Four-Year Plan
Southwestern Area Workforce Development Board
Program Years 2016 – 2019
Workforce Innovation and Opportunity Act

New Mexico Workforce Connection
Southwestern Area Workforce Development Board
Four-Year Plan
2016 - 2019
Southwestern Area Workforce Development Board
Four Year Plan

July 1, 2016 - June 30, 2020
PY2016 – PY2019

CONTACT INFORMATION

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EXECUTIVE SUMMARY

The Workforce Innovation and Opportunity Act brings a new dimension to workforce development throughout the nation. At its core, it strengthens the relationships among workforce partners to provide a strong, but flexible system for the delivery of services to employers, job seekers, and youth.

The Southwestern Area Workforce Development Board, under the direction of the New Mexico Department of Workforce Solutions, has developed this local plan in consideration of the State of New Mexico’s Workforce Innovation and Opportunity Act Combined State Plan, incorporating input from workforce partners, and analysis of labor market information.

This plan is developed to provide the local board the flexibility to adapt to the variety of different market and regulatory changes that will be encountered during the next two years.

Formulation of the Local Plan

The Southwestern Area Workforce Development Board took the following steps to engage entities in the formulation of the local plan.

As part of the process, the Board’s Planning Committee, who is responsible for the development of the Plan on the Board’s behalf, met at various times in the formulation of the Plan. Partners were engaged at the Planning Committee meetings and via email. The following questions were asked to help formulate the Plan;

1. How does your program recruit participants, and where are your key focal points for recruitment in the counties of Catron, Doña Ana, Grant, Hidalgo, Sierra and Socorro)?
2. Where are your locations in SW New Mexico? (List the name of the center, address and phone number)
3. Please provide a list of training providers for SW New Mexico.
4. How does your agency propose to work with other WIOA partners, and what are your key objectives in respect to coordination and referral with Wagner Peyser, WIOA Title IB Programs, and ABE?
On a scale from 1 to 10, with 10 being the highest, how do you rate the effectiveness of the current coordination and referral process among the WIOA partners?

What do you propose to enhance the coordination and referral process in the workforce system?

What are your key methods for placing participants into employment?

What are the key challenges in delivering services?

What are your program’s successes?

Is there any other input you have for the Plan?

The adult basic education, Title IB, and vocational rehabilitation partners provided their input as it related to their programs.

The public comment phase also provided Core and additional workforce partners and the public an opportunity to provide input. During the public comment phase, the entire board was also asked to review and comment on the Plan. The input that was provided was then reviewed by the Planning Committee and incorporated into the Plan. The Plan was then presented to the Board for their review and approval before being submitted to the State for review.

**Priority Industries**

The local board continues to establish employment, training, and education through a business demand driven structure, as outlined in the Workforce Innovation and Opportunity Act.

The local board identifies aerospace, agricultural, education, health care, information technology, logistic and warehousing, manufacturing, mining, hospitality and tourism, and utilities as its priority industries.

**Integration with Adult Basic Education and Vocational Rehabilitation**

The Southwestern Area Workforce Development Board’s integration plan will be modified beginning in January 2017 and will be ready for implementation on July 1, 2017. The plan will focus on the coordination of Adult Basic Education programs and the Division of Vocational Rehabilitation with the Wagner-Peyser and WIOA Title I partners. It will also modify its processes under the three-functional service teams (Welcome, Skills Development, Business Services teams) at the workforce centers.
One Team Approach

The Workforce Innovation and Opportunity Act calls for a fully integrated model with Adult Basic Education and Vocational Rehabilitation to better serve individuals and employers. The One Team Approach is a “We” concept about how staff think about their workforce partners as one team. Management from the different partners will develop trainings and practices to incorporate this approach into the workforce system’s daily practices.

Future Developments

Throughout the seven-county area and in the wake of the great recession, low to high economic growth is taking place within the region, and the Southwestern Area Workforce Development Board has been and will continue to work with its workforce partners to meet the business-driven demands of employers.

The Southwestern Area Workforce Development Board plans to strengthen its relationships with economic development offices, school districts, and chambers of commerce within the seven-county area. Key strategies of building stronger relationships and more collaboration will not only lend themselves to achieving the objectives of workforce development, but economic development and education, as well.

In conclusion, this plan establishes goals and priority industries based on labor market information, input from workforce partners, and the New Mexico Combined State Plan. The local board’s ability to forecast its customers’ needs, through business demands and participants, is a major component to its success.

###
STRATEGIC PLANNING ELEMENTS

A. Economic and Workforce Analysis

1. Regional analysis of economic conditions

The southwestern area of New Mexico encompasses seven counties from central southern New Mexico to the Arizona, Texas, and Mexico borders.

New Mexico Institute of Mining and Technology, New Mexico State University, and Western New Mexico University are three land grant universities that support the educational needs of the area. In addition, the priority industry areas of aerospace, agricultural, education, health care, information technology, logistic and warehousing, manufacturing, mining, hospitality and tourism, and utilities are found within the region. Elephant Butte State Park, as well as the Apache, Cibola, and Gila National Forests support many recreational activities throughout the year.

The Area Labor Force, Employment and Unemployment Data table below shows the unemployment rate at 7.0% in the southwestern area, with 9,195 individuals who are looking for employment and available to work. The southwestern area is 0.3% over the state of New Mexico’s unemployment rate of 6.7%

Luna county has traditionally had, and continues to have the highest unemployment rate in the state of New Mexico at 10.3%, with 1,054 unemployed. A key mission of the Workforce Innovation and Opportunity Act is to assist unemployed individuals through job placement and work skill development.

### Area Labor Force, Employment and Unemployment Data

The table below shows preliminary estimated labor force, employment and unemployment information in Southwestern, New Mexico for September, 2016. These figures are not seasonally adjusted.

<table>
<thead>
<tr>
<th>Area Name</th>
<th>Civilian Labor Force</th>
<th>Number Employed</th>
<th>Number Unemployed</th>
<th>Unemployment Rate</th>
<th>Preliminary Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwestern</td>
<td>130,653</td>
<td>121,458</td>
<td>9,195</td>
<td>7.0%</td>
<td>Yes</td>
</tr>
<tr>
<td>New Mexico</td>
<td>922,576</td>
<td>861,122</td>
<td>61,454</td>
<td>6.7%</td>
<td>Yes</td>
</tr>
</tbody>
</table>


The following graph shows the projected employment growth by industry through the year 2022 for the southwestern area. Health care and educational services are the major industries with the highest projected growth numeric rate.
On an annual basis, beginning July of each year, the most recent labor market information will be available as an attachment to this local plan at [www.employnm.com/plan.php](http://www.employnm.com/plan.php) or by calling our office at (575) 744-4857.
2. Regional analysis of employment needs

**Number of Unemployed per Job Opening**

The table below shows the ratio of the preliminary estimated number of unemployed (not seasonally adjusted) to the number of advertised online jobs openings in Southwestern, New Mexico for September, 2016 (Jobs De-duplication Level 2).

<table>
<thead>
<tr>
<th>Area Name</th>
<th>Number of Unemployed in September, 2016 (not Seasonally Adjusted)</th>
<th>Job Openings in September, 2016</th>
<th>Number of Unemployed per Job Opening in September, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwestern, New Mexico</td>
<td>9,195</td>
<td>7,681</td>
<td>1.2</td>
</tr>
</tbody>
</table>


**Number of Unemployed per Job Openings Distribution**

The table below shows the workforce development regions with the highest ratio of preliminary estimated number of unemployed (not seasonally adjusted) to number of advertised online job openings in New Mexico for September, 2016 (Jobs De-duplication Level 2).

<table>
<thead>
<tr>
<th>Rank</th>
<th>Area Name</th>
<th>Number of Unemployed in September, 2016 (not Seasonally Adjusted)</th>
<th>Job Openings in September, 2016</th>
<th>Number of Unemployed per Job Opening in September, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Southwestern, New Mexico</td>
<td>9,195</td>
<td>7,681</td>
<td>1.2</td>
</tr>
<tr>
<td>2</td>
<td>Central, New Mexico</td>
<td>25,905</td>
<td>26,129</td>
<td>.99</td>
</tr>
<tr>
<td>3</td>
<td>Northern, New Mexico</td>
<td>15,796</td>
<td>16,017</td>
<td>.99</td>
</tr>
<tr>
<td>4</td>
<td>Eastern, New Mexico</td>
<td>10,555</td>
<td>11,367</td>
<td>.93</td>
</tr>
</tbody>
</table>


**Candidates Available**

The table below shows how many potential candidates in the workforce system were looking for work in Southwestern, New Mexico in November 16, 2016.

<table>
<thead>
<tr>
<th>Area Name</th>
<th>Potential Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwestern, New Mexico</td>
<td>12,323</td>
</tr>
</tbody>
</table>
3. Knowledge and skills needed

Southwestern Area Workforce Development Board
Four-Year Plan—July 1, 2016 through June 30, 2020

<table>
<thead>
<tr>
<th>Registered Nurses</th>
<th>Entry Wage</th>
<th>Average Wage</th>
<th>Experience Wage</th>
<th>Projected Annual Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>$51,125</td>
<td>$65,438</td>
<td>$72,595</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Preschool Teachers, Except Special Education</td>
<td>$20,062</td>
<td>$27,158</td>
<td>$30,706</td>
<td>10</td>
</tr>
<tr>
<td>Forest and Conservation Technicians</td>
<td>L</td>
<td>L</td>
<td>$35,853</td>
<td>$40,445</td>
</tr>
<tr>
<td>Electrical and Electronics Engineering Technicians</td>
<td>L</td>
<td>L</td>
<td>$35,442</td>
<td>$36,289</td>
</tr>
<tr>
<td>Medical and Clinical Laboratory Technicians</td>
<td>L</td>
<td>L</td>
<td>$26,763</td>
<td>$26,763</td>
</tr>
<tr>
<td>Dental Hygienists</td>
<td>L</td>
<td>L</td>
<td>$53,632</td>
<td>$66,156</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td>L</td>
<td>L</td>
<td>$36,791</td>
<td>$44,403</td>
</tr>
<tr>
<td>Physical Therapist Assistants</td>
<td>L</td>
<td>L</td>
<td>$26,873</td>
<td>$30,548</td>
</tr>
<tr>
<td>Radiologic Technologists</td>
<td>L</td>
<td>L</td>
<td>$42,518</td>
<td>$47,143</td>
</tr>
<tr>
<td>Diagnostic Medical Sonographers</td>
<td>L</td>
<td>L</td>
<td>$45,646</td>
<td>$62,007</td>
</tr>
<tr>
<td>Paralegals and Legal Assistants</td>
<td>L</td>
<td>L</td>
<td>$30,215</td>
<td>$40,590</td>
</tr>
<tr>
<td>Civil Engineering Technicians</td>
<td>L</td>
<td>L</td>
<td>$27,828</td>
<td>$33,322</td>
</tr>
<tr>
<td>Environmental Engineering Technicians</td>
<td>L</td>
<td>L</td>
<td>$30,159</td>
<td>$48,957</td>
</tr>
<tr>
<td>Web Developers</td>
<td>L</td>
<td>L</td>
<td>$40,655</td>
<td>$58,388</td>
</tr>
<tr>
<td>Cardiovascular Technologists and Technicians</td>
<td>L</td>
<td>L</td>
<td>$61,299</td>
<td>$72,291</td>
</tr>
<tr>
<td>Computer Network Support Specialists</td>
<td>L</td>
<td>L</td>
<td>$34,486</td>
<td>$57,847</td>
</tr>
<tr>
<td>Architectural and Civil Drafters</td>
<td>L</td>
<td>L</td>
<td>$30,612</td>
<td>$44,375</td>
</tr>
<tr>
<td>Geological and Petroleum Technicians</td>
<td>L</td>
<td>L</td>
<td>$39,090</td>
<td>$56,042</td>
</tr>
</tbody>
</table>

4. Regional analysis of employment needs

The Supply and Demand graph depicts the number of unemployed per job openings, the number unemployed, and the number of jobs posted in the New Mexico Department of Workforce Solutions online database in September of 2016.

For the period shown, the number of individuals seeking employment exceeds the number of job openings advertised online.
The following tables show the projected employment growth for in-demand occupations having a growth rate of 8.8% or more. It also identifies the high-demand (HD) occupations for the area. A factor that must be considered when analyzing the information are the wages for the positions and how they could potentially lead to a self-sufficiency wage for an individual.

### Occupations Code & Title

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Entry</td>
<td>Median</td>
<td>Experi-enced</td>
</tr>
<tr>
<td>All Occupations</td>
<td>106,090</td>
<td>8.8%</td>
<td>3,440</td>
<td>$18,314</td>
<td>$28,371</td>
<td>$50,637</td>
</tr>
<tr>
<td>Doctoral or Professional Degree</td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>19-3031 Clinical, Counseling &amp; School Psychologists</td>
<td>250</td>
<td>25.2%</td>
<td>10</td>
<td>$45,319</td>
<td>$66,363</td>
<td>$79,055</td>
</tr>
<tr>
<td>29-1123 Physical Therapists</td>
<td>180</td>
<td>31.9%</td>
<td>10</td>
<td>$60,034</td>
<td>$90,099</td>
<td>$106,435</td>
</tr>
<tr>
<td>Master's Degree</td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>11-9033 Education Administrators, Postsecondary</td>
<td>250</td>
<td>11.0%</td>
<td>10</td>
<td>$56,646</td>
<td>$86,353</td>
<td>$109,087</td>
</tr>
<tr>
<td>21-1012 Educational, Guidance, School &amp; Vocational Counselors</td>
<td>230</td>
<td>11.4%</td>
<td>10</td>
<td>$34,380</td>
<td>$47,767</td>
<td>$65,338</td>
</tr>
<tr>
<td>21-1022 Healthcare Social Workers</td>
<td>160</td>
<td>25.5%</td>
<td>10</td>
<td>$31,989</td>
<td>$48,712</td>
<td>$59,299</td>
</tr>
<tr>
<td>29-1127 Speech-Language Pathologists</td>
<td>240</td>
<td>25.3%</td>
<td>10</td>
<td>$57,734</td>
<td>$76,328</td>
<td>$91,046</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>29-1141 Registered Nurses</td>
<td>1,550</td>
<td>17.4%</td>
<td>60</td>
<td>$39,792</td>
<td>$61,852</td>
<td>$72,015</td>
</tr>
<tr>
<td>25-3098 Substitute Teachers</td>
<td>1,880</td>
<td>9.8%</td>
<td>50</td>
<td>$17,613</td>
<td>$19,191</td>
<td>$22,644</td>
</tr>
<tr>
<td>13-2011 Accountants &amp; Auditors</td>
<td>590</td>
<td>9.1%</td>
<td>20</td>
<td>$37,658</td>
<td>$50,131</td>
<td>$70,614</td>
</tr>
<tr>
<td>21-1021 Child, Family &amp; School Social Workers</td>
<td>360</td>
<td>17.3%</td>
<td>20</td>
<td>$37,120</td>
<td>$57,447</td>
<td>$72,961</td>
</tr>
<tr>
<td>11-3011 Administrative Services Managers</td>
<td>250</td>
<td>16.4%</td>
<td>10</td>
<td>$36,325</td>
<td>$58,255</td>
<td>$76,743</td>
</tr>
<tr>
<td>11-9011 Medical &amp; Health Services Managers</td>
<td>200</td>
<td>18.3%</td>
<td>10</td>
<td>$65,311</td>
<td>$90,709</td>
<td>$124,120</td>
</tr>
<tr>
<td>15-2031 Operations Research Analysts</td>
<td></td>
<td></td>
<td></td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>27-3091 Interpreters &amp; Translators</td>
<td></td>
<td></td>
<td></td>
<td>25.2%</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>19-4011 Agricultural &amp; Food Science Technicians</td>
<td>200</td>
<td>9.4%</td>
<td>10</td>
<td>$30,403</td>
<td>$44,920</td>
<td>$69,165</td>
</tr>
<tr>
<td>25-2011 Preschool Teachers, Ex. Special Education</td>
<td>190</td>
<td>22.8%</td>
<td>10</td>
<td>$20,085</td>
<td>$26,513</td>
<td>$33,925</td>
</tr>
<tr>
<td>Postsecondary Nondegree Award or Some College, No Degree</td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>25-5041 Teacher Assistants (Some College, No Degree)</td>
<td>1,170</td>
<td>8.5%</td>
<td>40</td>
<td>$19,080</td>
<td>$25,562</td>
<td>$28,710</td>
</tr>
<tr>
<td>31-9001 Medical Assistants</td>
<td>460</td>
<td>18.4%</td>
<td>20</td>
<td>$20,612</td>
<td>$26,658</td>
<td>$31,478</td>
</tr>
<tr>
<td>29-2041 Emergency Medical Technicians &amp; Paramedics</td>
<td>280</td>
<td>27.8%</td>
<td>10</td>
<td>$23,852</td>
<td>$36,788</td>
<td>$57,049</td>
</tr>
<tr>
<td>29-2071 Medical Records &amp; Health Information Technicians</td>
<td>220</td>
<td>15.8%</td>
<td>10</td>
<td>$21,480</td>
<td>$25,247</td>
<td>$32,407</td>
</tr>
</tbody>
</table>
## SOUTHWESTERN WORKFORCE REGION
### IN-DEMAND OCCUPATIONS 2016

**CRITERIA**
- 8 or more projected average annual job openings
- 8.8% or higher projected employment growth

### Occupation Code & Title

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31-9011</td>
<td>Dental Assistants</td>
<td>260</td>
<td>13.3%</td>
<td>10</td>
<td>$19,555</td>
<td>$28,894</td>
<td>$44,818</td>
<td>3</td>
<td>90</td>
<td>HW</td>
</tr>
<tr>
<td>39-9011</td>
<td>Childcare Workers</td>
<td>840</td>
<td>27.6%</td>
<td>50</td>
<td>$17,335</td>
<td>$18,367</td>
<td>$19,684</td>
<td>2-4</td>
<td>870</td>
<td></td>
</tr>
<tr>
<td>35-1012</td>
<td>First-Line Supervisors of Food Preparation &amp; Serving Workers</td>
<td>1,170</td>
<td>9.0%</td>
<td>30</td>
<td>$29,069</td>
<td>$38,898</td>
<td>$50,045</td>
<td>3</td>
<td>70</td>
<td>TW</td>
</tr>
<tr>
<td>43-4081</td>
<td>Hotel, Motel &amp; Resort Desk Clerks</td>
<td>320</td>
<td>14.3%</td>
<td>20</td>
<td>$17,519</td>
<td>$18,393</td>
<td>$18,836</td>
<td>2</td>
<td>40</td>
<td></td>
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<tr>
<td>43-4081</td>
<td>Social &amp; Human Service Assistants</td>
<td>780</td>
<td>13.2%</td>
<td>10</td>
<td>$27,556</td>
<td>$33,504</td>
<td>$38,361</td>
<td>4</td>
<td>40</td>
<td>TW</td>
</tr>
<tr>
<td>39-1021</td>
<td>First-Line Food &amp; Beverage Servers &amp; Hosts</td>
<td>1,170</td>
<td>9.0%</td>
<td>30</td>
<td>$29,069</td>
<td>$38,898</td>
<td>$50,045</td>
<td>3</td>
<td>70</td>
<td>TW</td>
</tr>
<tr>
<td>39-2011</td>
<td>Animal Trainers</td>
<td>110</td>
<td>13.9%</td>
<td>10</td>
<td>$17,238</td>
<td>$19,730</td>
<td>$26,110</td>
<td>1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>39-2021</td>
<td>Nonfarm Animal Caretakers</td>
<td>110</td>
<td>13.9%</td>
<td>10</td>
<td>$17,238</td>
<td>$19,730</td>
<td>$26,110</td>
<td>1</td>
<td>20</td>
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</tr>
<tr>
<td>41-3021</td>
<td>Insurance Sales Agents</td>
<td>1,170</td>
<td>9.0%</td>
<td>10</td>
<td>$23,632</td>
<td>$28,975</td>
<td>$53,409</td>
<td>4</td>
<td>150</td>
<td>HW</td>
</tr>
<tr>
<td>43-3021</td>
<td>Billing &amp; Posting Clerks</td>
<td>280</td>
<td>10.5%</td>
<td>10</td>
<td>$21,452</td>
<td>$27,237</td>
<td>$31,270</td>
<td>2</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>43-4131</td>
<td>Loan Interviewers &amp; Clerks</td>
<td>420</td>
<td>9.0%</td>
<td>10</td>
<td>$17,382</td>
<td>$20,837</td>
<td>$28,896</td>
<td>3</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>43-6013</td>
<td>Medical Secretaries</td>
<td>520</td>
<td>10.5%</td>
<td>10</td>
<td>$20,815</td>
<td>$25,202</td>
<td>$29,978</td>
<td>3</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>47-2111</td>
<td>Installers, Graders &amp; Repairers</td>
<td>540</td>
<td>10.5%</td>
<td>10</td>
<td>$35,977</td>
<td>$51,096</td>
<td>$59,550</td>
<td>3</td>
<td>80</td>
<td>TW</td>
</tr>
<tr>
<td>49-3031</td>
<td>Shuttle Operators, Bus &amp; Truck Mechanics &amp; Diesel Engine Specialists</td>
<td>340</td>
<td>9.5%</td>
<td>10</td>
<td>$26,201</td>
<td>$31,370</td>
<td>$36,444</td>
<td>3</td>
<td>90</td>
<td>TW</td>
</tr>
<tr>
<td>49-9014</td>
<td>Machinists, Machinists &amp; Toolroom Workers</td>
<td>170</td>
<td>21.6%</td>
<td>10</td>
<td>$28,590</td>
<td>$36,359</td>
<td>$46,701</td>
<td>3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>39-9021</td>
<td>Personal Care Aides</td>
<td>3,730</td>
<td>45.2%</td>
<td>200</td>
<td>$17,344</td>
<td>$18,217</td>
<td>$19,465</td>
<td>2</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>35-3031</td>
<td>Combined Food Preparation &amp; Serving Workers, Incl. Fast Food</td>
<td>2,170</td>
<td>20.6%</td>
<td>120</td>
<td>$17,302</td>
<td>$17,940</td>
<td>$18,035</td>
<td>1</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>35-3031</td>
<td>Waiters &amp; Waitresses</td>
<td>2,020</td>
<td>11.3%</td>
<td>120</td>
<td>$17,265</td>
<td>$18,471</td>
<td>$21,683</td>
<td>1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>31-1011</td>
<td>Home Health Aides</td>
<td>540</td>
<td>47.4%</td>
<td>40</td>
<td>$17,069</td>
<td>$18,075</td>
<td>$22,353</td>
<td>2</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>35-2014</td>
<td>Cooks, Restaurant</td>
<td>840</td>
<td>24.4%</td>
<td>40</td>
<td>$17,289</td>
<td>$19,696</td>
<td>$21,798</td>
<td>2</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>35-2021</td>
<td>Food Preparation Workers</td>
<td>700</td>
<td>12.4%</td>
<td>30</td>
<td>$17,421</td>
<td>$19,518</td>
<td>$22,329</td>
<td>1</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>35-9031</td>
<td>Hosts &amp; Hostesses, Restaurant, Lounge &amp; Coffee Shop</td>
<td>300</td>
<td>13.2%</td>
<td>30</td>
<td>$17,319</td>
<td>$17,873</td>
<td>$18,029</td>
<td>1</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>35-3011</td>
<td>Bartenders</td>
<td>860</td>
<td>11.1%</td>
<td>30</td>
<td>$17,346</td>
<td>$18,168</td>
<td>$18,672</td>
<td>2</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>35-3021</td>
<td>Counter Attendants, Cafeteria &amp; Food Concession &amp; Coffee Shop</td>
<td>330</td>
<td>17.4%</td>
<td>20</td>
<td>$17,370</td>
<td>$18,509</td>
<td>$23,780</td>
<td>2</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>35-9011</td>
<td>Dining Room &amp; Cafeteria Attendants &amp; Bartender Helpers</td>
<td>260</td>
<td>14.8%</td>
<td>20</td>
<td>$17,416</td>
<td>$18,193</td>
<td>$19,168</td>
<td>1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>35-2012</td>
<td>Cooks, Institutions &amp; Cafeteria</td>
<td>390</td>
<td>9.0%</td>
<td>10</td>
<td>$17,498</td>
<td>$19,738</td>
<td>$22,730</td>
<td>2</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>51-3011</td>
<td>Bakers</td>
<td>1,170</td>
<td>9.0%</td>
<td>10</td>
<td>$20,852</td>
<td>$22,608</td>
<td>$23,723</td>
<td>2</td>
<td>20</td>
<td>EW</td>
</tr>
</tbody>
</table>

---

**Note:** The table continues with additional occupations not shown here.
SOUTHWESTERN WORKFORCE REGION
IN-DEMAND OCCUPATIONS 2016

| CRITERIA | 8 or more projected average annual job openings | 8.8% or higher projected employment growth |

All occupations shown are considered to be in demand, with those identified as in high demand marked.

Note: All data but percentage growth have been rounded. Job Zones represent the level of preparation needed to enter the occupation. Online job postings are subject to error and should always be used in conjunction with other data. For more information on the in-demand occupational listing and corresponding classifications, go to [www.dws.state.nm.us/4M1](http://www.dws.state.nm.us/4M1).

**High Demand**: More projected openings than 90 percent of all occupations and greater percentage growth than 75 percent of all occupations.

**EW** The median wage is greater than median across all occupations that require the same minimum education.

**HW** The median wage is greater than the median across all occupations but not greater than the median across all occupations requiring the same minimum education.

**TW** The median wage is greater than the median across all occupations and greater than the median across all occupations requiring the same minimum education.

*** Data are suppressed. Percentage growth and annual openings are shown if the occupation’s 2014 job estimate is within the top 30 percent of all estimates (17 jobs).

- ★ 5-Star: High demand and a median wage above that of all occupations and those requiring the same minimum education
- ★★ 4-Star: High demand and a median wage above that of all occupations OR in demand and a wage above that of all occupations and those requiring the same minimum education
- ★★★ 3-Star: High demand and a median wage above that of all occupations requiring the same minimum education OR in demand and a wage above that of all occupations

**Job Zones**: Go to [www.onetonline.org](http://www.onetonline.org) for more information on preparation levels.

**Little or no preparation**: May require a high school diploma or GED and usually requires little or no previous work-related skill/knowledge/experience. Workers usually need a few days to a few months of on-the-job training.

**Some preparation**: Typically requires a high school diploma or equivalent and some previous work-related skills/knowledge/experience. Workers need a few months to one year of working with experienced employees on the job.

**Medium preparation**: Typically requires training in vocational schools, related on-the-job experience, and/or an associate’s degree. Workers typically need previous work-related skills/knowledge/experience and one or two years of experience and informal training with experienced workers on the job.

**Considerable preparation**: Usually requires a four-year bachelor’s degree and a considerable amount of work-related skill/knowledge/experience. Workers usually need several years of experience and vocational or on-the-job training.

**Extensive preparation**: Usually requires a graduate degree and extensive work-related skill/knowledge/experience (often 5+ years). Workers sometimes need on-the-job training, but it is typically assumed he/she already has what is needed to perform the job.
6. Analysis of the regional workforce

The following table indicates the education levels of potential candidates in Southwestern, New Mexico on November 30, 2016. There are 4,293 individuals who make up 35.15% with a high school diploma or equivalent, and 2,296 individuals with less than a high school diploma.

This information indicates there is more than a substantial number of individuals who can benefit from WIOA training services to obtain industry recognized credentials, college degrees, and high school equivalency credentials.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Minimum Education Level</th>
<th>Potential Candidates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less than High School</td>
<td>2,296</td>
<td>18.80%</td>
</tr>
<tr>
<td>2</td>
<td>High School Diploma or Equivalent</td>
<td>4,293</td>
<td>35.15%</td>
</tr>
<tr>
<td>3</td>
<td>1 to 3 Years at College or a Technical or Vocational School</td>
<td>2,192</td>
<td>17.95%</td>
</tr>
<tr>
<td>4</td>
<td>Vocational School Certificate</td>
<td>806</td>
<td>6.60%</td>
</tr>
<tr>
<td>5</td>
<td>Associates Degree</td>
<td>949</td>
<td>7.77%</td>
</tr>
<tr>
<td>6</td>
<td>Bachelors Degree</td>
<td>1,146</td>
<td>9.38%</td>
</tr>
<tr>
<td>7</td>
<td>Masters Degree</td>
<td>417</td>
<td>3.41%</td>
</tr>
<tr>
<td>8</td>
<td>Doctorate Degree</td>
<td>73</td>
<td>0.60%</td>
</tr>
<tr>
<td>9</td>
<td>Specialized Degree (e.g. MD, DDS)</td>
<td>42</td>
<td>0.34%</td>
</tr>
</tbody>
</table>

Source: NM Department of Workforce Solutions, Individuals with active resumes in the workforce system, https://www.jobs.state.nm.us/vosnet/lmi/area/areasummary.aspx?enc=SgfjA5gOXyj18J88h1RJLRQ6FUPya02pMIsqJ7b10xg0e36o6Lo2c5VgTcAqefV
The work experience levels of available candidates in the southwestern area, (in terms of years as presented in the graph below), shows over 46% of potential candidates have more than 10 years of work experience, followed by 19% with five to ten years of work experience. The graph also indicates that 9.23% of available candidates has less than one year of work experience and are likely to support many of the low skilled entry level jobs available in the southwestern area.

Source: NM Department of Workforce Solutions, Individuals with active resumes in the workforce system, https://www.jobs.state.nm.us/vosnet/lmi/area/areasummary.aspx?enc=SgfjA5gOXyjI8J88h1RJLRQ6FUPya02pMIspxiJbi0xgoe36o6Lo2c5VgTcAqefV

B. Analysis of Workforce Development Activities

1. Analysis of workforce development activities, including education and training, in the region

Stemming from the Workforce Investment Act of 1998, the southwestern area has a strong rooted workforce system that meets the requirements of the Workforce Innovation and Opportunity Act. It has strong relationships with the three land grant universities (Western New Mexico University, New Mexico State
University, New Mexico Tech) that are eligible training providers, as well as other private post-secondary schools. In addition, Doña Ana Community College is a vital training provider for individuals who wish to re-enter an academic tract to obtain an associate’s degree or industry recognized credentials.

In addition, the southwestern area has four adult basic education programs, vocational rehabilitation offices, housing offices, and other public assistance offices that serve as focal points for outreach and recruitment of participants. The partnership among the different agencies also provides an opportunity for collaboration, which leads to a more effective and efficient workforce system.

C. Strategic Vision and Goals

1. The Southwestern Area Workforce Development Board’s main vision is to prepare and educate eligible Workforce Innovation & Opportunity Act youth for the global workforce. The Board knows that people and businesses create economies; its mission is to build a workforce system in our region that encourages people and businesses to work together to sustain economic growth and success.

2. The Southwestern Area Workforce Development Board, in consideration of its vision, has established the following local goals:

   a) Goal 1 - Establish stronger relationships with businesses to better understand and prepare to meet their employment needs.

   b) Goal 2 - Strengthen relationships with economic development offices and educational institutions to be better prepared and equipped to meet the employment needs of both new and established employers through a business demand driven system.

   c) Goal 3 - Establish an effective system of communication with Youth and Adult Service Providers to inform youth participants of the occupations in demand, along with the opportunities available to enroll in adult training programs. This goal is designed to align the youth and adult service programs.

   d) Goal 4 - Build relationships that promote long term success and connect youth to the workforce system.

   e) Goal 5 - Strengthen training programs at the training provider, staff, and board levels to assist in the accomplishment of the Southwestern Area
Workforce Development Board’s vision and contractual obligations by using various sources to include, but not limited to, the New Mexico Department of Workforce Solutions.

f) Goal 6 - As required in the Workforce Investment Act, migrant/seasonal farm worker initiatives will be established through collaborative efforts with other agencies to provide farm workers the opportunity to learn additional job skills for higher paying occupations.

g) Goal 7 - The Southwest Region does not have adequate facility space to satisfy the One Stop concept. The Southwestern Area Workforce Development Board, under Goal #7, will make efforts with local, state and federal agencies to obtain adequate facility space to serve its business and job seeking customers.

3. The Southwestern Area Workforce Development Board’s overall strategy for working with the entities that carry out the Core programs and to align the available resources in the local area to achieve the strategic vision and goals begins with the convening of Core partners, then the additional partners. The Core partner’s priority is to evaluate where they stand in relation to the overall expectations of WIOA and how they can align their resources accordingly.

The Core partners are the WIOA Title IB Adult, Dislocated Worker, and Youth programs; Title II Adult Education and Literacy programs; Title III Wagner Peyser programs; and Title IV Rehabilitation Act programs.

The additional WIOA partners are the Postsecondary Education (Carl D. Perkins Career & Technical Education) partners; State Human Services (TANF) partners; Supplemental Nutrition Assistance Program (SNAP) partners; SNAP Employment & Training partners; Trade Readjustment Assistance Program partners; Veterans Employment & Training partners; Unemployment Compensation partners; Older Worker Programs (Senior Community Service Program) partners; HUD Employment & Training partners; Community Services Block Grant partners; and the Second Chance Act of 2007 (ex-offenders) partners.

The Core partners should consider the co-location of partners at existing workforce centers, determining whether workforce centers can be comprehensive or affiliate sites, assisting in the development of the partner MOU, participating in the development of outreach materials, and reviewing the following strategic areas;
a) Establish a common vision
b) Establish a common mission
c) Establish common goals
d) Identify the strategies to accomplish the common goals
e) Create action steps or plans

As part of this process, the partners should understand each other’s programs, communicate their expectations and contributions to the overall effort, quantify the performance data and how progress will be demonstrated, and discuss how course corrections may be made.

OPERATIONAL ELEMENTS

A. Local Workforce System Structure

1. Local Board Area Profile

According to the 2010 Census, the population for the Southwestern Area is 220,016. The only heavily populated city in the southwestern area is Las Cruces, NM. The majority of the region is made up of many small rural communities.

Below are the top 10 employers for the southwestern area. Out of the 10 employers 6 are related to the Healthcare industry, which makes up a large part of the training for the southwestern area.

**Employers by Number of Job Openings**

The table below shows the employers with the highest number of job openings advertised online in Southwestern New Mexico on September 27, 2016 (Jobs De-duplication Level 2).

<table>
<thead>
<tr>
<th>Rank</th>
<th>Employer Name</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Swift</td>
<td>422</td>
</tr>
<tr>
<td>2</td>
<td>MountainView Regional Medical Center</td>
<td>123</td>
</tr>
<tr>
<td>3</td>
<td>Swift Transportation Co., Inc.</td>
<td>108</td>
</tr>
<tr>
<td>4</td>
<td>Community Health Systems, Inc.</td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>Tresco, Inc.</td>
<td>51</td>
</tr>
<tr>
<td>6</td>
<td>La Clinica De Familia</td>
<td>47</td>
</tr>
</tbody>
</table>
The Southwestern Area Workforce Development Board plans to continue to use the State’s eligible training provider lists that are web-based. Prospective and current providers will access the applications to become eligible providers via the State website (https://www.jobs.state.nm.us/). Applications for training provider programs are also accessed using the same procedure. Eligible training providers will enter course information and performance information onto the state’s website. All programs will be reviewed to make sure they have been identified as an occupation in demand for the southwestern area.

The following is a current list of Eligible Training Providers for the southwestern area.

<table>
<thead>
<tr>
<th>ID</th>
<th>Provider Name</th>
<th>Provider Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>2108</td>
<td>Computer Career Center</td>
<td>6101 Montana El Paso, TX 79925</td>
</tr>
<tr>
<td>1107</td>
<td>Computer Career Center - C399</td>
<td>850 N. Telshor Blvd., Ste. E, F, G Las Cruces, NM 88011</td>
</tr>
<tr>
<td>1454</td>
<td>Computer Labs Inc. - C133</td>
<td>1155 McNutt Rd. Sunland Park, NM 88063</td>
</tr>
<tr>
<td>2997</td>
<td>Cyber Pros Computer Training</td>
<td>1818 N. Silver St. Silver City, NM 88061</td>
</tr>
<tr>
<td>28</td>
<td>Dona Ana Community College of NMSU - C16</td>
<td>3400 S. Espina St. MSC 3DA, P.O. Box 30001, Las Cruces, NM 88003</td>
</tr>
<tr>
<td>3555</td>
<td>Emerald Nursing School</td>
<td>5690 Santa Teresita Dr., Ste. A1, Santa Teresa, NM 88008</td>
</tr>
<tr>
<td>46</td>
<td>International Schools - C144</td>
<td>2345 E. Nevada Ave., Las Cruces, NM 88005</td>
</tr>
<tr>
<td>1292</td>
<td>Mesilla Valley Training Institute - C482</td>
<td>7440 Doniphan Dr. Canutillo, TX 79835</td>
</tr>
<tr>
<td>3455</td>
<td>Mountain View Vocational Institute</td>
<td>3201 Alabama St. El Paso, TX 79930</td>
</tr>
</tbody>
</table>
### ID Provider Name Provider Address

<table>
<thead>
<tr>
<th>ID</th>
<th>Provider Name</th>
<th>Provider Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>NM State University - C71</td>
<td>1600 University Ave., Suite B</td>
</tr>
<tr>
<td></td>
<td>Las Cruces</td>
<td>Las Cruces, NM 88003</td>
</tr>
<tr>
<td>80</td>
<td>NM Tech - C318</td>
<td>NM Tech Physical Plant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Socorro, NM 87801</td>
</tr>
<tr>
<td>3392</td>
<td>Southern New Mexico Project, Inc.</td>
<td>209 Linda Vista Dr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunland Park, NM 88063</td>
</tr>
<tr>
<td>3046</td>
<td>Southwest School of Cosmetology</td>
<td>1810 N. Silver St.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silver City, NM 88061</td>
</tr>
<tr>
<td>3458</td>
<td>Vista College</td>
<td>6101 Montana Ave.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>El Paso, TX 79925</td>
</tr>
<tr>
<td>124</td>
<td>Western NM University - C33</td>
<td>1000 College Ave./P.O. Box 680</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silver City, NM 88062</td>
</tr>
<tr>
<td>3536</td>
<td>Western Technical College</td>
<td>94551 Diana Dr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>El Paso, TX 79924</td>
</tr>
</tbody>
</table>

2. **Local Board Structure**

The functional chart below shows the relationship between the Chief Elected Officials of Region 4, the Southwestern Area Workforces Development Board (SAWDB), and its relationship with its contractors. View Attachment B for a full roster of local board membership.

**Functional Chart**

![Functional Chart Diagram](image-url)
The Southwestern Area Workforce Development Board has six standing committees.

- Disabilities Committee
- Executive Committee
- Monitoring Committee
- One Stop Committee
- Planning Committee
- Youth and Young Adult Committee

Committee Descriptions:

**Disabilities Committee** – This committee will provide information and assist with operational and other issues relating to the provision of services to individuals with disabilities, including issues relating to compliance with section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding providing programmatic and physical access to the services, programs, and activities of the one stop delivery system, as well as appropriate training for staff on providing supports for or accommodations to, and finding employment opportunities for, individuals with disabilities.

**Executive Committee** – This committee has the responsibility for reviewing and coordinating the work of the other committees prior to the Chair of those committees reporting to the SAWDB. This committee is accountable for reporting all actions taken to the Board. Any action taken by the Executive Committee must be in accordance with the Board’s mission statement and is subject to ratification by the Board.

**Monitoring/Performance Committee** – The responsibility of this committee is to oversee and evaluate workforce development areas and local programs for compliance with rules and regulations to determine program success or failure. Additionally, it will review and approve state and local performance goals, review monitoring and performance reports, make recommendations for recognition, award incentive grants for program success, take corrective action, and/or impose sanctions for non-compliance or program failure. The goal of this committee is to assure the continuous improvement of State training programs.
One Stop Partner Committee – This committee will facilitate the integration of all the One Stops/Workforce Connections Centers in the southwestern area. They will make efforts to minimize program duplication, as well as facilitate coordination and communication between agencies, employers, and training providers. This committee is responsible for researching and identifying employment and training activities, services available, and facilitating the interaction between the government and private sector to assure they do not overlap and are effective and efficient in promoting a clear strategy leading to program success.

Planning Committee – This committee has the responsibility of reviewing and making recommendations pertaining to workforce development planning and operation. This includes reviewing state and local plans and resources for those workforce areas, and identifying the educational need for services and training. The Planning Committee shall develop a four-year plan with Board approval and CEO concurrence and annually review and update said plan as necessary, as outlined in the local plan.

Youth and Young Adult Committee – This committee will provide recommendations to the SAWDB on matter related the WIOA Youth Program, as well as its related policies, measures, and practices. The committee shall also review the youth services provider’s performance reports, to include quarterly performance measures.

3. Description of the Workforce Development System

The local board continues to establish employment, training, and education through a business demand driven structure. The local board identified aerospace, agricultural, education, health care, information technology, logistic and warehousing, manufacturing, mining, hospitality and tourism, and utilities, as priority industries.

Throughout the seven-county area, growth is taking place and the Southwestern Area Workforce Development Board plans to prepare for the business-driven demand of employers.

The Southwestern Area Workforce Development Board plans to strengthen its relationships with economic development offices, school districts, and chambers of commerce within the seven-county area. Key strategies of building stronger relationships and more collaboration will not only lend themselves to achieving
the objectives of workforce development, but economic development and education, as well.

A list of the Southwestern Area Workforce Centers and the partners located in each center can be found in Attachment C.

4. Support of State Plan Strategies to Include the Carl D. Perkins Act

The Southwestern Area Workforce Development Board recognizes and supports the goals and objectives in the Combined State Plan. The Board’s strategy is to develop policy to that supports and complements the Core and workforce programs’ services within the region, to include the Carl D. Perkins Act of 2006. The Board’s One-Stop Operator and Administrative Entity will facilitate the process through the engagement of partners. This will be accomplished by ensuring that the workforce partners understand each other’s services and how they fit into the workforce system. The Carl D. Perkins Act partners are a cornerstone partner in the delivery of services as they focus on the academic achievement of career and technical education students. The WIOA Adult, Dislocated Worker, and Youth programs (Title IB) will work to enhance their strong working relationship to deliver the necessary services to individuals who benefit from the programs.

The program also strengthens the connections between secondary and postsecondary education. In addition to the partners being involved in reexamining the current system design, they will be involved in the architecture of an enhanced system that aligns itself with the State’s plan. Their involvement in the redesign is beneficial to all the Core and workforce programs services, especially during the implementation phase.

Another asset to the workforce board and the system is having a Carl D. Perkins program representative that serves as a board member. The board member will have the opportunity to inform the Board and board committees on how services can be aligned to meet the needs of both programs, ultimately providing individuals with effective and efficient levels of service.

5. The Southwestern Area Workforce Development Board will support the strategies of the New Mexico Department of Workforce Solutions and work with the core programs listed below. The SAWDB will promote these programs and insure that they are carried out by the Service Providers.
a) Adult Program (WIOA, Title I)
b) Dislocated Worker Program (WIOA, Title I)
c) Youth Program (WIOA, Title I)
d) Wagner-Peyser Act Program
   (Wagner-Peyser Act, as amended by title III)

B. Local Workforce Development System Alignment

1. The SAWDB will work with the service providers to enlist local employers and training institutions to expand access for eligible individuals that have barriers to employment in order to obtain, maintain, and advance in competitive employment. The SAWDB will provide enhanced access and flexibility for work based training options, such as OJT’s, Incumbent Worker Training, and Customized Training.

2. The Southwestern Area Workforce Development Board will provide access and flexibility for work based training options like OJT’s, Customized Training and Incumbent Worker Training that will be used to develop a career pathway along with co-enrollment for job seekers and a job-driven strategy for employers and industries. Additionally, encouraging partnerships with businesses and educational organizations to create a work based training that will feed career pathways and employers.

3. The Southwestern Area Workforce Development Board balances the quality of services with the quantity of services offered within the region. It considers the geographic service areas and services offered by its workforce partners within the region to satisfy the needs of individuals and employers.

The workforce centers have established a strong and effective system of coordinated services with its partners and will continue to do so through the implementation of WIOA. The existing workforce system stems from the Workforce Investment Act of 1998, as amended. Numerous educational institutions, known as, eligible training providers, services providers, partners, and employers have been the foundation to the workforce system. Now under WIOA, the system adds improvements and alignment.

The board plans to expand its access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment by:
a) Enhancing its coordination with Core and workforce partners. The Board, through its administrative entity and One-Stop Operator, will facilitate this process with its partners to determine how the co-location and leveraging of partners, program goal mapping, cross-training, and new outreach strategies and materials will play a role to expand access to the services. Beyond the planning phase, the partners will also work on their plan and timeline for implementation. A memorandum of understanding to support their plan is the blueprint for how the workforce system functions and establishes the working relationship that supports the cooperative outreach and leveraging efforts for capacity building to expand services. Under WIOA, the Board’s focus and priority of service are serving those with barriers to employment.

b) Representation on the Board. The Board has representation from various partners who engage in strategic planning, policy development, monitoring, and oversight of the WIOA program. This model helps the Board understand the strengths and weaknesses of a partnering program and helps shape how resources and services can be delivered.

c) Funding. The Board will seek to maintain at least 50% of its service providers’ funding allocation for employment, training, education and supportive services. This will help broaden the pathway for individuals and employers to access providers and services throughout the network.

d) Incremental capacity building. As the Board and workforce partners implement the strategies outlined in this plan during the first year, improvements will be made to the system that will incrementally build capacity in the system.

4. The Southwestern Area Workforce Development Board, through its service providers, have used the career pathway model for many years under the Workforce Investment Act of 1998. It has been a process to not only benefit youth, but adults as well. The outcome in the delivery of services has guided individuals to credentials that support the workforce needs of employers and industries. Since the implementation of WIOA, through the Board’s service providers, co-enrollment within the Core programs has been, and continues to be, a pathway for individuals.
The Board’s strategy in working with other entities to facilitate the development of career pathways and co-enrollment in its Core programs focuses on the implementation of six elements to career pathways within the workforce system. The U.S. Department of Labor establishes these six elements for state and local workforce boards. Along this line, the Board will work with its workforce partners to;

a) Build cross-agency partnerships and clarify roles  
b) Identify industry sectors and engage employers  
c) Design education and training programs  
d) Identify funding needs and sources  
e) Align policies and programs  
f) Measure system change and performance

The Board, along with its workforce partners, will work to map the operation elements to identify what services are being provided, by whom, their locations, and their effectiveness. The partners will also identify gaps in service, the capacity of the service providers, their resources, the flexibility of the resources, and what other resources may be obtained.

In the process of enhancing career pathways under WIOA, the Board will not only consider employers as customers, but as partners in the workforce system. Their involvement will help widen the pipeline of qualified employees and help meet the needs of the workforce by having workers who hold industry-recognized and academic credentials.

The U.S. Department of Labor states that the term “career pathway” means “a combination of rigorous and high-quality education, training, and other services that—

a) aligns with the skill needs of industries in the economy of the State or regional economy involved;  
b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937;  
c) includes counseling to support an individual in achieving the individual’s education and career goals;
d) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

e) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and

g) helps an individual enter or advance within a specific occupation or occupational cluster.”

The process of aligning career pathways and co-enrollments with the Core and additional partners will be a major project. During the 2017 Program Year, the partners, led by the Board and its One-Stop Operator will work together to refine its processes beyond its current stage.

5. The Southwestern Area Workforce Development Board will work with the core programs to ensure that there is access to programs that lead to recognized postsecondary credential, including an industry recognized certificate or certification, portable and stackable, while also reviewing the programs periodically to insure they have the credentials and certificates in line.

6. Since the implementation of the Workforce Investment Act of 1998, the Southwestern Area Workforce Development Board has worked with its mandated partners in carrying out activities that provide access to postsecondary credentials. During this time, the system which is comprised of eligible training providers, services providers, workforce partners, job seekers, youth, and employers have made inroads in their activities.

Beyond this point, and as the Board continues its implementation of WIOA, the Board seeks to follow the Combined State Plan and expand access to credentials through the coordination and collaboration of its partners. The Board’s One-Stop Operator will work to streamline the region’s operation and focus on the following key elements: 1) Co-location of Core partners, where appropriate; 2) collaborative partnerships to eliminate duplication and improve efficiency; 3) functional alignment of staff; 4) and the cross-training of staff;
Each of WIOA’s Core partners listed below have different functions and key roles in the delivery of services to an individual in the workforce development pipeline of services.

a) Title IB – Adult
b) Title IB – Dislocated Worker
c) Title IB – Youth
d) Title II – Adult Education and Literacy program
e) Title III – Wagner-Peyser Act (Employment services)
f) Title IV – Rehabilitation Act of 1973 Title I

Each of the Core partners’ role is essential to an individual’s development that leads to placement into an occupation and a self-sufficiency wage. In addition to the Core partners’ role in expanding activities leading to credentials, the Board will work with industries and training providers to develop curriculum that meet the needs of employers within the industries. This information will be coupled with the data from the Economic and Analysis Bureau for the Board and workforce partners to analyze. Their analysis will lead to the Board identifying the occupations-in-demand for the region. Subsequently, it will lead to determining the type of industry-recognized and post-secondary credentials that the Board will fund through Individual Training Accounts.

Title IB – As prescribed under WIOA, the Board’s Adult and Dislocated Worker programs will continue to offer three types of career services and training services in combination or sequentially with other services offered by its partners, where needed: The Basic, Individualized, and Follow-up services, which can be provided in any order and are based on the individual’s needs. The Basic services must be made available to all individuals who seek services. Basic services include, but are not limited to, eligibility determination for assistance from the Adult, Dislocated Worker, or Youth programs, as well as, outreach and reemployment services, initial assessment of skill levels, labor exchange services, referrals to other programs, and assistance with financial aid eligibility for non-WIOA programs. Individualized career services include, but are not limited to, individualized assessments, individual employment plans, group or individual counseling and mentoring, career planning, short-term pre-vocational services, internships, work experience, and English language programs. Follow-up
services are required for participants for a period of up to 12 months after their first day of employment in unsubsidized employment.

In addition to the three types of career services, Training services are also offered to adults and dislocated workers that lead to post-secondary education credentials. Training services are offered to an individual who is determined to be unlikely or unable to obtain or retain employment that leads to a self-sufficiency wage or wages that are higher from previous employment, and has the skills and qualifications to succeed in a training program.

Title IB – The Board’s Youth program focuses on in-school and out-of-school youth ages 14 to 24 and offers the 14 service elements required by WIOA. Co-enrollment with training services offered by the Adult or Dislocated Worker program may be performed in combination or sequentially with the youth program. Other services offered by the workforce partners will also be considered.

The board has established a high priority to ensure that services are made available for those needing life skills, computer, and customer service training. These services will be made available to WIOA eligible job seekers, youth, and employed individuals to support the workforce needs of employers.

C. Local Strategy Implementation

1. The Southwestern Area Workforce Development Board’s goal is to meet the workforce needs of businesses through the delivery of services offered through the workforce centers and its partners. Since the inception of the Workforce Investment Act of 1998 (WIA), the Board’s strategy has been to support a business-driven model that trains job seekers to earn credentials that not only lead to self-sufficiency, but meets the needs of business as well.

The Board strategy is to build on WIA’s foundation by incorporating the menu of services offered by all its Core partners. Additionally, through the identification of the skill needs of industries through periodic round table work-sessions, the Board will focus its resources within specific occupations-in-demand. Board members from the respective industries will also participate in the roundtable work-sessions. The interactive and collective work among industry leaders will create an informative basis for strategy, investments, and policy.
In addition to the collaborative efforts, through the Board’s One-Stop Operator, information will be shared with the Core workforce partners to meet the needs of businesses through a variety of employer services.

The Board and its workforce partners will offer the following business services:

a) Search for a job candidate
b) Post a job opening
c) Job placement
d) Database job matching
e) Credentialed job seeker
f) On-the-job training
g) Customized training
h) Outreach & Recruitment - finding candidates for jobs
i) Organizing hire events
j) Job candidate skill-set assessments
k) Pre-employment screenings
l) Job market trends
m) Job description development
n) Labor market trends
o) Unemployment Tax Assistance (Las Cruces only)
p) Obtain required employment posters
q) Rapid Response
r) Work Opportunity Tax Credit (WOTC)

The coordination of outreach activities among the workforce partners is also a priority to the Board as it seeks to align and leverage resources within the network. The One-Stop Operator will ensure that business outreach teams utilize the Customer Relationships Module of the New Mexico Workforce Connection Online System. The module provides an online and integrated method of managing employers, displaying their business services representative, and provides a history of activities with the employers. By using this module, staff can
create marketing leads, contacts lists, view all the marketing leads, create work
items and appointments, and create online employer surveys.

2. Other processes in the delivery of services include, but are not limited to, the
following:

   a) Working up-front with employers to determine local regional hiring needs
      and design training programs that are responsive to those needs.

   b) Engaging employers, employer associations, and labor organizations in the
      design and delivery of programs and services to meet current and future
      hiring needs that will likely result in employment for participating job
      seekers.

   c) Developing and implement proven or promising strategies that expand
      employment and career advancement opportunities for system participants
      in in-demand industry sectors or occupations and meet the needs of
      employers by providing a skilled workforce.

   d) Developing effective linkages with employers in the region to support
      employer utilization of the local workforce development system and to
      support local workforce investment activities.

   e) Ensuring that workforce investment activities meet the needs of
      employers, and support economic growth in the region by enhancing
      communication, coordination, and collaboration among employers,
      economic development entities, and service providers.

   f) Prioritizing work-based learning opportunities including on-the-job
      training, internships, pre-apprenticeships, registered apprenticeship, and
      customized training as training paths to employment.

   g) Utilizing timely, reliable, and readily accessible labor market information,
      in conjunction with program outcomes, to guide jobseekers in choosing
      the types of employment, fields of study, training, and credentials to
      pursue. Labor market information includes current and projected local,
      regional, state, and national labor markets, such as the number and types
      of available jobs, future demand, job characteristics, training and skills
      requirements, and composition, characteristics and skills of the labor
      supply.
3. The Workforce Innovative and Opportunity Act and Wagner-Peyser are co-located and have established three-functional teams; Welcome Team; Skills Development Team; and the Business Services Team which will be implemented in all the field offices to service both employers and employees.

4. The Board will continue to strengthen relationships with economic development offices and educational institutions to be better prepared to meet the employment needs of new and established employers through a business demand driven system. By strengthening relationships, the objectives of the various groups are better achieved. It will work with all the partners to develop and implement trainings across all systems to approach service delivery.

Through its workforce partners, the Board will educate businesses to make them aware of the public agencies and services that are available and inform them on how partners work together on service delivery to customers.

5. The Southwestern Area Workforce Development Board’s strategy for better coordination of workforce development programs and economic development is to engage economic development offices at both the regional and county levels to have round-table discussions to formulate innovative ideas and practices. The New Mexico Economic Development Department and local economic development offices engage existing businesses for economic growth and new businesses to start up their operations in New Mexico. One of WIOA’s objectives is to support economic development through workforce development. Along these lines, the Board has been providing this type of support over the past 15 years and under WIOA’s new direction, the Board will enhance its methods to better facilitate the needs of economic development offices.

In addition to sharing information about career services and training services, the Board will offer labor market information to economic development offices in the areas of economic activity, looking up employers by industry, industry profiles, regional reviews, industry spotlights, occupations bulletins, and other reports that assist with their economic strategies and services. Another important facet to working with and supporting economic development offices is provide their staffs with an online PowerPoint that will inform them of the types of services that are available to businesses. They’ll include the career services, on-the-job training, incumbent worker training, customized worker training, employee training, and how they can employ those who are receiving tuition assistance. These services complement the Job Training Incentive Program offered by the economic
development department that reimburses companies for training expenses when they create new jobs.

The Board also contracts with the South Central Council of Governments for its administrative entity services. It assists local governments and political subdivisions with local planning and economic development. It is also the organization that develops the Comprehensive Economic Development Plan that describes the regional economy, establishes regional goals and objectives, develops a regional plan of action, and identifies investment priorities.

During the past few years, the New Mexico Legislature created the Jobs Council, an interim committee, to study and develop a plan to support job growth and advanced job growth in New Mexico. Through the Board’s administrative entity, the Board strategy is to be present at Jobs Council meetings when they are in the region and participate in their work sessions or groups.

As required by the Workforce Innovation and Opportunity Act, the Board also has first-hand economic development representation on their board and committees.

6. The Southwestern Area Workforce Development Board’s strategy is to ensure that each of its comprehensive and affiliate workforce centers provide access to unemployment insurance (UI) services online or by phone.

Under WIA and since WIOA was approved, the board has provided space for computers and telephones to those individuals who need to certify and recertify for unemployment benefits. It is also the Board’s strategy to provide an area for UI orientations and workshops, such as Re-employment Services and Eligibility Assessment workshops, that are offered to those receiving unemployment benefits.

In the Southwestern area, there are areas where the unemployment is very high, such as in Luna county. Luna county had an unemployment rate of 19.7% for February 2017, one of the highest in the nation. As such, the need to support dislocated workers with employment services under Wagner Peyser, training services under Title IB, as well as the other services offered by the Core and additional partners. Below are the key services that are and will continue to be offered through the Board’s workforce partners.

a) Job search assistance

b) Creating a resumé
c) Finding job search matches  
d) Veterans services  
e) Migrant Seasonal Workers  
f) Job candidate skill assessments  
g) Job description development  
h) Virtual Recruiter services  
i) Training to upgrade skill-sets for employability  
j) Tuition Assistance, On-the-Job Training, Customized Training  
k) Job market trends  
l) Labor market trends  
m) Career Exploration  

7. As a local workforce board, the Southwestern Area Workforce Development Board’s focus is to support economic development through workforce development activities. Within the region, the Board has worked to establish relationships with economic development officials, both at the state and local levels. In addition, the Board’s Administrative Entity is the South Central Council of Governments, a regional planning and economic development government agency. The Board also has members who are leaders in small business development and economic development. The board members possess a high and in-depth level of knowledge within their areas and provide the Board with the information and perspective needed to develop sound policies and decisions.

The Board currently works to align the needs of employers with the skills needed in the workforce, facilitates career pathways, and establishes a pipeline for job seekers to enhance their skill-sets through industry-recognized and other credentials. Through the Board’s Administrative Entity, the Board is an active member of Borderplex 2020, a multi-regional and binational economic and workforce development taskforce. The taskforce works to improve the region’s economic levels and promote entrepreneurship and innovation. In addition to Borderplex 2020, the Board will work with some of its eligible training providers and other programs such as, Arrowhead Park’s Business Incubator, to provide access to entrepreneurial programs.
The Board will engage small business development organizations, such as the Small Business Development Centers in Las Cruces, Deming, and Silver City. It is through this engagement and activities that the Board will coordinate its regional economic activities, promote entrepreneurial skills, and small business services in the region.

8. During the years under the Workforce Investment Act, the Board and its workforce partners established a solid foundation and method for the referral of customers. In these years, from 2000 to 2014, the Division of Vocational Rehabilitation, and some other workforce partners, were not co-located and provided services at different locations, other than the workforce centers.

As WIOA now requires vocational rehabilitation services to be provided at comprehensive workforce centers, the Board is enhancing its coordination with its Core partners to improve the delivery of services under a unified approach. Under this unified approach, the One-Stop Operator will facilitate meetings with the Core partners to implement the planning process for each of the following areas; co-locating and resource sharing agreements; mapping program deliverables and methods of measurement; cross-train among partners; the development of outreach materials. As the plans are developed for each area, the partners will consider establishing teams with a team leader who can facilitate the design and planning process.

An important area for the partners to explore is a cross-training method to be used to train scores of workforce professionals on each other’s programs. Short audio-based PowerPoint modules uploaded on a restricted website will be considered in addition to other ideas proposed by the partners. The cross-training will be essential to the workforce professionals to understand the eligibility requirements and services available to those they will serve.

In addition, the Board has a representative from the New Mexico Division of Vocational Rehabilitation (DVR) that serves on the workforce board who can provide first-hand information to develop policy and guide the Board on decisions. The board member can also provide the Board with technical information specific to DVR services, such as, vocational guidance and counseling, school-to-work transition services, vocational and other training, job search and placement assistance, diagnostic/treatment of impairments, accommodations and assistive technology.
The Board will also coordinate with the Commission for the Blind, a state government agency, that serves those who are blind or visually impaired. As stated in New Mexico’s WIOA Combined State Plan, the Commission and DVR provide services to mutual participants. The Board recognizes that its role is to build a strong system of services within the workforce network.

D. One Stop Delivery System

1. The Southwestern Area Workforce Development Board has a total of three workforce centers that are owned by the State of New Mexico. These centers are in Deming, Las Cruces, and Silver City. There is one workforce center that is leased in Socorro that is not government-owned and one local office in Truth or Consequences that is owned by the City of Truth or Consequences. All five facilities are required under state and federal regulations to be compliant with the Disabilities Act of 1990 and to have programs and services, technology, materials, and staff training to meet the needs of individuals with disabilities.

As tenants of the buildings, it is the Board’s responsibility, along with the owners, to ensure that the buildings meet the requirements of state and federal laws. In addition to building compliance, the workforce partners must also be involved in ensuring that they understand the requirement for equipment and materials that are required for individuals with disabilities and that they are provided.

The Board’s One-Stop Operator will facilitate and present the ADA requirements to the workforce partners that are co-located at the workforce centers. The Board will also coordinate with the Division of Vocational Rehabilitation and the Commission for the Blind to develop the process for inspections and staff training. The One-Stop Operator will coordinate annual inspections of the centers and promptly correct any deficiencies identified with the building owners and workforce partners. Additionally, the board will explore the types of requirements of having staff who can communicate using American Sign Language.

In addition, on an annual basis, the One-Stop Operator will facilitate and assist workforce partners to provide trainings on WIOA Sec. 188. Section 188 prohibits discrimination against individuals in any program or activity that receives financial assistance under Title I of WIOA as well as by the one-stop partners listed in WIOA Section 121(b) that offer programs or activities through the one-stop/American Job Center system. Section 188 prohibits discrimination because
of race, color, religion, sex, national origin, age, disability, political affiliation or belief, or, for beneficiaries, applicants, and participants only, citizenship status or because of an individual's participation in a program or activity that receives financial assistance under Title I of WIOA. As it pertains to new employees, the partners should receive training on WIOA Sec. 188 as part of their employee orientation or onboarding.

2. The Southwestern Area Workforce Development Board will continue to screen all eligible providers for compliancy, and;

   a) The SAWDB will continue to work with the providers to assure the employment needs training is what the employers and employees are looking for.

   b) Assure that all significant population groups are served. An eligible training provider process shall assure that significant numbers of competent providers, offering a wide variety of training programs and occupational choices, are available to customers.

   c) Will continue using the NM Workforce Connection On-Line System (NMWCOS) for jobseekers and employers. The jobseeker and employer can access NMWCOS from any computer that has an internet connection.

   d) The system can be used for registering job applicants, housing resumes and job postings, data entry, case management, and performance reporting. The system also provides access to the labor market information for business and job seekers in need of training and employment assistance.

   e) Will follow the Non-Discrimination and Equal Opportunity regulations to ensure compliance of non-discrimination requirements by obtaining direction from State staff and providing direction to providers regarding Workforce Innovation and Opportunity Act funds. The purpose of nondiscrimination, Assurances, Definitions, Discrimination Prohibition on Grounds other than Disability Prohibited, Specific Discriminatory Actions Based on Disability Prohibited, Reasonable Accommodations, and Communications for Individuals with Disabilities, Employment Practices, threats and retaliation Prohibited, Notices and Communications (specific wording, languages other than English, Outreach and Equitable Services), Methods of Administration and Sexual Harassment Policy. The policy
f) A Memorandum of Understanding will be updated and signed by all One Stop partners in each of the following One Stop offices, Deming, Las Cruces, Silver City, and Socorro.

g) The One Stop offices will provide accessibility for English language learners by the partners. Each office will have someone who can read, write, and speak the Spanish language.

E. Service Implementation of Indicated Populations

YOUTH – Currently, the Southwestern Area Workforce Development Board, through local policy and federal regulations, outline the 14 youth service elements and their requirements to its youth service providers.

1. The local workforce board’s Youth and Young Adult Committee will meet and discuss recommendation on how the 14 service elements are to be delivered in specific geographic area of the regions. Subsequently, the local workforce board, through its Request for Proposal process, outlines the federal requirements of the Act and requests for proposers to identify how they will provide the 14 service elements. The proposers should indicate whether the services will be provided directly by them, or by a workforce partner, or other agency. The RFP will encourage proposers to outline the workforce partner relationships it will use in the delivery of services. The successful offeror (service provider) of services will be monitored in accordance with their contracted scope of work related to the delivery of the 14 required service elements. The results will be included in a monitoring report. In addition, the service provider should ensure that it has periodic partner meetings to manage and enhance its program’s deliverables through the term of its contract agreement with the local board.

2. The Southwestern Area Workforce Development Board has traditionally emphasized work experience through the Workforce Investment Act. Therefore, the transition to the 20% work experience requirement will not need much realignment. Similarly, under WIOA, the Southwestern Area Workforce Development Board will continue to invest more than the 20% work experience requirement. This will be done through the RFP for youth services, as well as
strategies to increase the number of registered apprenticeships programs in the
region. The RFP will incorporate youth service strategies and suggestions that are
made by the Youth and Young Adult Committee. This provides offerors the
required information for their service delivery strategy and how much funding
they will budget for work experience. The local workforce board will also
coordinate with the State’s Registered Apprenticeship Director to establish
pathways for youth and coordinate in the development of establishing new
registered apprenticeship programs where there are none.

3. The youth service providers under contract are required to meet the 75% out-of-
school youth minimum expenditure. The Southwestern Area Workforce
Development Board’s strategy is to, first, incorporate the requirement into the
request for proposals so that offerors can design their programs accordingly.
Second, training from administrative entity staff shall be provided to service
providers on the local policy that addresses the 75% OSY minimum expenditure
requirement. In addition, the service providers will be monitored monthly to
gauge the minimum expenditure levels. Based on the reported levels, if corrective
action is needed, it will be communicated in writing to the service provider to
ensure that action is being taken to increase the expenditure levels.

4. The transition from the Workforce Investment Act to the Workforce Innovation
and Opportunity Act has presented two significant changes in the Board’s service
delivery model. 1) The maximum age for out-of-school youth expands from age
21 to age 24. 2) The minimum percentage of out-of-school expenditure increases
from 30% to 75%.

As a result of these two changes, the Board’s strategy is to change the method of
how service providers seek out and recruit out-of-school youth into the WIOA
program. The Southwestern Area Workforce Development Board, with its service
providers, will establish focal points for recruitment within the region, and
enhance its relationships with Adult Basic Education, high schools, agencies
servicing those on public assistance, as well as establishing outreach methods.
The Southwestern Area Workforce Development Board’s service providers will
also manage larger numbers of out-of-school youth throughout the region and
enhance its coordination and collaboration with services offered by adult
education programs.
5. The Southwestern Area Workforce Development Board’s experience under WIA provided a mechanism where in-school youth were easier to reach and enroll through high schools. However, out-of-school youth have always posed an outreach and enrollment challenge. Now that WIOA requires that a minimum amount of 75% of youth funds be used for out-of-school youth, the Board’s outreach strategy is for its service providers and workforce partners to establish focal points and contacts for recruitment, such as with Temporary Assistance for Needy Families (TANF) case managers, high school counselors, ABE counselors, juvenile justice administrators, homeless shelters, fast food establishments, community-based organizations serving youth, and other points that will be examined by the workforce partners. The Southwestern Area Workforce Development Board will encourage multiple methods of outreach to youth. Another strategy proposed by the Board is to periodically revisit the effectiveness of its outreach activities with its Core partners as part of its continuous improvement practices.

The One-Stop Operator will facilitate the Core partners in developing outreach materials, such as brochures, flyers, electronic digital media campaigns, and other outreach items to engage youth. The materials will incorporate the shared vision of the workforce partners to ensure that information is consistent and supportive.

6. The Southwestern Area Workforce Development Board anticipates that case managers will need to learn different case management methods with most out-of-school youth as they require a different approach in comparison to in-school youth. The high caseload of out-of-school youth is also a significant factor as to how case management services will be delivered. Case managers will need to learn how to retain out-of-school youth in the program. The co-enrollment with the WIOA Adult program is another skill-set for case managers to learn and deploy.

The Southwestern Area Workforce Development Board recognizes that Supportive Services are key to minimizing or eliminating barriers that impede on the success of youth participant in a workforce activity. The Board recognizes that with more out-of-school youth being served, there is a higher propensity for transportation, child care, dependent care, housing, and needs-related payments. The Board will allocate funds within its service providers’ contracts to make supportive services available in accordance with the local board policy to those who qualify and are in need.
7. Youth Service Elements

a) The SAWDB will provide the following 14 elements through the service providers. Youth with disabilities will be provided the same elements along with referral to the Division of Vocational Rehabilitation (DVR) or other partners. Once the youth has completed the assessment with DVR the WIOA service provider will step back in and assist with training, resume writing, etc.

i. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies

ii. Alternative secondary school services, or dropout recovery services, as appropriate

iii. Paid and unpaid work experiences

iv. Occupational skill training

v. Education offered concurrently with, and in, the same context as workforce preparation activities and training for a specific occupation or occupational cluster

vi. Leadership development opportunities

vii. Supportive services

viii. Adult mentoring

ix. Follow-up services

x. Comprehensive guidance and counseling

xi. Financial literacy education

xii. Entrepreneurial skills training

xiii. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services

xiv. Activities that help youth prepare for, and transition to, postsecondary education and training
Definition of Elements

1. Tutoring / Study Skills Training includes instruction and evidence-based dropout prevention and recovery strategies that lead to completion of HS diploma or equivalent (including a recognized certificate of attendance or similar document for youth with disabilities) or preparation for post-secondary credentials.

2. Alternative Secondary School Services includes referral to formal alternative education programs or formal dropout recovery services, as appropriate.

3. Work Experiences (WE) are planned, structured, learning experiences that take place in a workplace for a limited period of time. They may be paid or unpaid and may occur in for-profit, non-profit, or public sectors. As with all workplace relationships, labor standards and laws apply. WEs provide youth with an opportunity to explore careers and develop skills. WEs must include a combination of academic and occupational education components. WEs include the following types of experiences:

   - Summer Youth Employment - administrators of SYE programs must be entirely selected by the Board via award of a contract or grant (employers used for SYE do not need to be competitively selected).

   - Pre-Apprenticeship is a program, or set of strategies, designed to prepare individuals to enter, and succeed in, a registered apprenticeship program; a documented partnership with at least one or more registered apprenticeship programs must be in place. Providers offering occupational education for pre-apprenticeship must be on the Eligible Training Provider List.

   - Internships & Job Shadowing are activities that provide the youth with an opportunity to explore an occupation or work environment and may include activities that allow them to gain employment and occupational skill competencies.

   - On-the-Job Training is training provided by an employer to a paid participant who is engaged in productive work from which she/he gains the knowledge and skills essential to the full
performance of the job and for which the employer is provided a reimbursement of up to 50% of the participant wage and for which the employer makes a commitment to hire the individual once the on-the-job training is completed.

4. Occupational Skills Training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required of certain occupational fields at the entry, intermediate, and advanced skill levels. Priority must be given for training that leads to recognized post-secondary credentials that are classified as in-demand industry sectors or occupations in the local area.

5. Education offered concurrently with, and in the same context as, workforce preparation activities and training for a specific occupation or occupational cluster refers to the integrated education and training model in which required education and training occur concurrently and contextually with workforce preparation activities and workforce training. Such a program element must describe how workforce preparation activities, basic academic skills, and hands-on occupational skills are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.

6. Leadership Development are opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as: a) exposure to post-secondary educational possibilities b) community and service-learning projects c) peer-centered activities, including peer mentoring or peer tutoring d) organizational and team work training, including team leadership training e) training in decision-making, including prioritization and problem solving f) citizenship training, including life skills such as parenting and work behavior training g) civic engagement activities which promote the quality of life in a community, and h) activities that place the youth in a leadership role such as serving on a youth leadership committee or a standing youth committee.

7. Supportive Services for youth are those that are designed to enable them to participate in WIOA activities and may include: linkage to community services; referrals to health care; and cost assistance with: transportation,
childcare, housing, uniforms, work attire, work-related tools, protective gear, educational testing, and reasonable accommodations for youth with disabilities.

8. Adult Mentoring is a formal, in-person, relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to assist in the develop of the competence and character of the mentee. The activity must last for a period of at least 12 months and must be with an adult mentor other than the assigned youth case manager. Adult mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company who acts as a mentor.

9. Follow-up Services are critical services that must be provided for at least a 12-month period following the youth’s exit from the program. These services are designed to help ensure that the youth is successful in employment or postsecondary education/training. Follow-up services may include: leadership activities, regular contact with the youth’s employer to help address work-related issues, assistance with career pathway development, securing a better paying job, assistance with further education or training, participation in work-related peer support groups, adult mentoring or any other services determined appropriate based on the needs of the participant. Follow-up must include more than only an attempted contact and must be documented in order to receive a performance outcome.

10. Comprehensive Guidance & Counseling is individualized to the participant. This may include career and academic counseling, drug and alcohol abuse counseling, mental health counseling, and referral to partner programs for which the youth counselor has coordinated the youth referral with the partner agency on behalf of the individual youth.

11. Financial Literacy is education or activities that: assist youth to initiate checking and savings accounts at banks and to make informed financial decisions; supports youth learning how to manage spending, credit, and debt, including student loans, consumer credit and credit cards; teaches the significance of credit reports and credit scores and rights regarding credit and financial information; teaches how to assure accuracy of a credit report, how to correct inaccuracies, and how to maintain or improve good
credit; supports a participant’s ability to understand, evaluate, and compare financial products and services; informs participants about identity theft, their rights in regard to it, and ways they can protect themselves from it; and supports the financial literacy needs of non-English speakers through the use of multilingual financial literacy and educational materials.

12. Entrepreneurial Skills Training is training that provides the basics of starting and operating a small business, this training must develop the skills associated with entrepreneurship, for example: taking initiative, creatively seeking out and identifying business opportunities, developing budgets and forecasting resource needs, understanding various options for acquiring capital and the trade-offs associated with each option, and how to communicate effectively to market oneself and one’s ideas. Approaches to teaching youth these skills may include: educational programs that introduce youth to the basics of starting and running a business; enterprise development supports services that incubate and help the youth develop their own business through access to small loans or grants, or that provide individualized assistance in development of viable business ideas. This may include experiential programs in which youth get experience in the day-to-day operation of a business and more.

13. Provision of Labor Market & Career Awareness Information are services that impart information to the youth about jobs that are in demand in the local labor market that may include career awareness, exploration activities, and career counseling.

14. Activities to prepare youth to transition to post-secondary education include information about, and preparation for, college entrance. Also, include, information about applying to colleges, financial aid, entrance testing, student life, pre-requisite courses and more.

The SAWDB, through the service provider and partners, will make available the 14 Elements to all the youth.

The youth service providers will work to provide the 20% of work experience for in-school youth (ISY) and out-of-school youth (OSY). The SAWDB will work with the Apprenticeship Program to reach the service strategy.
The SAWDB, through the service providers, will work to meet the 75% minimum expenditures for the OSY, although this is may present a challenge with the service providers being accustomed to meeting the 30% minimum expenditure for OSY.

The key changes that the youth service providers have been presented with are the 75% OSY versus the 30% OSY minimum expenditures and the 14 Elements vs the 10 Elements.

The key approach to meeting the 75% OSY requirement will be for workforce partners to network with adult basic education providers and community based organizations for recruitment. Additionally, individuals will be recruited by searching the employment services online database, as well as screening those who walk into the workforce center for services.

The youth case managers will continue to enter activities for supportive service when it is provided. There are a broad range of activities to assist in academic and occupational learning (through the 14 elements), developing leadership skills, and preparing for further education and training that leads to employment. Case management approaches have also changed due to the 75% OSY requirement.

ADULT AND DISLOCATED WORKERS

1. The Southwestern Area Workforce Development Board, in collaboration with its workforce partners, is the hub for planning and strategy with input from its workforce partners for the delivery of services to populations with barriers. The Board’s strategy is to continue to support and coordinate services among its workforce partners for the delivery of services to those who are displaced homemakers, homeless adults, ex-offenders, single parents and pregnant women, those who are long-term unemployed, and other populations with barriers to employment. The Board emphasizes the need to create effective and efficient services to meet the needs of individuals who are most in need. The New Mexico Department of Workforce Solutions and Wagner-Peyser provider is the workforce partner primarily responsible for delivering outreach and employment services to these populations.

The Board recognizes that each population with barriers requires specialized services beyond the labor exchange services that include job search assistance,
resumé assistance, how to dress for success, workforce readiness assessment, job referral, placement assistance, and training. Through the Wagner-Peyser program, services to adults and dislocated workers with barriers must be addressed differently during the case management process. Displaced homemakers who may not have work experience or the credentials to be competitive in the labor market must receive services that will encourage and guide the client toward training. The trainings include pursuing an industry-recognized credential, an associates or bachelor’s degree, or on-the-job training in an area that will lead to a self-sufficiency wage. As an example, homeless adults will also receive specialized services that are suited for their situation. Each homeless client has their set of reasons for being homeless. Whether the reasons are mental, emotional, physical, or otherwise, management and case managers must be trained to recognize the issues and guide their clients to workforce partners that can help them overcome their barriers. Similarly, ex-offenders, single parents and pregnant women, those unemployed, and other populations with barriers must be assisted through the services offered by more than one workforce partner or agency.

As the Board works with workforce partners on customized methods to deliver services to those with barriers, it will provide those individuals with the following services, as provided in TEGL 3-15.

**Career Services** - WIOA authorizes “career services” for adults and dislocated workers, rather than “Core” and “intensive” services, as authorized by WIA. There are three types of “career services”: Basic career services, Individualized career services, and Follow-up services. These services can be provided in any order; there is no sequence requirement for these services. Career services under this approach provide local areas and service providers with flexibility to target services to the needs of the customer.

The three categories of career services are defined as follows:

2. Basic Career Services
   a) Basic career services must be made available to all individuals seeking services served in the One-Stop delivery system, and include:
   
   b) Determinations of whether the individual is eligible to receive assistance from the Adult, Dislocated Worker, or Youth programs;
c) Outreach, intake (including identification through the State’s Worker Profiling and Reemployment Services system of unemployment insurance (UI) claimants likely to exhaust benefits, and orientation to information and other services available through the One-Stop delivery system;

d) Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs;

e) Labor exchange services, including—

f) Job search and placement assistance, and, when needed by an individual, career counseling, including—

g) Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and,

h) Provision of information on nontraditional employment (as defined in sec. 3(37) of WIOA);

i) Provision of referrals to and coordination of activities with other programs and services, including those within the One-Stop delivery system and, when appropriate, other workforce development programs;

k) Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including—

l) Job vacancy listings in labor market areas;

m) Information on job skills necessary to obtain the vacant jobs listed; and

n) Information relating to local occupations-in-demand and the earnings, skill requirements, and opportunities for advancement for those jobs;

o) Provision of performance information and program cost information on eligible providers of training services by program and type of providers;

p) Provision of information about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area’s One-Stop delivery system;

q) Provision of information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance,
including: child care; child support; medical or child health assistance
available through the State’s Medicaid program and Children’s Health
Insurance Program; benefits under the Supplemental Nutrition Assistance
Program (SNAP); assistance through the earned income tax credit;
housing counseling and assistance services sponsored through the U.S.
Department of Housing and Urban Development (HUD); and assistance
under a State program for Temporary Assistance for Needy Families
(TANF), and other supportive services and transportation provided
through that program;

r) Assistance in establishing eligibility for programs of financial aid
assistance for training and education programs not provided under WIOA;
and

s) Provision of information and assistance regarding filing claims under UI
programs, including meaningful assistance to individuals seeking
assistance in filing a claim—

t) Meaningful assistance means providing assistance:
u) On-site: using staff who are properly trained in UI claims, filing, and/or
the acceptance of information necessary to file a claim, or

v) By phone or via other technology: as long as the assistance is provided by
trained and available staff and within a reasonable time;
w) The costs associated in providing meaningful assistance may be paid for
by the State’s UI program, the WIOA Adult or Dislocated Worker
programs, the Wagner-Peyser Employment Service, or some combination
of these funding sources.

3. Individualized Career Services

If One-Stop Center staff determine that individualized career services are
appropriate for an individual to obtain or retain employment, these services must
be made available to the individual. These services must be available in all One-
Stop centers. One-Stop center staff may use recent previous assessments by
partner programs to determine if individualized career services would be
appropriate. These services include:

a) Comprehensive and specialized assessments of the skill levels and service
needs of adults and dislocated workers, which may include—
b) Diagnostic testing and use of other assessment tools; and

c) In-depth interviewing and evaluation to identify employment barriers and

d) Appropriate employment goals;

e) Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers;

f) Group and/or individual counseling and mentoring;

g) Career planning (e.g. case management);

h) Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training, in some instances pre-apprenticeship programs may be considered as short-term pre-vocational services;

i) Internships and work experiences that are linked to careers;

j) Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment;

k) Financial literacy services;

l) Out-of-area job search assistance and relocation assistance; and

m) English language acquisition and integrated education and training programs.

4. Follow-up Services

Follow-up services must be provided as appropriate for participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Counseling about the work place is an appropriate type of follow-up
service. Follow-up services do not extend beyond the date of exit in performance reporting.

5. The Adult and Dislocated Worker Program, under Title I of the Workforce Innovation and Opportunity Act, is designed to provide quality employment and training services to assist eligible individuals in finding and qualifying for meaningful employment, and to help employers find the skilled workers they need to compete and succeed in business.

WIOA increases individuals with disabilities’ access to high quality workforce services; preparing them for competitive integrated employment, and preparing vulnerable youth, and other job seekers, for successful employment through increasing the use of proven service model services. Employment and Training services provided are:

a) IEP - Individual Employment Plan
   An IEP provides a tangible strategy that incorporates specific steps designed to accomplish to individual participant’s employment goals through a comprehensive assessment.

b) ITA - Individual Training Account
   The intent of an ITA is to augment the quality of skills training to meet the needs of both employers and job seekers alike through identifying training providers whose performance qualifies them to receive WIOA funds to train adults and dislocated workers.

c) OJT - On The Job Training
   OJTs provides financial assistance to employers who agree to train WIOA eligible and suitable individuals. The purpose of an OJT is placement of individuals into appropriate skilled employment.

d) Customized Training
   Training designed to meet the needs of a specific employer or group of employers. The employer pays for not less than 50% of the cost of training and must commit to employ, or continue to employ, the worker(s) upon successful completion of any form of customized training.

6. Individuals with Disabilities

The Southwestern Area Workforce Development Board recognizes that vocational rehabilitation services must be aligned with WIOA’s Core programs
and with its workforce partners to provide better access and a more streamlined process for those with disabilities, which include youth. The Board will work with the Division of Vocational Rehabilitation (DVR), who will be the lead partner, to facilitate how vocational rehabilitation service may be triaged not only at the workforce centers, but at other partner offices as well.

The Board’s objective is to strengthen the coordination among its workforce partners to ensure that they are a part of an integrated system that delivers services that will enable those with disabilities to be skilled and competitive in the workplace. Many individuals with disabilities are capable of being competitive when provided with training for occupations that are in demand.

The Board’s One-Stop Operator will take the lead in initiating the activities in program year 2016 through a series of Workforce Partner meetings. The meetings will focus on the co-location of vocational rehabilitation staff at the workforce centers, the cross-training that will be needed to provide non-DVR staff the knowledge, skills, and abilities to triage and manage customers.

In addition, the Board will work on the availability of space at the workforce centers, the memorandums of understanding and resource sharing agreements for the co-location of DVR and workforce partners.

Through this entire process of co-location and cross-training, the Board’s service provider and partners will be enabled to better address the needs of those with disabilities.

7. The New Mexico Division of Vocational Rehabilitation (DVR) has been, and continues to be, an important partner within the workforce system. The Workforce Innovation and Opportunity Act requires a closer and stronger relationship among DVR and the WIOA Title IB programs and Wagner-Peyser.

The need for how supportive services will be provided, which include transportation, will be addressed by the workforce partners. As part of the ongoing process to enhance the workforce system with DVR, policies and protocols will be written for implementation on July 1, 2017.

8. Veterans

WIOA services are available to veterans at the One Stop centers. At the Las Cruces and Silver City, New Mexico centers, full time veteran representatives assist veterans with a variety of services leading to either an educational track,
employment track, or both. Veteran representatives are available at the Deming and Socorro centers by appointment.

Priority of Service – The Code of Federal Regulation, Section 680.650 states that veterans receive priority of service under the Workforce Innovation and Opportunity Act. As defined under “WIOA sec. 3(63)(A) and 38 U.S.C. 101, receive. S.C. 4215 and described in 20 CFR part 1010. A veteran still must meet each program's eligibility criteria to receive services under the respective employment and training program. For income-based eligibility determinations, amounts paid while on active duty or paid by the Department of Veterans Affairs (VA) for vocational rehabilitation, disability payments, or related VA-funded programs are not to be considered as income, in accordance with 38 U.S.C. 4213 and § 683.230 of this chapter.

§ 680.660 - Are separating military service members eligible for dislocated worker activities under the Workforce Innovation and Opportunity Act?

If the separating service member is separating from the Armed Forces with a discharge that is anything other than dishonorable, the separating service member qualifies for dislocated worker activities based on the following criteria:

(a) The separating service member has received a notice of separation, a DD-214 from the Department of Defense, or other documentation showing a separation or imminent separation from the Armed Forces to satisfy the termination or layoff part of the dislocated worker eligibility criteria in WIOA sec. 3(15)(A)(i);

(b) The separating service member qualifies for the dislocated worker eligibility criteria on eligibility for or exhaustion of unemployment compensation in WIOA sec. 3(15)(A)(ii)(I) or (II); and,

(c) As a separating service member, the individual meets the dislocated worker eligibility criteria that the individual is unlikely to return to a previous industry or occupation in WIOA sec. 3(15)(A)(iii).”

As part of the on-going process to enhance the workforce system, workforce partners, the New Mexico Department of Veteran Affairs, and the U.S. Department of Veterans Affairs will be consulted. The draft of policies and protocols will be written for implementation on July 1, 2017.
9. Migrant Seasonal Farmworkers

The Southwestern Area Workforce Development Board’s goal number six, establishes a priority to meet the workforce needs of agricultural employers. Outreach to employers should include the message of the benefits of having a trained and skilled workforce, and how WIOA can help with training reimbursements. In addition, it is also a priority to develop strategies with the National Farmworker Jobs Program, as well as other workforce partners working with migrant and seasonal farmworkers.

In addition to the customary outreach services available, service providers should supply information on the benefits of training, and it ultimately translating to higher earning potential and an increased quality of life.

The Southwestern Area Workforce Development Board shall examine the barriers to training for farmworkers with workforce partners and determine how the barriers, to include transportation needs, may be overcome.

10. Native Americans

The Southwestern Area Workforce Development Board currently contracts with the Alamo Navajo School Board to deliver WIOA Youth services on the Alamo Navajo Reservation. A focal point for the next four years is to expand the work experience opportunities that are limited on the reservation to Magdalena and the City of Socorro, New Mexico. Partnerships with the public and private sector will be explored within the communities to expand the academic and employment opportunities to Native Americans.

Along with its service providers, workforce partners, local governments, and other community based organizations, the Southwestern Area Workforce Development Board shall examine the barriers to training, to include transportation needs. Based on the examination, the workforce partners and service providers will create a feasible plan and implement it into the services provided.
11. Individuals with Low Income

The Southwestern Area Workforce Development Board will continue to enhance its service delivery model for low-income individuals by increasing its service providers’ and workforce partners’ capabilities on serving youth and adults who have limited skills, have limited or no work experience, and encounter barriers to employment and/or training. The Board will seek to expand access to education and training opportunities for those not only in the TANF program, but other low-income individuals as well.

This will be accomplished through the Board’s One-Stop Operator who will coordinate services and develop methods with the TANF service provider to better serve low-income individuals at the workforce centers. Cross-training for staff among various workforce partners will be conducted to better understand and employ effective methods for managing low-income individuals – effective employment based activities.

Working with the TANF program, the Board will seek to improve its strategy and process to improve its service alignment across the workforce system.

The Board’s key functions is to ensure that the workforce system aligns its planning and policies that can support low-income individuals to have better access to its Core programs through a unified process of serving low-income populations.

WIOA’s priority of service requirement also establishes the eligibility for serving adults who are low-income. The Board’s local policies for eligibility and service will address this requirement to support this vulnerable population of low-income and low-skilled individuals.

The Workforce Innovation and Opportunity Act requires a priority of service to low-income individuals. Policy has been established and partnerships with human services to provide accessibility to the workforce system for those who are on low income. During the next several months, through the Southwestern Area Workforce Development Board’s service provider, they will explore and develop methods for better access to low income individuals.

12. Older Individuals

Older individuals with low skills encounter barriers to education and employment and require work experience training that will lead to higher-skilled, and higher-
paying employment opportunities. The Southwestern Area Workforce Development Board will coordinate with the Senior Community Service Employment Program to develop strategies to provide effective employment bases activities for older individuals within the workforce system.

The Board will also align its actions with the Combined State Plan and those of the Aging and Long-Term Services Department and its goals: (1) assist income-eligible persons, age 55 or older, to obtain employment (2) to provide community service through paid, part-time, training positions. Currently, SCSEP participants are located at the workforce centers and assist in the welcome function to help job seekers enroll and access job opportunities through the New Mexico Workforce Connection Online System.

Workforce partners will be trained to understand the barriers that older individuals encounter and how to address them. SCSEP along with the Board’s One-Stop Operator will provide the cross-training to the workforce partners.

Through this joint planning and system design with SCSEP, older individuals will have better access to training and be more competitive in the workplace.

The New Mexico Department of Aging and Long-Term Care is an important partner within the workforce system. The Workforce Innovation and Opportunity Act seeks partnerships that can address the workforce needs for all adults.

As part of the on-going process to enhance the workforce system through the collaboration of partners, systems will be studied and protocols will be written to address the needs of older adults.

13. Individuals with Low Literacy Levels

The Southwestern Area Workforce Development Board’s experience is that 30 to 40 percent of customers who receive services at its workforce centers need Adult Basic Education (ABE) services to strengthen their skill levels to be competitive in the job market. The Board, and its workforce partners, have had a long workforce relationship under the Workforce Investment Act (WIA). The relationship has not been interrupted through the transition into WIOA, but has improved because of WIOA’s Core Partnership requirements. This Core Partnership builds a stronger pipeline of services for the customer and leverages resources among programs.

The Board, through its One-Stop Operator, will facilitate periodic meetings that address the co-location of the ABE partner at the workforce centers or the referral
system. Joint strategic planning and implementation will be conducted by the Board and ABE to streamline processes. Cross-training will be developed for staff to learn more about partner programs to better identify those in need of literacy services and how to best manage services for the customer.

In addition to programs offered by the Adult Literacy partners, the gamut of career and training services will be available to individuals with low literacy levels and establish this customer as a priority for receiving services if they are basic-skills deficient.

The Workforce Innovation and Opportunity Act requires a priority of service to individual who are basic skills deficient. In collaboration with K-12 programs, adult basic education partners, and the private sector, strategies will be developed to address the low literacy levels in the southwestern area. Research on best practices in and outside of New Mexico will be explored, and examined for implementation in the workforce system.

F. Coordination of Services Across Programs

1. Coordination with Wagner-Peyser Services
   The Southwestern Area Workforce Development Board plans to improve the alignment of services with the Core and additional workforce partners by working with its Wagner Peyser and other partners to enhance its methods for the delivery of services. Traditionally, the services offered to individuals have been those delivered under the Wagner Peyser program and Workforce Investment Act program, which include unemployment insurance services via telephone and internet.

   The Board, through its One-Stop Operator, will organize the partners and discuss the customer flow process to minimize the duplication of services and enhance the quality of services. The board will develop a Workforce Center Service Guide during the 2017 program year that identifies the processes for workforce staff to follow. The Service Guide will have three functional service teams. The teams include the Welcome Function Team, Skills Development Team, and the Business Services Team. Each team has its own functions and mission statement, as shown below.
Welcome Team Mission

To greet customers with a smile, in a welcoming, inviting and friendly manner, begin the assessment of customer skill levels consistent with employer needs, and direct customers by marketing the services and opportunities.

Skills Team Mission

In customer-friendly and professional environment, the Skills Team will facilitate skill/career development to assist motivated customers in becoming self-sufficient. Customers will explore new and enhanced existing career skills that are in-demand by area employers. Customers will be able to sustain employment through the successful marketing of their skills.

Business Services Team Mission

The Business Services Team will provide job getting and skill development services that develop qualified job seekers to meet area employer needs.

In addition, the workforce partners will examine the customer flow diagram; switchboard process, customer greeting process, intake questionnaire, process for helping those needing unemployment assistance, and a customer complaint process. These are some examples of what will be in the Workforce Center Service Guide.

2. All Workforce Connection Centers have a plan that involves the Three Functional Teams; all partners will share in these functions. The functions were put into place so that there is no duplication of services. These functions will also improve services to be delivered.

   a) Welcome Function – To greet customers with a smile, in a welcoming, inviting, and friendly manner. Begin the assessment of customer skill levels consistent with employer needs and guide customers by marketing the services and opportunities.

   b) Skills Development Team – The Skills team will assist motivated customers by facilitating skill/career development to become self-sufficient in a customer friendly and professional environment. Customers will explore new and enhanced existing career skills that are in demand by area employers. Customers will be able to sustain employment through the successful marketing of their skills.
c) Business Service Team – The Business Services Team will provide job opportunity and skill development services that develop qualified job seekers to meet area employer needs.

3. Coordination with Rapid Response Activities
   The local board will work closely with the Statewide Rapid Response when there is a mass layoff in the Southwestern Area to help laid off employees get training whether it be in the form of tuition assistance or job training.

4. Coordination with Secondary and Postsecondary Education System
   a) Our local board will provide activities leading to the attainment of a secondary diploma or its recognized equivalent, a recognized post-secondary credential along with preparation for postsecondary educational and training opportunities such as tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.

   Education will be offered concurrently with, and in the same context as, workforce preparation activities and training for a specific occupation or occupational cluster.

   We can reduce the duplication of services through assessment of skill levels and strengthening our partnerships to help our system move toward shared resources, assessments and support more co-enrollment. In doing so, we can fill eligibility gaps and better serve the full array of individuals with disabilities.

   b) The local board will be working with educational institutions and employers to carry out activities leading to postsecondary credentials.

   In order to improve the industry-recognized credentials, the local board will do employer outreach in the area to determine what the occupations in demand are and what the industries need for employees to obtain a credential. The local board will also do outreach for the portable credentials that participants have to see if there are occupations in demand either in other geographic areas, at other educational institutions or by
other industries or employing companies. Lastly, the local board will do outreach to help participants that have stackable credentials that can be utilized in various occupations in demand.

5. Coordination of Supportive Services
Supportive services will only be provided to individuals who are: (a) participating in intensive or training services (b) unable to obtain supportive services through other programs providing such services. Additionally, supportive services may only be provided when they are necessary to enable individuals to participate in Title I activities.

6. Coordination of Follow-up Services
The Southwestern Area Workforce Development Board will align its follow-up services policy with WIOA’s regulations to ensure that workforce center staff remain in contact with existing customers after their last activity. Service providers will receive the guidance needed to do follow-up services for WIOA Adult, Dislocated Workers, and Youth providers. The policy will be effective on July 1, 2017.

Adult/Dislocated Workers

Upon employment, Adult and Dislocated Worker customers who are assessed as In-Need, will receive follow-up services for the WIOA program. Follow-up activity, known as data entry into our state database system, New Mexico Workforce Connection Online System (NMWCOS), is required. Following an exit, information from the Adult/Dislocated Worker follow-ups must be entered into this State database on a quarterly basis. All contacts and attempts to contact an individual for a follow-up must be entered into NMWCOS. Evidence of a minimum of 2 attempts to contact an individual not available must be documented in NMWCOS to constitute a follow-up.

For those customers who have completed education and training services, secured unsubsidized employment, and are assessed as In-Need of such follow-up services, the services will be made available. The Adult/Dislocated Worker Follow-Up services include, but are not limited to the following:

a) Additional career planning and counseling

b) Contact with the participant’s employer including assistance with work-related problems
c) Peer support groups

d) Information about additional educational opportunities

e) Referral to supportive service to meet the participant’s employment goals

Follow-up services must be provided, as appropriate, including: counseling regarding the workplace, for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment, as described in WIOA sec. 134(c)(2)(A)(xiii) and §678.430(c).

Youth

Follow-up services are critical services that are provided following a youth’s exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant’s employer, including assistance in addressing work-related problems that arise.

Follow-up services for youth also may include the following program elements:

a) Supportive Services;

b) Adult mentoring;

c) Financial literacy education;

d) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and

e) Activities that help youth prepare for and transition to postsecondary education and training.

Follow-up services must be provided to all participants for up a minimum of 12 months unless participant declines to receive the services. Information from the Youth follow-ups must be entered into the State database called New Mexico Workforce Connection Online System (NMWCOS), on a quarterly basis, following exit. All contacts and attempts to contact an individual for a follow up must be entered into NMWCOS. Evidence of a minimum of 2 attempts to contact an individual not available must be documented in NMWCOS to constitute a follow-up.
Follow-up services must be provided, as appropriate, including: counseling regarding the workplace, for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment. As a requirement for applying for supportive services under WIOA, other related resources in the area (including One Stop partners) must first be explored. Applicants and participants shall secure documentation of denial from all other available community resources the applicant was referred to by case manager. Such efforts shall be documented in the participant’s file. To prevent the duplication of costs and efforts, participants first must exhaust related available services before WIOA services will be authorized.

7. Coordination of Service Priorities

The Southwestern Area Workforce Development Board, in accordance with WIOA sec. 134(c)(3)E and 680.600 of the WIOA DOL Rule, establishes the Priority of Service that is given to the One-Stop Operator for participants that are low-income, on public assistance, or who are basic-skills deficient. The Board establishes a Priority of Service for veterans or eligible spouses of veterans, who are followed by other individuals who are NOT low-income, on public assistance, basic-skills deficient, veterans or spouses of veterans, but meet WIOA’s eligibility requirements. The priority of services exists at all times, not only when funds are limited.

The Board will ensure that the service provider incorporates the Priority of Service into their application process for every individual receiving career or training services, and that the service provider’s management self-monitors their program for compliance. The One-Stop Operator will ensure that the Priority of Service requirements is being met by conducting a review and monitoring of the process not less than six times per year. The Administrative Entity of the Board will conduct desk reviews at least four times per year by sampling participants to ensure compliance.

ORDER OF PRIORITY

In accordance with TEGL 03-15, priority will be provided in the following order:

a) First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance,
other low-income individuals, or individuals who are basic-skills deficient will receive first priority for services provided with WIOA adult formula funds.

b) Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.

c) Third, to veterans and eligible spouses who are not included in WIOA’s priority groups.

d) Last, to non-covered persons outside the groups given priority under WIOA.

8. The local board has given the Service Providers direction to give priority to participants that are low-income, on public assistance, or are basic skills deficient. This is following the WIOA sec. 134(c)(3)E and 680.600 of the WIOA DOL Rule, stating that WIOA establishes a priority requirement with respect to funds allocated to a local area for adult employment and training activities.

9. Coordination of Outreach Efforts
The Southwestern Area Workforce Development Board’s focus is to provide an efficient delivery of outreach to individuals and employers. The One-Stop Operator, along with the workforce partners, will establish an Outreach Plan that outlines their objectives and the coordination across the partners’ programs and targeted populations.

The Plan will concentrate on three populations:

a) Youth

b) Job Seekers

c) Employers

d) Agricultural Employers and Farmworkers

The One-Stop Operator will ensure that workforce partners are invited and have input into the Plan and provide the necessary content that supports their services effectively to the targeted populations.

The youth partners will develop their strategy for youth, both in-school and out-of-school. The Title IB youth service provider, Job Corps, and other agencies who
focus on providing direct services to youth, are essential to the development of this section of the Plan, as they know what is effective and efficient.

Similarly, Wagner Peyser, WIOA Adult and Dislocated Worker, Division of Vocational Rehabilitation, and other workforce partners who focus on providing services to job seekers, will develop their respective section to the Plan. The partners should consider their common goals, objectives, targeted locations, populations to engage, outside agencies who can serve as advocates, medias and materials, staff roles, and frequency of team meetings.

Employers are the end recipient of skilled youth and job seekers who will support their workforce needs and help make them more competitive within their industries. The One-Stop Operator will organize partners whose participants require placement into employment. The partners will develop the Outreach Plan specific to employers, which include agricultural employers. Most, if not all, will have staff on the business services team.

In each of the sections mentioned above, the partners will also address their method for engaging farmworkers and employers to ensure that it is aligned with the State’s Combined Plan to offer WIOA services to agricultural employers and job seekers; enhance and cultivate a network of organizations whose mission and target population is similar with WIOA and Wagner-Peyser; coordinate employment and training services that are offered at the workforce centers and with other training programs, such as the Trade Adjustment Assistance (TAA) program and WIOA Sec. 167 grantees from New Mexico and El Paso, Texas; participate in the agricultural outreach planning and services with other programs and organizations, such as, the Annual Agricultural Employer Conference and Farmworker Forum; participate in establishing annual measurable goals with the workforce partners for the delivery of services; participate in the reporting performance measures and outcomes; monitor the effectiveness of the Welcome Function with agricultural employers and job seekers through the local workforce board’s One-Stop Operator; and work with the State Monitor Advocate to identify the strengths and weaknesses of systems and services at the local level. The One-Stop Operator will also use WorkforceGPS to access the agricultural modules of the online training program to explore other outreach options for engaging farmworkers.

Co-located workforce partners will develop strategies and plans on their methods of outreach for employers, job seekers, and youth. They will also work together
to coordinate their efforts with workforce partners that are not co-located within the center. Outreach to targeted populations should be provided by using printed materials, social media, websites, banner, flyers, and public service announcements.

10. Coordination of Professional Development Activities

The Southwestern Area Workforce Development Board’s One-Stop Operator will gather and facilitate the cross-training process among the workforce partners. Ultimately, the One-Stop Operator will publish a cross-training and workforce development plan that incorporate the frequency and methodology that will be used to train partners on each other’s programs and services. The primary media for the cross-training may be 7 to 10-minute audio-based PowerPoint trainings that can be viewed online during an employee’s onboarding or as a refresher or a reference tool.

In addition to the cross-training among programs and services, the One-Stop Operator will facilitate and offer other types of training to workforce partner staff through the following online sites:

   a) Geographic Solutions Online Training

   b) WorkforceGPS Online Training (PowerPoint and video-based).

WorkforceGPS provides a large library of self-paced trainings that brings together many aspects of WIOA for a workforce professional, such as:

   i. Financial management

   ii. Labor market workforce information

   iii. Performance management

   iv. Service to Migrant and Seasonal Farmworkers

   v. Workforce Innovation and Opportunity Act 101

   vi. Veterans Priority of Service; and

   vii. The Agricultural Connection

In addition, and as a standard practice, the Board’s Administrative Entity will provide on-going trainings and technical assistance throughout the program year to service providers, training providers, and the One-Stop Operator. The trainings will range from local board policies to state and federal regulations, as well as outlining the local plan’s goals and objectives.
The workforce system partners serve a broad spectrum of the state’s population, providing training and services to adults and youth, including dislocated workers, low-income individuals, migrants and seasonal farm workers, individuals training for nontraditional employment, veterans, public assistance recipients, and individuals with multiple barriers to employment, including older individuals, individuals with limited English-speaking proficiency, and individuals with disabilities. Workforce system partners are responsible for the delivery of a broad range of services focused on education, workforce education, and training for this diverse pool of participants. These partners will also participate in cross-training, and establish with the local board areas, shared success indicators, operating strategies and procedures, and customer flow, where appropriate, for effective seamless service delivery.

11. Coordination of Referrals
The Southwestern Area Workforce Development Board, through its One Stop Operator will work with its workforce partners to enhance the existing customer referral process across partner programs. The referral process is one of the cornerstones to how services are delivered to a customer through the workforce system. Internal referrals within the workforce center are a simpler process in comparison to the referrals to workforce partner programs outside of the workforce center. Since the inception of the Workforce Investment Act of 1998, the workforce center programs have referred customers to programs both within and outside of the center.

The current referral process that is in place within various programs at the workforce centers is made through the New Mexico Workforce Online Connection software system. This process works well, however, a different method is used with workforce partners that are not co-located at the workforce centers. This process involves hand-carried referrals by the customers from one program to another, telephone referrals, or faxed referrals. Federal regulations require confidential information, including identifiable information, to be transmitted through a secure site and/or process. Various core partners and additional partners do not use the same secure online software system to manage customers. Therefore, they do not interface and workforce staff does not have access to partners’ systems. As such, the customer referral process is not entirely efficient and can result in a customer dropping from the system and not receiving the needed services.
Moving forward beyond the existing referral process, the Board’s One-Stop Operator will facilitate the workforce partners’ ideas for an enhanced system that will work within their agencies and be compliance with federal and state security regulations. The Board will encourage the partners to explore systems that are used by other workforce systems in the country and to focus on technology-based online software for its customer referrals. Service providers have the authority and responsibility for recommendations and referrals to, and coordinate of, activities with other programs and partners to better leverage limited resources. Service providers will develop uniform assessment tools and referral processes to ensure customers are referred to the appropriate services in a prompt manner and will align services across multiple service delivery systems/partners through a unified plan, and performance outcomes in all core programs.

12. Coordination with Other Partner Programs

The Board did provide a response to this item on page 39, items #10. We are adding the following.

The Southwestern Area Workforce Development Board, its One-Stop Operator, and service providers service hundreds of customers on a weekly basis. With this comes the need to coordinate services with partners, such as Job Corps, Youth Build programs, and other community-based programs. The Board currently has memorandums of understanding with the National Farmworker Jobs Program, and with the low-income housing program in Doña Ana county to coordinate services and activities. In addition to connecting with these programs, the Board’s Administrative Entity will continue to engage with the BorderPlex Alliance, economic development offices, and other agencies to develop strategies for services, leveraging resources, and minimizing the duplication of services.

Job Corps is co-located at one of the Board’s workforce centers in Las Cruces, New Mexico. Cubical space is and will continue to be afforded to Job Corps and other partners in Silver City, Deming, and Socorro, New Mexico. This type of partnership provides for a strong support mechanism for Job Corps youth, as they can access the NMWCOS database. In addition, Job Corps participants can take advantage of resumé writing services, job search, and the On-the-Job Training programs that are offered at the workforce centers.
The Board will continue to explore and be receptive to developing relationships with other organizations that support the mission of workforce development within the region.

The Board’s One Stop Committee will recommend policy to the board and offer guidance to the Administrative Entity and One Stop Operator on the coordination with other partner programs. The focal point of the policy is to ensure that the workforce partners are coordinating their efforts to provide a streamlined service to customers.

The One Stop Operator’s responsibility is to have the workforce partners meet regularly to ensure that their methods and procedures are effective and efficient. Goal setting and the measuring the workforce partners progress is an important and key function to ensure efficiency within the program.

13. One Team Approach

The Workforce Innovation and Opportunity Act calls for a fully integrated model with Adult Basic Education and Vocational Rehabilitation to better serve individuals and employers.

a) The One Team Approach is a “We” concept how staffs think about their workforce partners as one team.

b) Management from the different partners will develop trainings and practices to incorporate this approach into the workforce system’s daily practices.

ADMINISTRATIVE ELEMENTS

A. Fiscal and Performance Management

1. Disbursal of Grant Funds – The South Central Council of Governments is responsible for the disbursal of grant funds described in WIOA sec. 107(d)(12)(B)(i)(III). The South Central shall disburse the grant funds for the Workforce Innovation and Opportunity Act activities at the direction of the local board.

2. Competitive Process – The Southwestern Area Workforce Development Board follows the New Mexico State Procurement Code 13-1-1 through 13-1-199 NMSA 1978, and in conjunction with the requirements under the Workforce
Innovation and Opportunity Act, such as, but not limited to, the procurement of one stop operators and service providers.

The Code of Federal Regulations, Section 662.410 states the following on how is the One Stop operator selected.

a) “The Local Board, with the agreement of the chief elected official, must designate and certify One Stop operators in each local area.

b) The One Stop operator is designated or certified:

i. Through a competitive process,

ii. Under an agreement between the Local Board and a consortium of entities that includes at least three or more of the required One Stop partners identified at §662.200, or

iii. Under the conditions described in §§662.420 or 662.430. (WIA sec.121(d), 121(e) and 117(f)(2))

c) The designation or certification of the One Stop operator must be carried out in accordance with the “sunshine provision” at 20 CFR 661.307.”

3. Local Performance Levels

The negotiated performance levels for the 2016 Program Year are shown in the following table.

<table>
<thead>
<tr>
<th>Performance Measures – PY2016</th>
<th>Adult</th>
<th>Dislocated Worker</th>
<th>Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Rate 2nd Quarter After Exit</td>
<td>80.0%</td>
<td>69.7%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Employment Rate 4th Quarter After Exit</td>
<td>66.2%</td>
<td>53.7%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Median Earnings 2nd Quarter After Exit</td>
<td>$7,608</td>
<td>$8,115</td>
<td></td>
</tr>
<tr>
<td>Credential Attainment 4th Quarter After Exit</td>
<td>63.7%</td>
<td>58.1%</td>
<td>39.6%</td>
</tr>
</tbody>
</table>

4. High Performing Workforce Development Board – To work toward fulfilling the needs of employers in the area, the Southwestern Area Workforce Development Board will need to coordinate with its key workforce partners and employers to identify the needs and expected outcomes within the region. The Southwestern
Area Workforce Development Board may establish an adhoc committee to research and make recommendations on best practices.

The Southwestern Workforce Development Board, throughout its years of performance under the Workforce Investment Act of 1998, met and/or exceeded its performance measures in the areas of entered employment, average six-months earnings, retention, entered employment or education for youth, literacy and numeracy gains, and credentials earned. It has been a very successful board in many facets and will continue to pursue improvements in its own performance and the performance of its service and training providers under the Workforce Innovation and Opportunity Act. As an example of innovation that pursues high performance, the board established a Summer Youth program that provides career exploration, classroom training, paid work experience, and the connection with the WIOA Adult program that will lead to Individual Training Accounts and On-the-Job Training opportunities for youth.

The Board will also periodically examine its vision, structure, future initiatives, and partnerships as it develops strategies for its programs and how it can best support economic development and the employers in the region. It will convene stakeholders, align its partner program, and seek to increase capacity among partners.

At the board level, the Board has incorporated professional development items on its board meeting agenda to educate its board members on the workforce system. Testimonials are also incorporated in to the meetings. Both participants and employers will continue to provide board members with firsthand accounts of their experience in the WIOA program.

The board will also benefit through its National Association of Workforce Board membership where it will obtain the latest information on workforce matters and practices. In addition, the Board will utilize WorkforceGPS as a training platform to build the board members’ knowledge of WIOA and its systems.

5. How Training Services will be Provided – In accordance with WIOA Section 134(b), Local Employment Training Activities, funds allocated under the Act for adults and dislocated workers will provide for Career Services, Individual Training Accounts, On-the-Job Training, and Customized Training. Individuals will be screened for eligibility, as provided in the Act. Individuals will receive an orientation of services, assessment of skill levels, supportive service needs, labor
exchange services, referrals to partner programs, labor market information, as well as a list of eligible training providers with customer choice instructions for those entering training programs.

The Southwestern Area Workforce Development Board will require that service providers maintain a customer choice document signed by the participant outlining the customer choice requirements, as required by the Act. This requirement will be monitored through the Southwestern Area Workforce Development Board’s monitoring process on an annual basis.

6. Planning for Pay for Performance Contracts – As a preliminary phase to issuing request for proposals involving pay for performance contracts, the Southwestern Area Workforce Development Board may explore the benefits and methods of issuing such contracts with its administrative entity, legal counsel. The board may request technical assistance from the New Mexico Department of Workforce Solutions to ensure that it follows federal and state regulations, as it relates to pay for performance contracts.

7. Minimum Training Obligation and Training Requirements – The Southwestern Area Workforce Development Board prepares a 15-month budget beginning in July and ending in September of the following year. Local boards are allowed two years to use their funds. The Southwestern Area Workforce Development Board intends to achieve or exceed the minimum training expenditure requirement of 40%, as well achieving or exceeding the minimum annual obligation and expenditure requirements of 80% and 40%, respectively.

The Southwestern Area Workforce Development Board has traditionally used at least 50% of its Adult and Dislocated Worker funds for training. It is anticipated that the board will maintain at least the 50% level for PY2016. The Board plans to achieve this requirement by establishing at least a 50% minimum expenditure level in its service providers’ contract. The Board will also use its monthly desk review process to ensure that expenditures are consistent with the contractual level. The Board plans to have this information reviewed by its Monitoring Committee, which will report the information to the Board at its regular board meetings. If the service provider is not meeting the minimum requirements, the Board’s Administrative Entity will request an Action Plan outlining the service provider’s steps to remedy the deficiency.
8. Planning for Integration of One Stop Partners – The Southwestern Area Workforce Development Board currently has the Workforce Innovation and Opportunity Act’s Adult, Dislocated Worker, and Youth (Title IB) programs integrated with the Wagner-Peyser program in the following One Stops located in Deming, Las Cruces, Silver City, and Socorro, New Mexico.

The Adult Basic Education (ABE) and Division of Vocational Rehabilitation (DVR) programs are currently not co-located with any of the One Stop locations listed above. It is the intent of the Southwestern Area Workforce Development Board to work with ABE and DVR to explore strategies, policies, and methods that will be in place for full implementation on or before July 1, 2017.

The Southwestern Area Workforce Development Board has determined that there are significant barriers in the way customers are serviced among the different partners and program. The WIOA Wagner Peyser and Title IB programs (Adult, Dislocated Worker, and Youth) have and will continue to use the New Mexico Workforce Center Online System, which is capable of registering individuals into one system. The issue lies with the NM Division of Vocational Rehabilitation and Adult Basic Education partners because they use different online client management software that does not interface.

The objective for the Board is to work with its workforce partners to examine their current method for intake and case management, evaluate systems that are working in other parts of the country, and propose an interface system that will work for all partnering programs. An option to consider is Geographic Solutions’ modules that have recently been developed for vocational rehabilitation and adult basic education providers.

For the short-term, the Board, through its One-Stop Operator and Administrative Entity, will work with its workforce partners to create a common intake tool that will work among all programs.

G. Definitions

1. Additional Assistance – The Southwestern Area Workforce Development Board is seeking to establish a policy that addresses “additional assistance” as it relates to WIOA Youth program eligibility under the following condition. The policy will be developed by June 30, 2017 and effective on July 1, 2017.

   a) A gifted individual who provides evidence of high achievement potential in intellectual, creative, artistic, or an academic area, and who needs
services that are not effectively provided by the individual’s school to advance.

LIMITATION — In each local area, not more than 5 percent of the in-school youth assisted under this section may be eligible under “individual who requires additional assistance” to complete an educational program or to secure or hold employment. (WIOA and Sec 129(3)(B))

Exception — Not more than 5 percent of the in-school individuals assisted may be individuals that are not low-income. (WIOA and Sec 129(3)(A)(ii))

2. Basic Skills Deficient – The Southwestern Area Workforce Board authorizes its services providers to use WorkKeys for determining basic skills deficient (BSD) for Adult and Dislocated Worker individuals. A score of 3 or below is considered basic skills deficient. For youth, the TABE test is used and anything below 8.0 is considered basic skills deficient.

H. Note on Regional Planning

1. The New Mexico Workforce Innovation and Opportunity Act State Plan designates the existing four local areas, which include the Southwestern Workforce Development Area, as the regional planning areas.
I. Assurances

1. Consistent with the NM WIOA State Combined Plan, the local plan must include assurances that:

<table>
<thead>
<tr>
<th>#</th>
<th>Assurance</th>
<th>Indicate Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The LWDB obtained input into the development of the Local Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs and other programs included in the Plan, other primary stakeholders, and the general public, and the Local Plan is available and accessible to the general public. The board’s executive committee has approved the draft of the plan for submission and it will be ratified at their next meeting in February 2017, and the CEOs will have the plan on their agenda for concurrence at their February 2017 meeting.</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>The LWDB has established a policy identifying circumstances that may present a conflict of interest for a local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts. A local conflict of interest document exists for board members. A local policy will be developed for approval in February/March of 2017.</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>The LWDB has established a policy to provide to the public (including individuals with disabilities) access to meetings of local boards, and information regarding activities of local boards, such as data on board membership and minutes. **The local board currently follows statutory requirement, but do not have a policy. A local policy will be developed for approval in February/March of 2017.</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>The LWDB has established fiscal control and fund accounting procedures necessary to ensure the proper accounting for funds paid to the local boards for adult, dislocated worker, and youth programs to carry out workforce investment activities under chapters 2 and 3 of subtitle B.</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program.</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
7. The LWDB has implemented a policy to ensure a process is in place for referring veterans with significant barriers to employment to career services provided by the JVSG program’s Disabled Veterans’ Outreach Program (DVOP) specialist. A local policy will be developed for approval in February/March of 2017.

8. The LWDB established procedures that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members.

9. Priority of Service for covered persons is provided for each of the Title I programs; and

10. The LWDB has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900 and WIOA 184(a)(3).

ORIGINAL RECORD OF ASSURANCES AND SIGNATURES ON FILE AT 600 HWY 195, ELEPHANT BUTTE, NM 87571

________________________   _______ _______________________ ______
Local Board Chair     Date  CEO Chair   Date
J. Attachments

1. Attachment A – Local Policies

   The current policies are under revision and will be incorporated into this plan upon approval by the Southwestern Workforce Development Board. Input from workforce partners, participants, training providers, and service providers will be sought in the revision of existing policies and the creation of new policies. The complete set of policies will be incorporated in this plan as Attachment A upon the board’s approval.

2. Attachment B – Roster of Local Board Membership

   Presently, the local board consists of 20 board members. The following is a full roster of the local board membership, and a list of all standing committees.

<table>
<thead>
<tr>
<th>NAME &amp; TITLE</th>
<th>SECTOR, COUNTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blanca E. Barrera</td>
<td>Private Finance and Insurance Sierra</td>
</tr>
<tr>
<td>Branch Manager</td>
<td></td>
</tr>
<tr>
<td>Al Candelaria</td>
<td>Private Other Services Sierra</td>
</tr>
<tr>
<td>Owner</td>
<td></td>
</tr>
<tr>
<td>Mary Ann Chavez-Lopez</td>
<td>Mandated Partner HUD Socorro</td>
</tr>
<tr>
<td>Executive Director</td>
<td></td>
</tr>
<tr>
<td>Deborah Dean</td>
<td>Private Accommodation and Food Services Socorro</td>
</tr>
<tr>
<td>Manager</td>
<td></td>
</tr>
<tr>
<td>Alisa Estrada</td>
<td>Mandated Partner Community Based Catron</td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>Jacqueline S. Fryar</td>
<td>Private Other Services Catron</td>
</tr>
<tr>
<td>Owner</td>
<td></td>
</tr>
<tr>
<td>Alonzo Gonzales</td>
<td>Private Other Services Socorro</td>
</tr>
<tr>
<td>Owner</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position/Role</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Marlene Herrera</td>
<td>Community Service Director</td>
</tr>
<tr>
<td>Beverly Kasiah</td>
<td>Office Manager</td>
</tr>
<tr>
<td>Tony Kessel</td>
<td>Specialty Representative</td>
</tr>
<tr>
<td>Marcos Martinez</td>
<td>Business Services</td>
</tr>
<tr>
<td>Michael Olguin, Jr.</td>
<td>Personal Lines Manager/Commerical Lines Manager (Board Vice Chair)</td>
</tr>
<tr>
<td>Joshua Orozco</td>
<td>Project Manager</td>
</tr>
<tr>
<td>Fred Owensby</td>
<td>Executive Director of DACC Workforce Development and Adult Basic Education</td>
</tr>
<tr>
<td>Antón Salome</td>
<td>Associate Superintendent</td>
</tr>
<tr>
<td>Debbie Schoonover</td>
<td></td>
</tr>
<tr>
<td>Kim Skinner</td>
<td>Vice President/Co-Owner</td>
</tr>
<tr>
<td>Leona Wagner</td>
<td>Owner</td>
</tr>
<tr>
<td>Steve Westenhofer</td>
<td>Private</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>CEO</td>
<td>Health Care</td>
</tr>
<tr>
<td></td>
<td>Luna</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gary Whitehead</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owner</td>
<td>Other Services</td>
</tr>
<tr>
<td>(Board Chair)</td>
<td>Sierra</td>
</tr>
</tbody>
</table>
# Southwestern Area Workforce Development Board
## Standing Committees

<table>
<thead>
<tr>
<th><strong>Disabilities Committee</strong></th>
<th><strong>Planning Committee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisa Estrada</td>
<td>Blanca Barrera</td>
</tr>
<tr>
<td>Marlene Herrera</td>
<td>Tony Kessel</td>
</tr>
<tr>
<td>Debbie Schoonover</td>
<td>Joshua Orozco</td>
</tr>
<tr>
<td>Steve Westenhofer</td>
<td>Gary Whitehead</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Monitoring / Performance Committee</strong></th>
<th><strong>Youth &amp; Young Adult Committee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marlene Herrera</td>
<td>Alisa Estrada</td>
</tr>
<tr>
<td>Beverly Kasiah</td>
<td>Marlene Herrera</td>
</tr>
<tr>
<td>Anton Salome</td>
<td>Debbie Schoonover</td>
</tr>
<tr>
<td>Kim Skinner</td>
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<td>Leona Wagner</td>
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<td>Steve Westenhofer</td>
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<table>
<thead>
<tr>
<th><strong>One Stop / Agency Coordination Committee</strong></th>
<th><strong>Executive Committee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Ann Chavez-Lopez</td>
<td>Tony Kessel</td>
</tr>
<tr>
<td>Marcos Martinez</td>
<td>Fred Owensby</td>
</tr>
<tr>
<td>Fred Owensby</td>
<td>Debbie Schoonover</td>
</tr>
<tr>
<td></td>
<td>Kim Skinner</td>
</tr>
<tr>
<td></td>
<td>Steve Westenhofer</td>
</tr>
<tr>
<td>OFFICE LOCATION</td>
<td>DESIGNATION TYPE</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
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<tr>
<td>Alamo Navajo Reservation</td>
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</tr>
<tr>
<td>Alamo Navajo School Board</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>Highway 169, Mile Marker 26</td>
<td></td>
</tr>
<tr>
<td>Alamo, NM 87825</td>
<td></td>
</tr>
<tr>
<td>575-584-2543 ext. 1403</td>
<td></td>
</tr>
<tr>
<td>Managed by Alamo Navajo School Board</td>
<td></td>
</tr>
<tr>
<td>Deming Workforce Connection Center</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>322 E. Oak St.</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Deming, NM 88030</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>575-546-0192</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>One-Stop Operator: South Central Council of Governments</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Las Cruces Workforce Connection Center</td>
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</tr>
<tr>
<td>226 S. Alameda</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Las Cruces, NM 88005</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>575-524-6250 Ext. 1002</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>One-Stop Operator: South Central Council of Governments</td>
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<tr>
<td>Lordsburg Workforce Connection Center</td>
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</tr>
<tr>
<td>512 Main</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>Lordsburg, NM</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>575-542-6895</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>Managed by HELP NM, Inc.</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>Silver City Workforce Connection Center</td>
<td>Comprehensive</td>
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<tr>
<td>410 W. Broadway St.</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Silver City, NM 88061</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>575-538-3737</td>
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</tr>
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<td>One-Stop Operator: South Central Council of Governments</td>
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<tr>
<td>Socorro, NM 88081</td>
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<tr>
<td>575-835-0067</td>
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<td>One-Stop Operator: South Central Council of Governments</td>
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</tr>
<tr>
<td>Truth or Consequences Workforce Connection Center</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>400 W. 4th St., Ste. B</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>Truth or Consequences, NM 87901</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>575-894-0077</td>
<td>Comprehensive</td>
</tr>
<tr>
<td>One-Stop Operator: South Central Council of Governments</td>
<td>Comprehensive</td>
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</table>

3. Attachment C – List of One Stop Centers and Partners
4. Attachment D – Cooperative Agreements, Resource Sharing Agreements, and MOUs

The cooperative agreements, resource sharing agreements, and memorandums of understanding are under revision and will be incorporated into this plan upon approval by the Southwestern Workforce Development Board. The complete set of policies will be incorporated in this plan as Attachment D upon the board’s approval.

5. Attachment E – Negotiated Performance Levels

The negotiated performance levels for the 2016 Program Year are shown in the table below.

<table>
<thead>
<tr>
<th>Performance Measures – PY2016</th>
<th>Adult</th>
<th>Dislocated Worker</th>
<th>Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Rate 2nd Quarter After Exit</td>
<td>80.0%</td>
<td>69.7%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Employment Rate 4th Quarter After Exit</td>
<td>66.2%</td>
<td>53.7%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Median Earnings 2nd Quarter After Exit</td>
<td>$7,608</td>
<td>$8,115</td>
<td></td>
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<tr>
<td>Credential Attainment 4th Quarter After Exit</td>
<td>63.7%</td>
<td>58.1%</td>
<td>39.6%</td>
</tr>
</tbody>
</table>

K. Public Comments

1. During the public comment phase, the draft of the local plan received two comments from the following persons.

   a) Wendy Corry, M.S.
      UNM/Center for Development and Disabilities

   b) Marlene Thomas-Herrera
      Alamo Navajo School Board

2. The comments and responses are provided on the following pages.
Good afternoon. I would like to welcome you to partner in any of the projects discussed below. We do not have School to Work Transition Teams in your areas but you may be interested in collaborating with the local Supported Employment Local Leader (SELL) groups as some of the free training opportunities.

Please contact me with any questions.

Wendy Corry, MS
UNM/Center for Development and Disabilities
Partners for Employment
Consultant
Albuquerque, NM
ph: (505) 238-0047
wendy@corryconsulting.com

-------- Forwarded message --------
From: Wendy Corry <wendy@corryconsulting.com>
Date: Thu, Dec 22, 2016 at 2:08 PM
Subject: Potential Collaboration for the NALWDB draft Local WIOA Plans
To: jeff@nalwdb.org, wccnmlocalplan@mecog-nm.gov
Cc: Rebecca Roybal <RARoybal1@salud.unm.edu>, Tanya Baker-McCue <TBaker-McCue@salud.unm.edu>, "Chavez, Charlene B., DVR" <CharleneB.chavez@state.nm.us>, "Carpenter, Ellen K., DVR" <EllenK.Carpenter@state.nm.us>, "Roberts, Carrie, DOH" <Carrie.Roberts@state.nm.us>

Good morning. In reviewing your draft local plans for WIOA I think there is a wonderful opportunity to collaborate on some new initiatives in NM. Within the last several months, UNM/CDD Partners for Employment (PFE) in collaboration with DVR and DOH/Developmental Disabilities Support Division (DDSD) has created 5 School to Work Transition Teams in Gallup, Farmington, Taos, Santa Fe and Los Lunas. This initiative is a response to the WIOA requirements specific to transition age youth who have disabilities.

The School to Work Transition teams include the local school district personnel (often the Spec. Ed./Exceptional Student Dir., Superintendent or Asst. Superintendent, HS Transition Coordinators, program leads, etc.), DVR, DDSD, community Supported Employment providers, Independent Living Centers and some family members. We have been brainstorming how to include Workforce Connections as you are obviously a key agency in this networking. Each team meets about every other month for 1.5-2 hours at their location; we would welcome your participation! Attached is a schedule
of our meetings.

The purpose of these teams is to work together to gain a more detailed knowledge of the roles and responsibilities of various agencies involved in school-to-work transition planning, discussing possible barriers to transition planning and working together towards solutions. We provide educational training on WIOA and various topics pertinent to this work. Additionally there will be two free full-day trainings on School to Work Transition: What We Need to Know for Successful Collaboration on March 1 and 2, 2017.

We also partner with DVR and DDSD on Supported Employment Local Leaders groups around the state. These meetings provide regional forums for employment support professionals (DVR, DDSD, Supported Employment providers, employers, etc.) to network, learn, and collaborate. We meet quarterly (every other month in Las Cruces) and again we would welcome your engagement with this project.

- Additional information on all the above activities is attached. The PFE website has links to register etc. and the most up-to-date info www.cdd.unm.edu/pfe. Please feel free to contact me with any questions. Let me know if you are interested in partnering with us and if you (or someone from your team) would like to be added to our regional membership lists.

- Sincerely,

Wendy Corry, M.S.
UNM/Center for Development and Disabilities
Partners for Employment
Consultant
505-238-0047
wendy@corryconsulting.com
Yes that is correct. Thanks

Wendy Corry, MS
Corry Consulting, LLC
Albuquerque, NM
ph: (505) 238-0047
wendy@corryconsulting.com

On Wed, Dec 28, 2016 at 2:11 PM, plancomments@secog-nm.com <plancomments@secog-nm.com> wrote:

Good afternoon Wendy,

Thank you for sending this information.

I would like to ask for clarification in regards to the content of your email and the attachments you sent.

It appears that you are informing us of collaborative opportunities and inviting us to attend meetings to learn more. I do not see any recommendations that you would like to have included in our Local Four Year Plan. Is this correct?

Thank you,

Angela Longovia
Communications & Graphic Design Specialist
575-740-6484 mobile
Good afternoon. I would like to welcome you to partner in any of the projects discussed below. We do not have School to Work Transition Teams in your area but you may be interested in collaborating with the local Supported Employment Local Leader (SELL) groups on some of the free training opportunities.

Please contact me with any questions.

Wendy Corry, MS
UNM/Center for Development and Disabilities
Partners for Employment
Consultant
Albuquerque, NM
ph. (505) 238-0047
wendy@corryconsulting.com

-------- Forwarded message --------
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Date: Thu, Dec 22, 2016 at 2:08 PM
Public Comment

Subject: Potential Collaboration for the NALWDB draft Local WIOA Plans
To: jeff@nalwdb.org, wccmmlocalplan@mrcog-nm.gov
Cc: Rebecca Roybal <RARoybal1@sahd.unm.edu>, Tanya Baker-McCue <TBaker-McCue@sahd.unm.edu>, "Chavez, Charlene B., DVR" <Charleneh.chavez@state.nm.us>, "Carpenter, Ellen K, DVR" <EllenK.Carpenter@state.nm.us>, "Roberts, Carrie, DOH" <Carrie.Roberts@state.nm.us>

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Please feel free to contact me with any questions. Let me know if you are interested in partnering with us and if you (or someone from your team) would like to be added to our regional membership lists.

Sincerely,

Wendy Corry, M.S.

UNM/Center for Development and Disabilities

Partners for Employment

Consultant

505-238-0047

wendy@corryconsulting.com
From: Marlene Thomas-Herrera [mailto:marleneh@ansbi.org]
Sent: Tuesday, December 20, 2016 8:54 AM
To: Steve Duran <sduran@scog-nm.com>
Subject: Addition to 4 year Plan Alamo Navajo Demographics

Steve, I don’t know if you want to add anything else to the 4 year plan regarding Alamo Navajo. I sent you a copy of a map where Alamo is located in comparison to the greater Navajo Nation, Albuquerque, and Socorro County. I couldn’t get all of southwestern area. I added information on Community Population and Economic Data based on 2010 Census Data.

I am in the process of applying for the Adult Education grant as well. I’m trying to incorporate WIOA into the grant application and what this will mean to our community.

Thanks
The Alamo Navajo School Board (ANSB) is a non-profit 501(c) 3 organization. ANSB operates under resolutions from the Alamo Navajo Community and from the Navajo Tribe. ANSB was organized within the Alamo Navajo Chapter Community to establish and operate Federal and State programs that serve the people of Alamo under Contracts, Grants, or Cooperative or Joint Powers Agreements.

Poverty and unemployment have been insurmountable obstacles to Alamo Community members who have not been in the mainstream and have no experience interacting with mainstream society. Historically, clients who went off-reservation for employment and/or postsecondary education had difficulty in completing these programs due to barriers created by lack of transportation, affordable housing, childcare, and basic skill deficiencies, and other support resources. A majority of clients requesting assistance in postsecondary education or training are single parents with young children or older clients with families. They do not have the support services to live off-reservation, maintain their program of education, and maintain their family responsibilities. In addition, mainstream institutions do not have services of personal counseling, etc. that assist clients in maintaining their educational program as well as accessing the support services so necessary to their retention and success.

DEMOGRAPHICS

The isolation, setting, and environment of the Alamo Navajo Reservation have a major impact on the educational goals and aspirations of the Alamo Community. The Reservation consists of 63,109 acres of arid rocky land in west central New Mexico. Alamo is one of the most isolated reservation communities in the entire state. A paved road (1982) connects the Reservation with the nearest town, Magdalena. Magdalena (pop. 800) is located 32 miles south of the Alamo Navajo Chapter. Socorro, New Mexico is the county seat and only nearby town of appreciable size. Socorro is 70 miles away. To seek services, clients must travel to Albuquerque or Socorro. Travel time to Albuquerque alone is 5 hours roundtrip. The lack of cars or cars in good repair and the rising costs of fuel also contribute to this problem significantly. Geographic separation from the mainstream of the state has caused a communications and services gap for the Alamo Navajo people. The distance to services for postsecondary education, staff development, and curriculum diversity is financially and physically
prohibitive for community members who are already educationally and financially disadvantaged.

### Community Population and Economic Data

<table>
<thead>
<tr>
<th></th>
<th>Alamo</th>
<th>Socorro County</th>
<th>New Mexico</th>
<th>Navajo Nation</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>2,035</td>
<td>17866</td>
<td>2,059,179</td>
<td>178,100</td>
<td>308,745,528</td>
</tr>
<tr>
<td>Per Capita Income</td>
<td>$8,481</td>
<td>$18,206</td>
<td>$23,537</td>
<td>$10,248</td>
<td>$27,915</td>
</tr>
<tr>
<td>% Unemployed</td>
<td>14.5%</td>
<td>6.2%</td>
<td>8.2%</td>
<td>24%</td>
<td>8.7%</td>
</tr>
<tr>
<td>% Not in Labor Force</td>
<td>63.5%</td>
<td>53.2%</td>
<td>38.4%</td>
<td>54.2%</td>
<td>35.2%</td>
</tr>
<tr>
<td>% Native American</td>
<td>96.7%</td>
<td>10.2%</td>
<td>9.1%</td>
<td>94%</td>
<td>.9%</td>
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<tr>
<td>% Living in Poverty</td>
<td>43%</td>
<td>27.4%</td>
<td>19%</td>
<td>37.2%</td>
<td>10.5%</td>
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<tr>
<td>% &lt; HS Education</td>
<td>40.4%</td>
<td>22.2%</td>
<td>17%</td>
<td>27.9%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Some College</td>
<td>10.1%</td>
<td>19.2%</td>
<td>23.6%</td>
<td>20.9%</td>
<td>21%</td>
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<tr>
<td>Associate Degree</td>
<td>2.3%</td>
<td>4.7%</td>
<td>7.3%</td>
<td>9.6%</td>
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<tr>
<td>Bachelor's Degree</td>
<td>3%</td>
<td>11.3%</td>
<td>14.7%</td>
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<td>Master's Degree</td>
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<td>4.2%</td>
<td>10.5%</td>
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<tr>
<td>% Limited English</td>
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<td>14.2%</td>
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<td>Public Assistance</td>
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<td>4.1%</td>
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<td>2.6%</td>
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<tr>
<td>Food Stamps</td>
<td>41.4%</td>
<td>17.8%</td>
<td>11.2%</td>
<td>28.5%</td>
<td>10.2%</td>
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<tr>
<td>Median Age</td>
<td>30.4</td>
<td>36.3</td>
<td>36.7</td>
<td></td>
<td>37.2</td>
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</table>

As seen on the above chart, the population of Alamo represents over 11% of the total county population and the Native American population in the county primarily resides on the Alamo Navajo Reservation. The data documents the isolation and poverty of the Alamo Community in its relation to the rest of the county, the rest of the state, and the rest of the Navajo Nation. Alamo is one of the poorest Reservation communities in the State of New Mexico with a 14.5% unemployment rate, with an additional 63.5%

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1 Source: Census 2010.
of the population not in the labor force, and 43% of the population living under the poverty level.

Map of Alamo Navajo in comparison to the Greater Navajo Nation, Albuquerque as the major city, and Socorro County.
Steve Duran

From: Steve Duran
Sent: Tuesday, January 31, 2017 10:29 AM
To: Marlene Thomas-Herrera (marleneh@andbl.org)
Cc: Angela Longoria
Subject: Local Plan Comment

Good morning,

Thank you for your input on the draft of the local plan. The planning committee has incorporated the information you provided during the public comment phase in an attachment section of the plan. In review, the information will be used to better understand the area’s economic and workforce needs, as well as to develop strategies for your area and the county of Socorro.

If you have any questions, please feel free to contact me at your earliest convenience.

Best regards,
Steve

Steve Duran, WIOA Administrator
Southwestern Workforce Development Area

(575) 744-5381 (cell)
(575) 744-4857 (office)
sduran@soaog-nm.com

New Mexico Workforce Connection
Southwestern Area