PREPARED FOR: ASSOCIATION FOR LEARNING ENVIRONMENTS

Hobbs CTECH

FOR CONSIDERATION OF THE JAMES D. MACCONNELL AWARD

JUNE 09, 2023

Executive Summary

Equipping students with the knowledge and skills to give back to their community, local business, and economy.

GOALS

In the heart of Permian Basin, overlapping the Texas and New Mexico border, lies a unique area where oil, gas, energy production, and agriculture thrive. This collision of sectors creates an interesting geographic and social fabric with **one common goal: community growth.**

This was the inspiration behind the new Hobbs Career and Technical Education (CTECH) Center.

After researching the top and fastest growing jobs in the area, Hobbs Municipal Schools (HMS) set a plan in motion to develop a CTE (Career and Technical Education) Center that would prepare their students to enter the local competitive job market upon graduation in existing and new emerging industries of their New Mexico community.

OUTCOMES

The Hobbs CTE Center design team was integral to the success of:

- Leading visioning sessions to secure project funding from community resources through a successful bond election, contributions from local and regional employers and foundations, the municipality, and county and state representatives.
- Activating mutual growth within the facility through the design of gathering, social and collaborative spaces that support cross-disciplinary interaction between program clusters.
- Creating an iconic gateway to reinforce pride in community and encourage graduates to continue to live and work in Hobbs, along with the attraction of new businesses and industries.
- Designing a student experience for a diverse and future-ready workforce prepared to contribute to the growth and enrichment of their community with more agency to continue their education and training without incurring large student debt.

Scope of Work & Budget

Hobbs CTECH is an 89,000 SF, 2-story regional facility with and 800 student capacity to alleviate the existing overcrowded high school as well as the attraction of other students in Lea County, New Mexico with the provision of a spectrum of CTE Clusters and Pathways. The project features facilities to support a new Energy Cluster program that provides students with the training to serve the local oil and gas industry, as well as wind, solar, and other energy technologies. Additionally, Hobbs CTECH provides educational emphasis on architecture and construction, manufacturing, information technology, STEM, and transportation and logistics.

SERVICES PROVIDED

Our design team provided visioning, stakeholder engagement, site analysis, architectural design, interior design, FF&E, environmental branding, and landscape design.

PROGRAM SUMMARY

Our design team developed a facility program for the CTE center with HMS staff and administration and community partners.

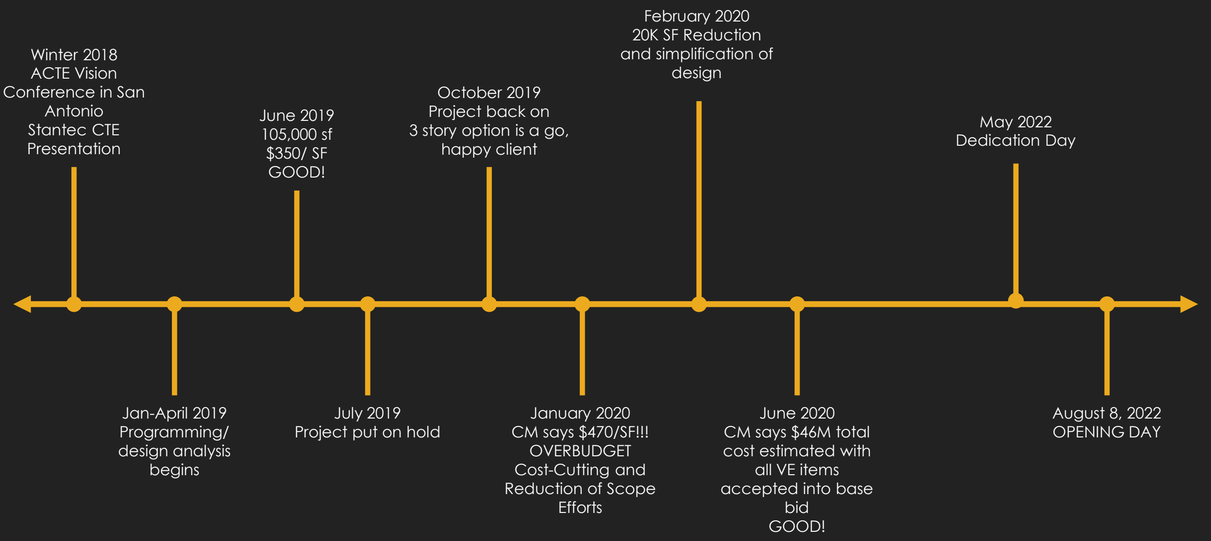
Spaces allocated to the CTE Cluster include learning spaces for architecture & construction, manufacturing & welding, energy, transportation, info tech/STEM, and the culinary arts.

Planning for future expansion will allow for the addition of construction labs, manufacturing labs, a solar lab, solar array, wind turbine lab, heavy vehicle/ automotive labs, STEM engineering lab, STEAM lab/Black Box, and a hospitality restaurant.

Collaborative areas include a work yard and a communal innovation bridge, with exapansion opportunties for 16 additional classrooms and 2 “collaboratories”.

BUDGET

The project went through a number of concepts that were eventually refined to fit within the budget of the $54.1M raised through the multiple community funding resources. The graphic to the right illustrates the modifications made over time to achieve the project budget.



1ST CONCEPT

- 126K SF CTECH
- 3 Stories

1ST ESTIMATE

- 93K SF CTECH
- 2 Stories

ACTUAL/ FINAL

- 89K SF CTECH
- 2 Stories

School & Community Research and/or Engagement

With it's community-driven curriculum and brand identity, this CTE school is synonymous with success.

COMMUNITY

Hobbs, New Mexico, is home to more than 8,500 families with over 10,000 students in the community's school system. Among the area's leading industries are mining/quarrying and energy services—subjects ripe for a CTE curriculum to prepare students entering the local workforce.

The community is mostly Hispanic/LatinX, with **justice, equity, diversity, and inclusion** top of mind. Historically, young adults left Hobbs to find work in other places because they weren't able to qualify for work in the community.

The solution? CTECH—an **innovative** facility that puts **learners first** in an environment imbued with **respect.**

Desire for a CTE facility was undeniable, with a community survey showing nearly 70% of voters in favor of a tax increase to help fund one. The community as a whole participated in the development and support of CTECH through a unique committee structure and **collaborative** discovery workshops.

The research effort involved reviewing workforce projections and demands for the local region, statewide, and nationwide. The engagement process involved multiple local and regional business partners—especially in the gas and oil industry, one of the largest employers in the region. Partners contributed their own data and technical job requirements that aided curriculum development. **Connection** with post-secondary pathways and program data were key factors in establishing the metrics for the project scope.

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Highest Rated Considerations from Stakeholder Input:

Adaptable

- To be transformative and relevant over time

Partnerships

- Internships/externships
- Community buy-in
- Private sector/business
- Leader/stakeholder/HMS board

Flexibility/adaptability

- Forward movement
- Community partnerships
- Growth and expansion

Prominent

- Eye-catching
- Wow!!!
- A new landmark

"The Career Technical Education facility is not about a building, it is about a change in our culture. HMS, along with its partners, wants to provide opportunities for our students that will enable them to be successful in their choice of careers or higher education. CTE is an enhancement to quality of life."

—TJ Parks, HMS Superintendent

(COMMUNITY CONTINUED)

The design team facilitated discussions between potential partners, business and community leaders, educators, and other stakeholders to understand and envision how a regional CTE facility could benefit the greater community.

Students were involved in the planning process too, and played a major role in developing the CTECH brand that was integrated throughout design. The school's identity also fostered a brand throughout the community that has helped to nurture **respect** for the vocational arts by providing practical skills that enrich the entire region.

STAKEHOLDERS

HMS found strong support from capital partners in the City of Hobbs, Lea County, the Permian Strategic Partnership, JF Maddox Foundation, and the Daniels Fund along with educational alignment with the New Mexico Junior College. County and state legislators and multiple area small businesses also contributed to the spirit of **collegiality** to design this school with everyone's goals in mind. Bonded by the core value of providing opportunities for students that would allow them to be successful in their choice of career or higher education, the stakeholders invested in the idea that **place matters** to create a new CTE facility that is more than just a building but also a transformation of culture.

This diverse group found common ground to grow together in workshops and committees that put **learners first**. The innovative approach to managing all these important partners as well as marshaling multiple funding sources and public support was key to the project's overall success. It quickly became clear to all that the project could be an economic catalyst, transforming the pathways forward for students, businesses, and community members for generations. That's the beauty of CTE projects.

CHALLENGES

Figuring out how to put all the desired programs into one facility can be challenging. After completing a full planning analysis, the design team determined a two-story building—with two academic wings, connected on the second level by an "innovation bridge"—was the path forward. The innovation bridge, while functionally serving to connect the two wings of the facility, also acts as a flexible open space that provides many options for group learning, small team collaboration, lectures, and special displays.

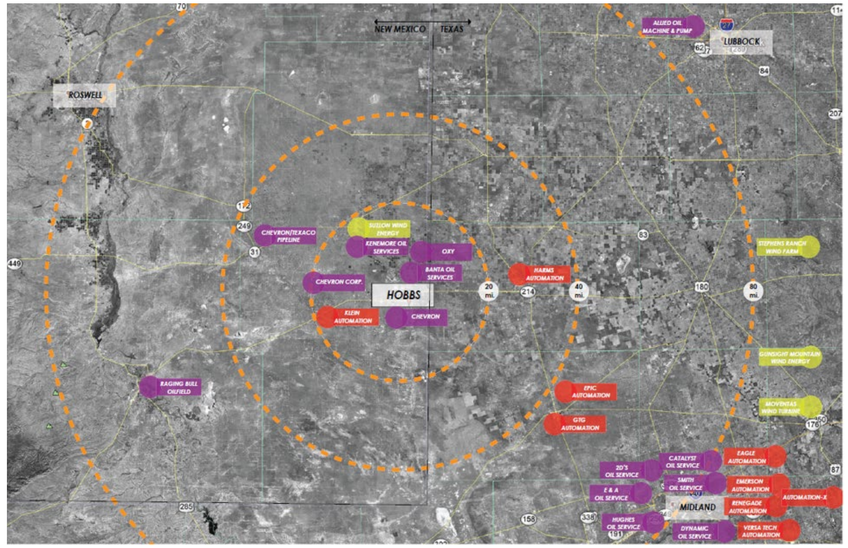
Funding can also present challenges. Often, CTE programs need expensive, specialized equipment. The community pushed through this challenge by garnering early support for CTECH with local partnerships. During the community engagement process, local businesses, government agencies, institutions, and post-secondary education partners all **connected** to work together.

AVAILABLE ASSETS

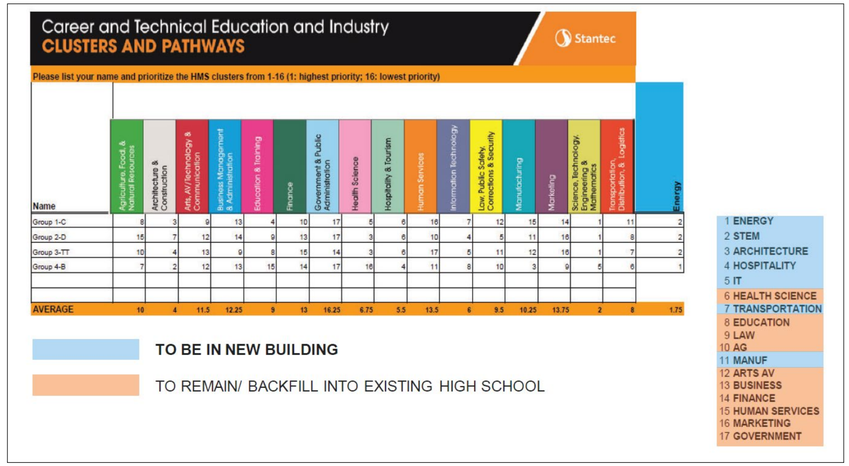
Hobbs Municipal Schools superintendent TJ Parks led the way and secured two major benefactors and partners for the project. These institutional anchors were important **community assets** that helped to ensure the success of the project. The JF Maddox Foundation and the Permian Strategic Partnership each committed $10 million to the CTE project. Due to this early support, Hobbs Municipal Schools easily passed a $30 million bond. The mayor recognized the importance of CTE for the community. His enthusiasm led local businesses to support the operational budgets through funding, donation of equipment, and provision of teaching staff.

VALUE TO THE COMMUNITY

The new CTECH, and its site, was designed to build a legacy. Thanks to regional oil and energy industry production, the City of Hobbs has funded several top-notch facilities that have shaped the community's sense of place and identity. CTECH enhances this important function and nurtures the very industry that helped make it possible. The community decision to create a CTE facility was as important as the educational programs going into the building. In partnership, the development group agreed that CTECH will serve not only as an educational space for the school district but also a new gateway for the city. It serves as a landmark welcoming travelers along a main highway coming from Texas with a clear message—**innovation** thrives here.



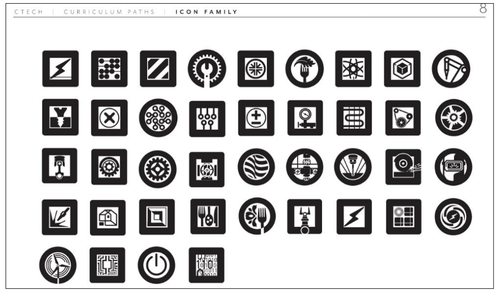
Local and regional employers were key stakeholders contributing to the visioning process.



Visioning sessions helped to identify Clusters and Pathways for CTECH to educate and prepare students to meet the needs of the local industry.

JUSTICE, EQUITY, DIVERSITY, AND INCLUSION

The vast majority of Hobbs' population comprises minority groups: 67% Hispanic, 28% Anglo, and 5% Black. CTE is inherently a **justice, equity, diversity, and inclusion** concept because it's inclusive by nature. It gives students from all walks of life a true opportunity—no matter their economic, cultural, racial, or social background—to have a productive and successful career. CTECH launches students into a future of building wealth, rather than amassing the loan debts that can come with post-secondary institutions that are by definition, often exclusionary. With 73% of Hobbs students qualifying for free and reduced lunch, this prospect is life-changing.



Representation is critical to justice, equity, diversity, and inclusion. Part of CTECH's design scope involved the community working with a graphic design team to build CTECH's identity from scratch. Students, teachers, and neighbors saw themselves integrated into the very spirit of the school. With language barriers in mind, the branding effort also uses symbols and imagery to communicate graphically. This makes key messaging accessible to all, no matter what language they speak.

Educational Environment Design

Design for college and career readiness.

EDUCATIONAL VISION AND GOALS OF THE SCHOOL

The skills needed to succeed in a global economy are changing, and CTECH's goal is to provide educational pathways that respond directly to these changes. The school puts **learners first**—delivering applied learning that helps students uncover their interests through hands-on learning, and offering them a comprehensive skillset for a bright future in their local community.

CTECH provides **connection** to the region as a whole, embracing the energy industry with a program that will provide students with the training to serve the local gas and oil industry, as well as wind, solar, and other energy technologies. Additionally, the new CTE facility provides educational emphasis on architecture and construction, manufacturing, information technology, transportation and logistics, and STEM through several clusters and career pathways.

HOW THE ENVIRONMENT SUPPORTS THE CURRICULUM

Curriculum transparency was fully integrated into the planning of the site and building. Several of CTECH's programmatic clusters are combined into a single building, which facilitates learning by exposure. The overlap and collision of these clusters allows students to develop an understanding of concepts that may be outside of their specific area of study and apply those to their own curriculum. They are exposed by transparency throughout the building, the innovation bridge, and common work yard, which allows for learning on display of every curriculum.

Strong input from HMS and its development partners shaped a comprehensive vision for the CTECH educational environment. While New Mexico CTE programs include the full

CTECH Vision:
Empower students for high-skilled, high wage, and high demand careers, while developing the professional skills, technical knowledge, academic foundation and real-world experiences to assure their success upon graduation.

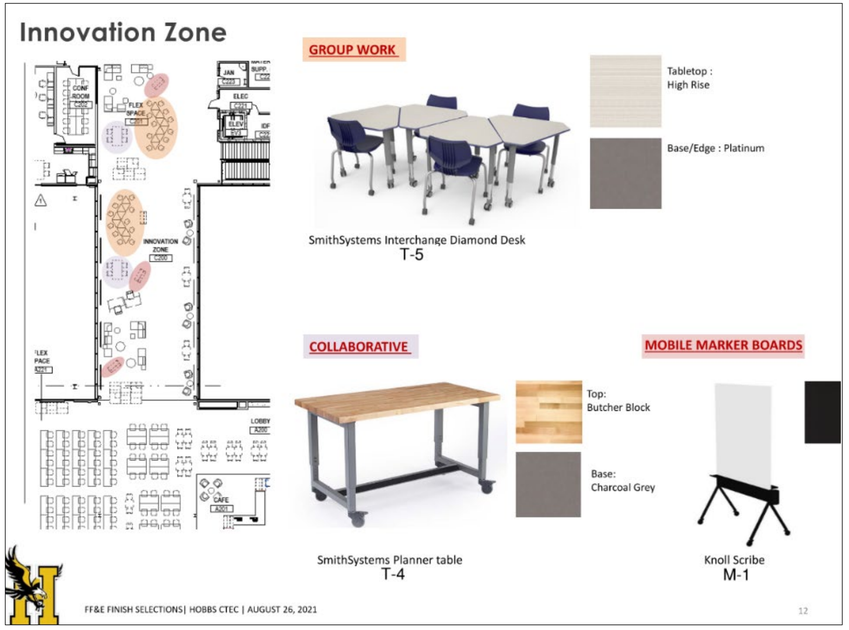
array of 16 career clusters, or focused pathways for education, the Hobbs CTE programs supplement students' core classes with hands-on training and education that align with specific regional industry and growing workforce needs. Those include architectural design, construction, metal manufacturing, energy, automotive repair and maintenance, heavy vehicle repair and maintenance, information technology, STEM, hospitality, and culinary arts.

CTECH provides the types of spaces required to give students the skills and academic background needed to prepare for jobs in such a diverse set of career pathways. The facility supports welding, culinary training with a production kitchen, a robotics lab, diesel engine repair lab, and a digital media studio. You'll also find classrooms that support the shop spaces.

An integrated design approach to the planning and design of the building and site—with furniture, equipment, fixtures, and technology—ensured that all educational and curriculum needs are met, which has been fundamental toward a successful outcome.

HOW THE ENVIRONMENT SUPPORTS A VARIETY OF LEARNING STYLES

CTECH's environment reinvents the educational model to provide real world relevance and serve students needs. CTE spaces are designed to accommodate an authentic, hands-on learning style. There are also traditional classrooms to support these labs and shop environments. The innovation bridge that links the building's two wings offers modular furniture and equipment to accommodate group work or individual learning. Our designs for these spaces, no matter the program, strive to provide relevant learning experiences.



Configuration options abound to support a variety of learning styles when students study on the innovation bridge

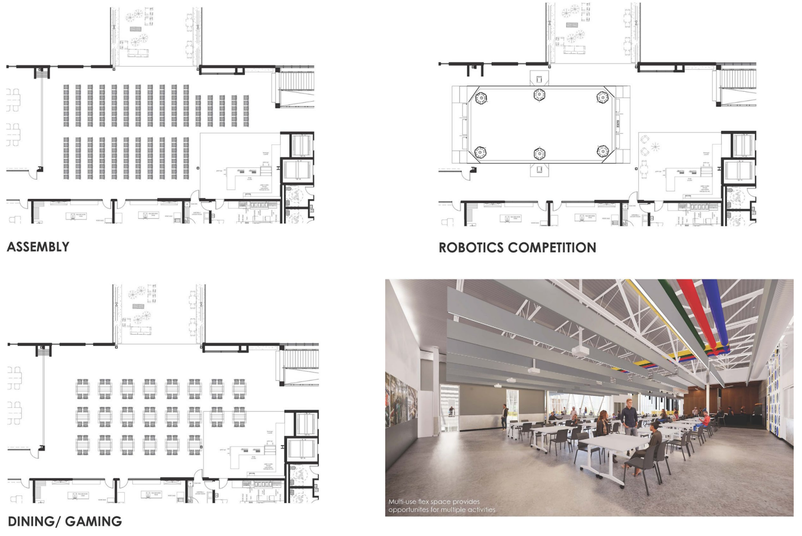
Classroom settings support traditional learning styles

Hands-on learning happens in several specialty shop and lab spaces

HOW THE ENVIRONMENT IS ADAPTABLE AND FLEXIBLE

Adaptability and flexibility were the community's highest-rated principles the project aimed to embody. A hallmark of a well-designed CTE facility is its ability to respond to the future needs of employers, industries, and an ever-evolving technology. CTECH needed to be transformative now, and stay relevant over time, while allowing for growth. The team focused on designing spaces and choosing furniture, fixtures, equipment, and technology that can evolve with the facility. As the labor market needs shift, CTECH has a level of flexibility that will allow it to adapt its program offerings over time.

Beyond the communal **innovation** bridge, additional multi-use flex space allows for flexible environments with opportunities for multiple activities. An assembly, robotics competition, training/lecture, and dining/gaming functions can all happen in this space.



One room, many functions: flex spaces can be reconfigured to accomodate a variety of functions.

INNOVATIVE ASPECTS OF THE EDUCATIONAL ENVIRONMENT

The **innovation** bridge was introduced to support socializing and **collaboration** while providing learning opportunities through color coded pipe and building systems. The overlap and collision of program clusters allows students to understand and apply concepts that are outside of their specific area of study to their own curriculum. This innovation zone is designed with the **learner first** in mind, with collaborative desk and table options and mobile marker boards.

CTE coursework can make learning relevant by showing students how the skills they are acquiring—in math, science, reading, writing, or social studies—apply to today's job market. If they find value in what they are learning, students are more likely to be engaged. An **innovative** way of putting this theory into practice is through CTECH's culinary program. The building's cafe gives students quick grab-and-go food options supplied by the culinary program.

CTECH is built on community partnerships, and the team facilitated an **innovative** approach to this relationship. Fundamental to CTECH is the idea that partnership should go both ways, allowing students access to commercial facilities and school facility access to business partners. Both students and local businesses benefit. Students gain on-the-job work experience, mentorship, exploration of various career fields, and direct connection to professionals. The businesses reap their own rewards. These include workforce development, building a presence in the community, and new business development opportunities.

Results of the Process & Project

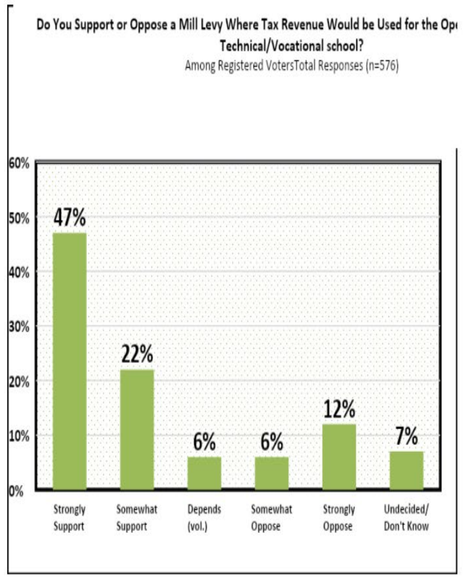
COMMUNITY GOALS

In 2017, TJ Parks—the Superintendent of Hobbs Municipal Schools—introduced the idea of opening a Career and Technical Education Center (CTECH) to prepare students for industry certification and higher education through internship opporutnities, career shadowing, and professional community partnerships.

A year later, a district-wide survey was administered to assess the interest the surrounding community had in supporting the use of tax revenue to fund the development of a technical/vocational school in the area. The community responded with overwhelming support for the development of CTECH as a vehicle to develop trade skills and improve the education system. This resulted in a nearly 70% approval during the bond election cycle to release $15M in funding for CTECH.

In addition to the support of the local constituents, there was also wide support from multiple key institutional partners in the area. The backing of these institutions brought the **final funding tally for the project up to $51.4M.**

An initial community survey sparked interest in CTECH and paved the way for a successful bond election to fund the project.



Reasons for Supporting or Opposing the Possible Mill Levy
Total Responses (n=537)
Among Registered Voters who Either Strongly or Somewhat Support or Oppose the Possible Mill Levy
Top 8 Unaided Responses

Support	
Trade skills are needed	40%
HMS needs the money for technical/vocational school	19%
To improve educational system	18%
HMS needs the money (in general)	9%
I want to support the schools	9%
Oppose	
Against tax increase (in general)	8%
Poor money management in HMS	5%
Neutral	
Need more information	8%

Local institutional partners contributed additional investment into the CTECH project.

City of Hobbs New Mexico — It All Happens Here
Lea County New Mexico
Permian Strategic Partnership
Daniels Fund
jfmaddox foundation
bp
Halliburton
Saudi Aramco
Occidental (OXY)
ConocoPhillips
Chevron
Repsol
Marathon Oil
MOL Group
Sabic
noble energy
BHP
Oman Oil Company S.A.O.C.
Bapco
Sasol
devon
Anadarko
ecopetrol
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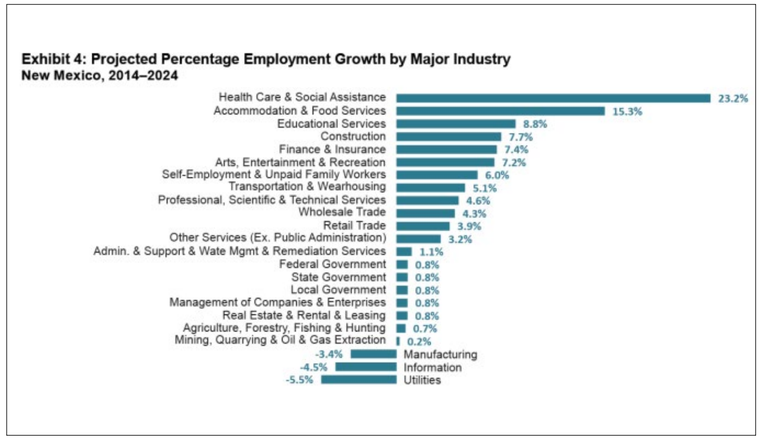
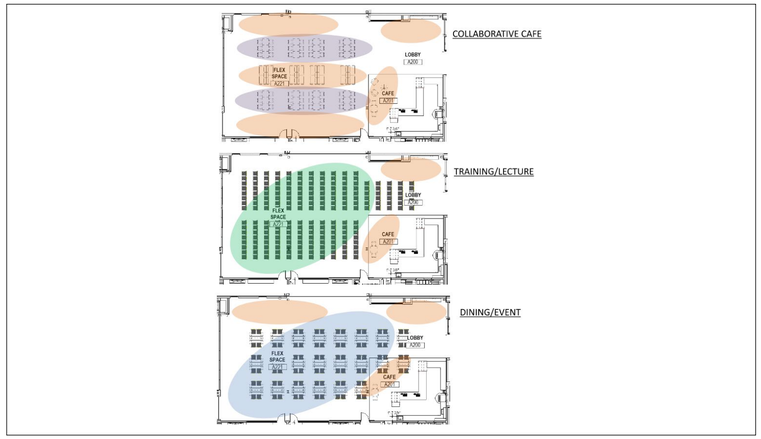
ONEOK
OGCI
TTG Systems
John M. Campbell
UTT
RDC



1. Identifying future sectors of growth for employment in the area during a visioning session informed the purpose of the facility to remain ***relevant over time.***

Hobbs Municipal Schools Bond	$ 15,000,000
JF Maddox Foundations	$ 10,000,000
Permian Strategic Partnership	$ 10,000,000
City of Hobbs	$ 10,000,000
Lea County Commissioners Eidson, Sena & Long	$ 900,000
State Legislators Kernan & Scott	$ 337,000
Daniels Foundation	$ 1,600,000
Other	$ 6,300,000
TOTAL COST:	$ 54,137,000

2. ***Community buy-in and private sector & business support*** *established foundational partnerships to ensure the success of the project.*



3. Flexible spaces and programming considerations were planned to ***accomodate flexibility and expansion.***

4. In designing a ***prominent*** *community project, our design team's branding efforts extended beyond the built environment and was incorporated into the overall identity of CTECH.*

DISTRICT GOALS

After an initial visioning session with our design team, the District identified 4 key areas of design considerations for the project:

1. Adaptibility - to be transformative and relevant over time.

2. Partnership - to gain community buy-in; to gain private sector and business support; to provide internships and externships with partnered institutions; and to partner with leader, stakeholder, and HMS board members on the development of the facility.

3. Flexibility - to develop a design that could accomodate growth and expansion; forward momentum; and community partnerships.

4. Prominence - to develop a facility that was eye-catching and stand out as a new landmark in the community with a "WOW!!!" factor.

Examples of how these goals were realized throughout different phases of the project are depicted to the left.

EDUCATIONAL GOALS

The desire to prepare students for career readiness and post-secondary alignment drove the priorities for defining vocational clusters, pathways, and programs that the facility would house.

The space was designed to support the educational needs of students for certifications that would help distinguish them as employable talent for current and emerging employment sectors, as well as help students fulfill any prerequisite curriculum needs for those embarking on a post-secondary educational path.

Working with staff, administration, and community partners, our design team was able identify the need for instructional spaces that supported career pathways for programs focused on **transportation; construction and architecture; energy; manufacturing; information technology; and culinary and hospitality.** Spaces were designed to facilitate instruction for the hands-on and applied nature of each specific trade and accomodates for expansion in the future.






Hobbs Municipal Schools
Hobbs, New Mexico

New Hobbs CTE Center Program
PROGRAM SUMMARY

12 June 2019
Owner Review

Program SUMMARY

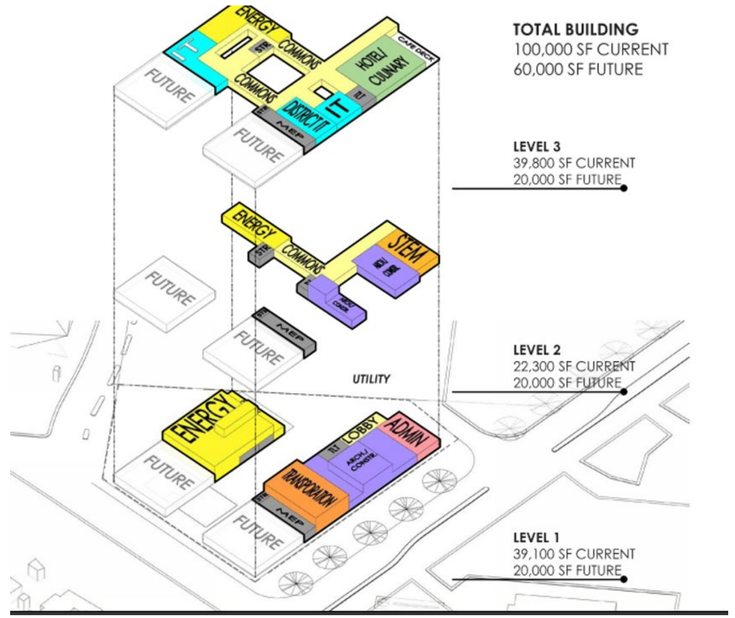
CTE CLUSTER	Staff Count	Teaching Stations / Sections	Class Size PRESET	Total Students PRESET	Density NSF/Student	Unit Area NSF	Quantity of Spaces	Total Assigned NET AREA NSF	Planning for Future Expansion
Architecture and Construction	5	4		96			29	15,130	Anticipate Future Additional Construction Lab Additions: **Plumbing, Masonry/Tile + Ancillary Spaces**
Manufacturing and Welding	2	2		48			21	10,430	Anticipate Future Manufacturing Lab Additions: **Mechatronics, Digital Controls** + Ancillary Spaces
Energy	2	2		48			15	8,500	Anticipate Future Energy Additions: **Solar Lab, Solar Array (Roof or on Grade), Wind Turbine Lab + Ancillary Spaces and Exterior Site Area**
Transportation	2	2		48			12	9,010	Anticipate Potential Future Expansion of **Heavy Vehicle/Automotive Labs + STEM Engine Lab**
Info Tech/STEM	5	5		120			18	10,250	Anticipate Future Expansion for **AVTECH Program** Expansion or Move from High School + **STEAM LAB/Black Box**
Culinary Arts	3	3		72			3	6,600	Anticipate Future Expansion for **Hospitality Restaurant** with public patronage
District IT	0						1	3,500	Confirm Potential District Expansion and Growth needs for IT Support Spaces
Administration	8	0		0			14	1,800	Anticipate Additional Admin needed for Future Expansion of Existing or New CTE Programs AND addition of CORE Education Program Classrooms
Collaborative Areas	1	6		144			12	6,150	Anticipate the Expansion to provide Academic CORE Classrooms as part of facility: Four (4) of each: Math, Science, Language Arts and Social Studies. Also anticipate additional Collaboratories (2)
NET TOTALS	28	24		576			125	71,370	TOTAL **NET** ASSIGNABLE AREA (NSF)

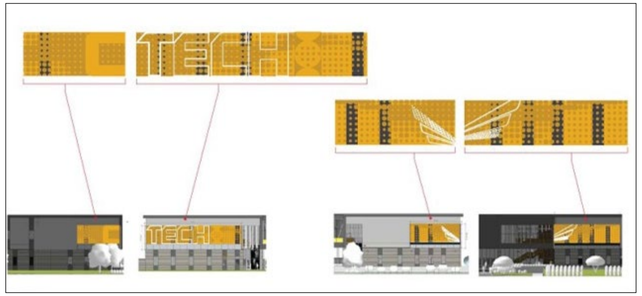
Class Size: 24

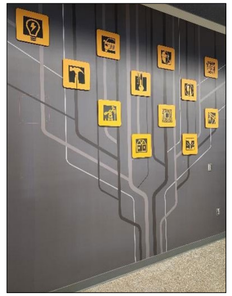
Capacity Calculations			Overall Densities
Assumed Utilization Rate	100.00%	576	173 GSF/Student
Assumed Utilization Rate	87.50%	504	198 GSF/Student
Assumed Utilization Rate	75.00%	432	231 GSF/Student

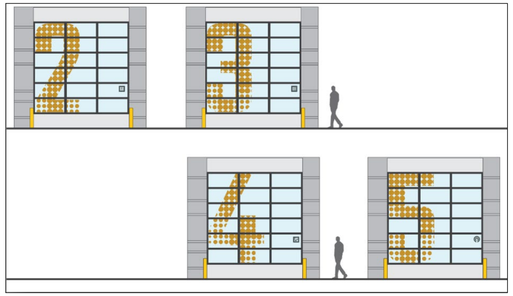
Grossing Factor	UNASSIGNED AREAS (To be sized, located and planned during Design Phases)		TUA(SF)
1.0400	**Structure**	Walls, Columns, and Structural Elements that occupy floor area	2,855
1.0100	**Infrastructure**	Mechanical, Electrical. Data, Security and Plumbing Shafts	714
1.0800	**Building Systems**	Mechanical Rooms and Penthouses, Electrical Rooms, Boiler Rooms, Fan Rooms/Decks, Electric and Water Mains, etc.. Electrical/Mechanical/Plumbing Closets and/or Distribution Rooms, Central Compressor/Vacuum Rooms, Technology Head End Rooms/Dist. Closets, Security Systems Rooms and Closets	5,710
1.1700	**Circulation**	Corridors, Stairs, Elevators, Ramps, AOR's, Elevator Equipment Rooms, Vestibules, etc...	12,133
1.0400	**Public Toilets**	All General Public Toilets - Student, Staff, Visitor - Required by Function/Code. Note: Dedicated Student and Staff Restrooms located within Program Net Areas are excluded from this category.	2,855
1.0300	**Building Services**	Loading Docks, Shipping/Receiving Areas, Building Maintenance Storage, Maintenance Work Areas, Maintenance Staff Areas and support functions, Custodial Closets	2,141
1.0100	**Exterior Elements**	Canopies, Overhangs, Ancillary Buildings for Maintenance and Storage, etc... In some cases, canopies and overhangs may be counted at 1/2 value	714
1.0200	**Interior Elements**	Mezzanines (1/2 value), Basements, Service Tunnels (1/2 Value)	1,427
1.4000	Total GF		

1.4000	GROSSING FACTOR
71.43%	**Efficiency Factor** (Total Net Assignable/Total Gross Area)
99,918	TOTAL GROSS AREA (GSF)
28,548	**TUA: TOTAL UNASSIGNED AREA** (Total Gross Area - Total Net Area)









UNINTENDED RESULTS

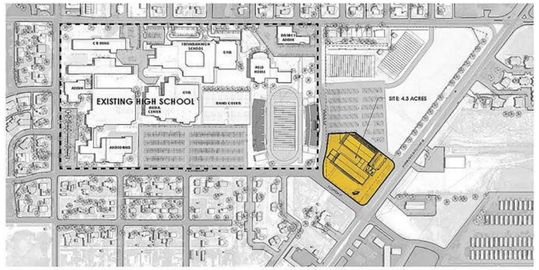
Branding was intended to be an important element of the project from the begining. Early on in the visioning sessions, the visibility and iconic aspiration for this project was identified as a critical factor for the project's success. The thoughtful development and application of the brand through environmental graphics, iconography, signage, and wayfinding served as a launching point for the identity of the institution.

Finding a life beyond the facility, brand elements of CTECH were surprisingly adopted by the school's merchandising, communication pieces, website, and social media. The adoption of the brand reflected the community's pride in this new landmark that has come to symbolize optimism in the future for this generation of young learners and the contributions they will be making to the wellbeing of their community.

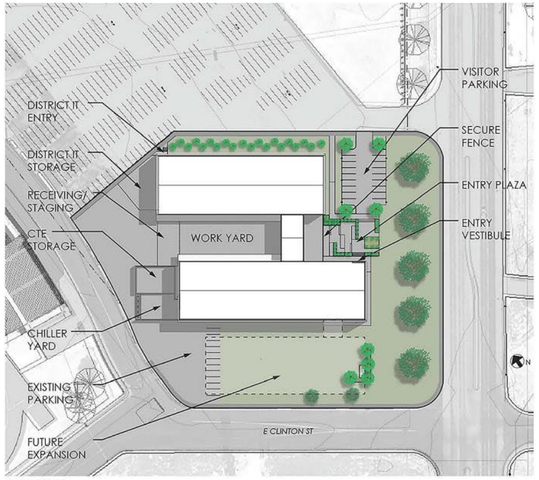
Physical Environment Design

SITE PLAN

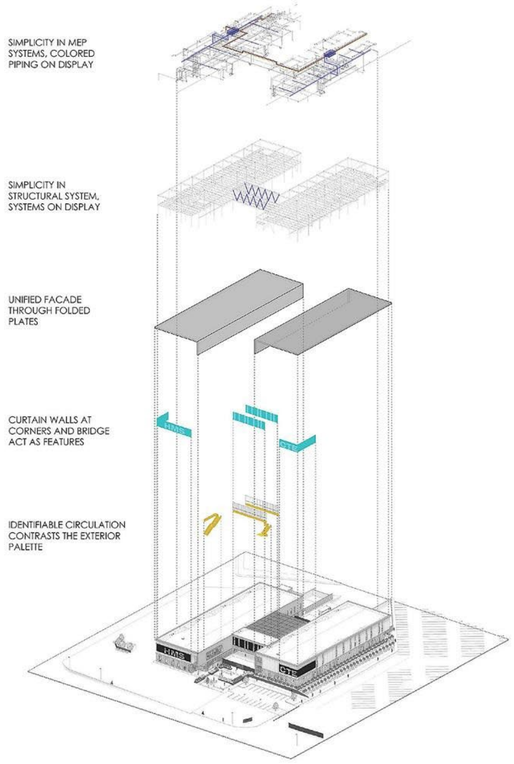
The 43-acre site is situated across the southwest quadrent of the existing high school campus. The building's entry faces a prominent highway as an iconic gateway providing a sense of arrival into the city. The CTECH building was oriented to accomodate future expansion of the facility as the needs of the district grow.



CAMPUS PLAN



SITE PLAN



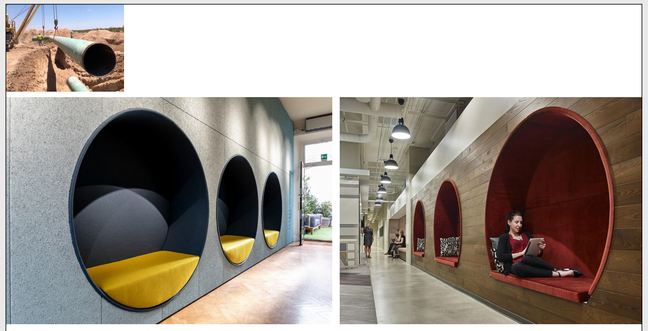
PHYSICAL ATTRIBUTES

The design of CTECH drew heavily from the region as a whole, embracing the energy industry in supporting it's diverse curriculum. The ground level includes administrative spaces but also supports shop spaces with large garage doors that open to a central work yard. Moving up to the second floor, there are classrooms to support programs in the shop spaces below, labs, a café, and open learning spaces via the innovation bridge that connects the two academic wings. **Click the CTECH 360 Virtual Tour button** to step through the space and see the designs come to life.

INSPIRATION

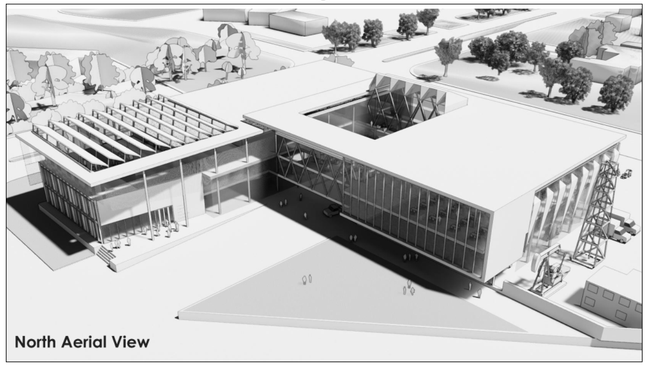
Exterior Inspiration | New Mexico Oil Industry Vernacular

Interior Inspiration | Pipelines

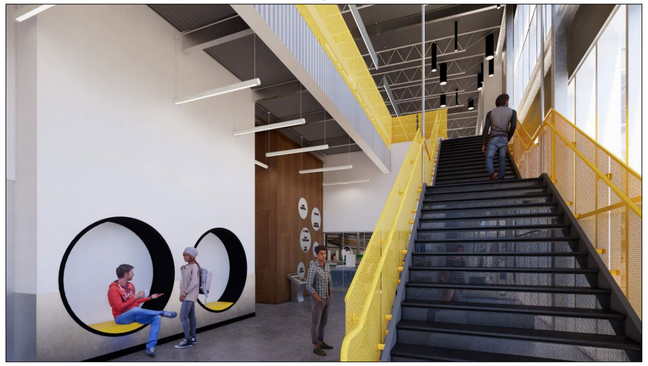


Interior Inspiration | Openings

CONCEPTUAL DESIGN



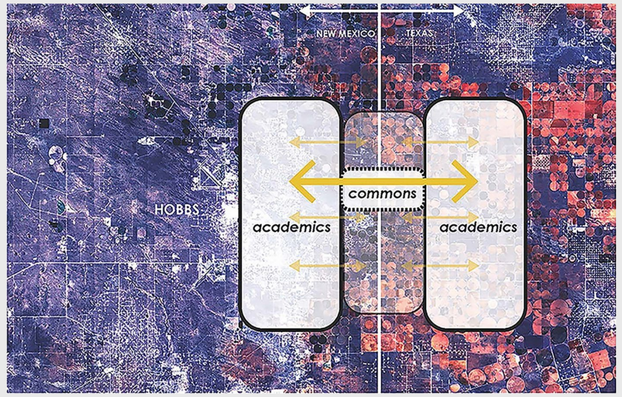
North Aerial View

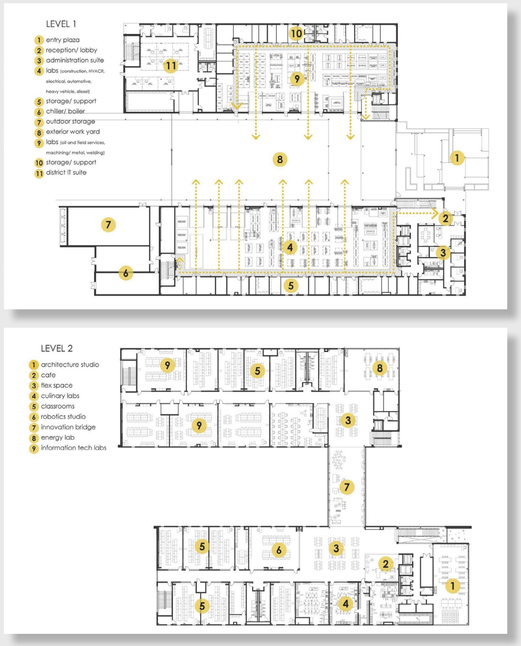


COMMUNITY CONTEXT

Community acts both as a driver for the overall massing of the structure as well as a catalyst for current and future employment development.

The community of Hobbs' location at the center of the Permian Basin, just west of the Texas border, inspired the massing of the CTECH structure. Home to multiple industrial disciplines, CTECH mirrors its community context in structure—providing a space where multiple academic disciplines are centered around a commons area that provides a forum for interdisciplinary interaction and collaboration.





Click thumbnails to enlarge floorplans

Click enlarged image to return to original page view

CTE Staff Recruiting + Development

Designing Our Staff (2019 -2020)
Prior to Hiring – Recruiting

- CTE licenses (800 level)
- Stipends for Industry Certification ($10,000)
- Training and Planning
  - Industry
  - "Play School"

CTE Staff Hire All Staff by 2021/2022

While the primary outcome of CTECH was to educate and create employment opportunities for the youth in the community, the creation of the facility also augmented employment opportunities for educators and industry professionals in the area. With CTECH's focus on bridging core academics and cognitive skill development with applied learning, the educator pool filled with eager instructors and faculty ready to foster authentic teaching and learning experiences in the designed environment.

INSPIRATION AND MOTIVATION

Inspired by the Superintendent's initial vision for a vocational center for Hobbs in 2017, the community-driven funding and realization of the CTECH program and facility has exceeded the academic and placemaking goals for the City of Hobbs. The center itself has become a landmark in the area and instills a sense of pride in its students who are integral to the growth and economic resiliency of their community.

CTECH Welding Student, Tyrun Garcia graduated from Hobbs High School last week and now has a new career opportunity with Watson Hopper as a welder. This is what CTECH is all about, placing students into our local workforce through a career pathway!

As we set goals and planned the vision for CTECH, one of the ultimate goals is to assist our students in obtaining employment in their career pathway. Today, three seniors from Hobbs and one senior from Jal interviewed with Black Mountain Sand from Ft. Worth, TX. The interviews were very successful! We look forward to the future of our students!

CTECH Freshman Information Technology Student Aaron Vega obtained his CompTIA A+ certification this week. The last time the CompTIA A+ certification was awarded to a Hobbs High School student was 19 years ago.

For more stories of inspiration click here

Sustainability and Wellness

ENERGY EFFICIENCY

With Energy as a primary career pathway at CTECH, the application of how energy was consumed by the facility itself was a consideration in the approach to building a project that was as innovative as the teaching approach that would be housed in it.

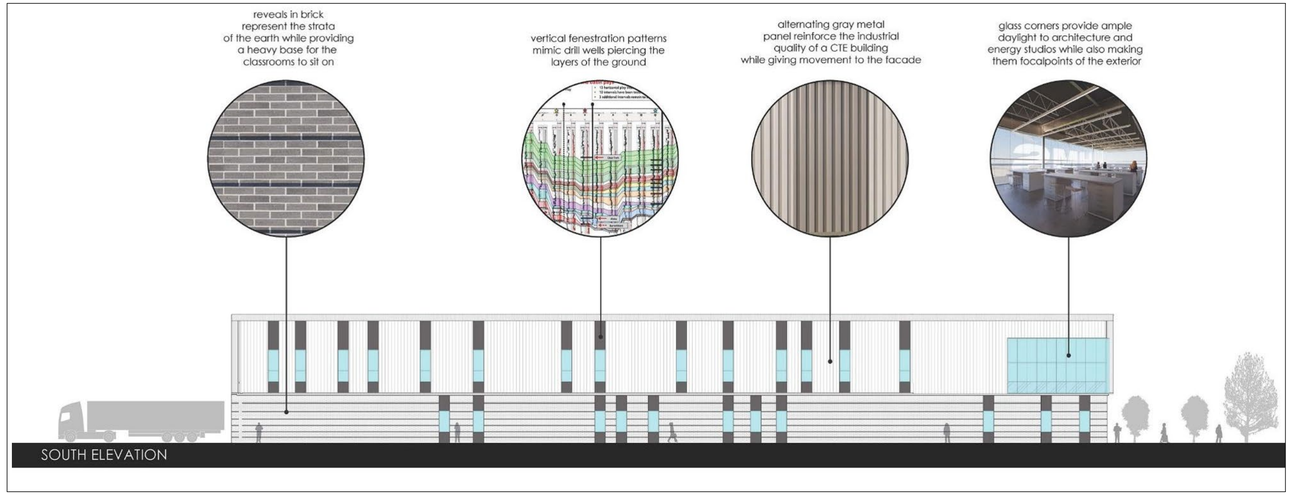
Interventions like the use of insulation to address heat gain, or the installation of solar panels to provide 75% to 90% of the facility's power through the coordination of a Power Purchase Agreement positions CTECH for an 80% predicted energy savings.

DURABLE AND GREEN MATERIALS

The exterior and interior materials palette were selected with resiliency and comfort in mind. The design team's access to internal expertise on material health resources like rating systems compliance, specifications reviews, and product research allowed for informed decisions on materials selection for the project that considered not only energy, thermal comfort, or daylighting performance but also cost, capital, operational, and life cycle cost.

Sun shading provides a comfortable atmosphere for students to work.

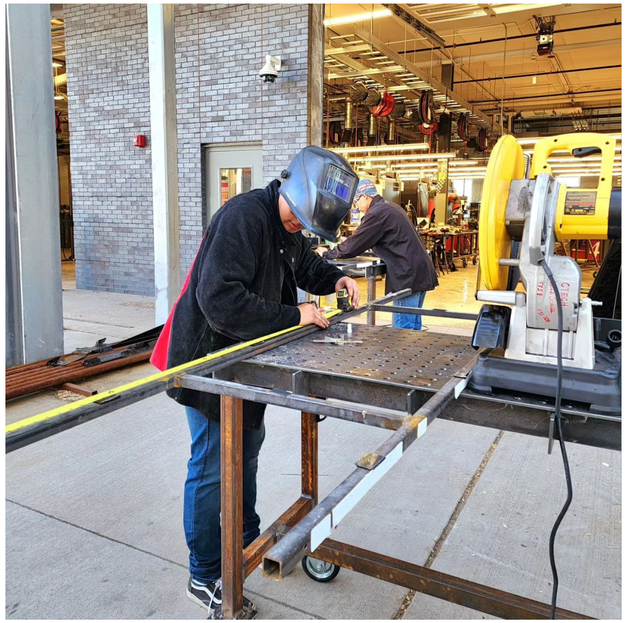
Interior materials create a healthy and resilient environment.



Exterior materials are durable and thematically symbolic of the local industry.

HEALTHY ENVIRONMENTAL ASPECTS

The environment itself was intentionally designed to provide opportunities for healthy engagement through mutiple dimensions of wellness such as physical, social, emotional, and environmental.

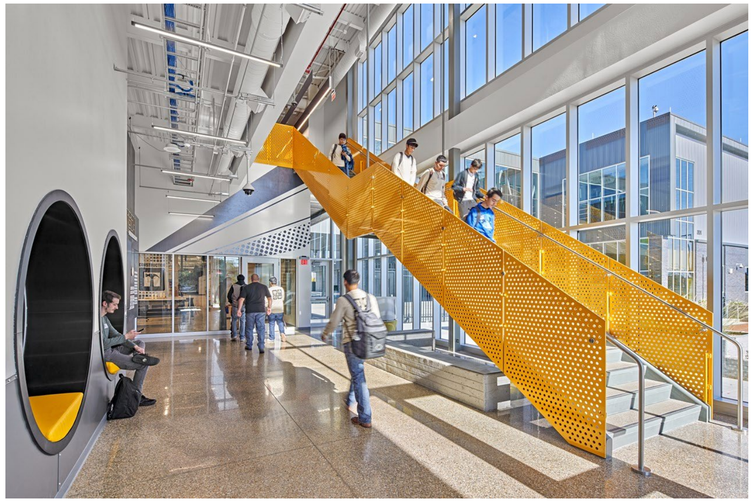


Instructional spaces extend to the outdoors to promote access to daylight and fresh air.

Areas for food prep and a culinary herb and veggie garden area provide healthy options for nutrition.

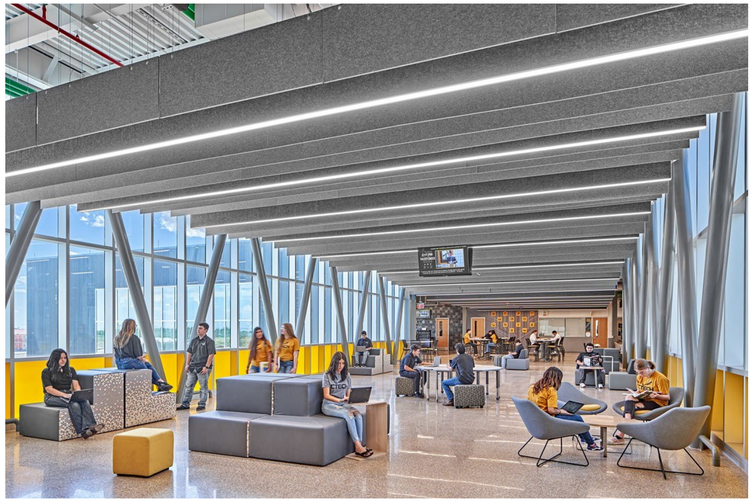
HEALTHY ENVIRONMENTAL ASPECTS

(continued)



A stairwell encourages mobility and physical activity.

A wall display featuring all the community partners that invested in the students instills a sense of pride and emotional well being.



Common spaces provide opportunity for social connection and engagement.

Why Hobbs? Why Now?

Historically, young adults left Hobbs to find work in other places because they weren't able to qualify for work in the community. The development of CTECH improved access to the kind of education they needed to be hired by local employers. The project is an economic catalyst, transforming the pathways forward for students, businesses, and community members for generations.