master's level program in literacy education from Lesley University in Massachusetts.

Additionally, some students are enrolled in classes to meet the educational requirements of their employer, such as the teaching requirements established by the "no child left behind" legislation and those posed by the New Mexico State Police. In addition to those students pursuing a degree, The Learning Center also has student who are "checking out" post-secondary education and who are pursuing non-academic courses such as yoga and pilates. Participation and growth in enrollment is continuous and significant for Clovis and NMHU programs only. Students at The Learning Center are 81% female, 58% married, and 57% non-Hispanic.

The training programs offered at The Learning Center and their beneficiaries and sponsors are presented in Table A6.4 on the following page.



**TABLE A6.4**  
**Northeastern New Mexico Educational Foundation Programs, Beneficiaries and Sponsors, 2003 - 2004**

<b>Training Program</b>	<b>Beneficiaries</b>	<b>Sponsors</b>
Technology Applications	Private Business, Government Agencies, Individuals	Learning Center, Various Agencies
Quick Books, Financial Management	Private Business, Government Agencies, Individuals	Learning Center, Various Agencies
RETA Regional Educational Technology Act and Intel	Private Business, Government Agencies, Individuals	NMSU, Intel, Learning Center
Masters Program In Literacy Education: Lesley University	K-12 Educators	Lesley University, Learning Center
National Science Foundation Training for Educators	K-12 Educators	Oklahoma State University, NSF, Learning Center, School District
Training and Certification Programs for Nursing	Health Professionals	CCC, Luna, UNM, Learning Center
Training and Certification Programs for Emergency Medicine	Emergency Medical Technicians, First Responders	UNM, Emergency Medical Services, CCC, Learning Center
Health Seminars: ex: Diabetes, Cancer, etc.	General Community	State and County Health Departments, Learning Center
Landscape/Xeriscape Design and Development, Pesticide Management, etc.	General Community	Colfax, County Extension Service, NMSU, Learning Center
Business and Professional Workshops and Seminars	General Community, Private Business	BPW, TVI, Learning Center
Rural Housing Programs	General Community	USDA, Learning Center
Small Business Development	General Community, Private Business	Luna Community College, Learning Center
Foster Care, Family Planning	General Community	CASA Advocates, Learning Center
Continuing Education Classes for Attorneys	Bar Association, Local Attorneys, paraprofessionals.	NM Legal Education Center, NM Bar Association, Learning Center
WOW Internet Training	General Community, Private Business, Other Agencies	US West, Learning Center
Office Technology Short Course	General Community, Private Business, Other Agencies	NMHU, Learning Center
Various Training for Family Management	General Community	NM Human Services, Learning Center
Various Specific Training Seminars for Educators	K-12 Education	Learning Center, School Districts
Support Programs for Transition to Teaching Project	Substitute Teachers, Instructional Assistants, School Districts	High Plains Regional Education Cooperative, Learning Center, CCC, NMHU

CCC – Clovis Community College; NMSU – New Mexico State University  
 University; TVI – Albuquerque Technical Vocational Institute.  
 Source: The Learning Center, 2003.