

# Southwestern Area Workforce Development Board

## Special Planning Committee Meeting Agenda

### Virtual Meeting via Zoom or Phone

To join meeting by phone, dial: (346) 248-7799, then enter Meeting ID: 891 4663 6000

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**Friday, September 11, 2020 at 2:00 p.m. (MDT)**

*Mr. Gary Whitehead—Chair  
Ms. Sharon Thomas—Vice Chair*

- I. Call to Order
- II. Welcome
- III. Roll Call and Abstentions
- IV. Approval of Agenda
- V. Discussion or Motion for Recommendation Items
  - a. Approval of August 7, 2020 meeting summary
  - b. Four-Year Plan PY2020 – 2023 Review
- VI. **\*\*Public Comment (3-Minute Limit)**
- VII. Member Input
- VIII. Next Meeting
- IX. Adjournment

**\*\*Public comments can be emailed to [angela1@sccog-nm.com](mailto:angela1@sccog-nm.com) before September 11, 2020 at 2:00 p.m. (MDT). All public comments will be read at the meeting in the order received.**

## DRAFT OF MEETING SUMMARY

<b>Meeting</b>	: <b>Special Planning Committee</b>
Date and time	: August 7, 2020 at 10:00 a.m.
Location of Meeting	: Virtual via Zoom or Phone To join meeting by phone, dial: (346) 248-7799, then enter Meeting ID: 865 1594 5425 To join meeting online via Zoom, go to: <a href="https://us02web.zoom.us/j/86515945425">https://us02web.zoom.us/j/86515945425</a>
Chair	: Gary Whitehead
Members Attending	: <b>Present:</b> Cassie Arias, Joe Gristy, Michael Olguin, Sharon Thomas, Gary Whitehead <b>Absent:</b> no one <b>Staff:</b> Steve Duran, Angela Longovia, Joe McClintock
Guests in Attendance	: Concha Cordova, Cindy Quillin, Eric Rivera, Ricky Serna, Yvette Bayless
Summary submitted by/Signature	: Angela Longovia, Communications Specialist
Next Meeting	: When staff is ready with draft of local plan

#	Agenda Item	Summary
1.	<b>Call to order</b>	Meeting was called to order at 10:02 a.m. by Mr. Whitehead
2.	<b>Welcome</b>	Mr. Whitehead welcomed everyone
3.	<b>Roll Call &amp; Abstentions</b>	Ms. Longovia called roll
4.	<b>Public Comment</b>	Mr. Whitehead asked that Public Comment be moved to the last item before adjournment
5.	<b>Approval of Agenda</b>	A motion was made by Ms. Arias to approve the agenda moving Public Comment as the last item before adjournment, seconded by Ms. Thomas. Motion passed.
6.	<b>Discussion or Motion for Recommendation Items</b>	<p>Approval of Summary for February 20, 2020</p> <ul style="list-style-type: none"> <li>Mr. Gristy made a motion to approve the summary, seconded by Mr. Olguin. Motion passed.</li> </ul> <p>Work Session: Four-Year Plan for PY2020 – 2023</p> <ul style="list-style-type: none"> <li>Mr. Duran shared that a guidance letter was issued by DWS outlining the required items that need to be in the plan including a timeline schedule</li> <li>This work session is to discuss the required items and how the committee would like to move forward with writing the plan</li> <li>Mr. McClintock reminded members we had Community Input Forums planned in each of the seven counties in our region to gather information for the plan before COVID became a factor and all forums were cancelled</li> <li>The survey was sent out in place of the forums, but questions did not address COVID</li> <li>The survey was modified, and two new surveys were sent out to the region. They were the Community Input survey and WIOA Partner Input survey</li> <li>Mr. McClintock shared the Project Timeline for the local plan with completed plan due November 1, 2020</li> <li>After much discussion, the committee agreed on the following outline: <ul style="list-style-type: none"> <li>Staff will edit current plan and add new labor market information</li> <li>Staff will work on partnerships, how to plan across core programs</li> </ul> </li> </ul>

#	Agenda Item	Summary
		<ul style="list-style-type: none"> <li>○ Staff will work with Ms. Thomas on sector strategies and career pathways</li> <li>○ Staff will work with Ms. Arias on COVID’s effect on local plan</li> <li>○ Service providers will look at the two survey results and provide feedback</li> <li>○ Service providers will review sections of the plan related to their program and provide recommendations</li> <li>○ Staff will write a vision for community outreach</li> <li>● Mr. McClintock shared the questions and results of the new Community Input survey, new WIOA Partner Input survey, and the pre-COVID survey</li> </ul>
7.	<b>Public &amp; Member Comments</b>	No comments
8.	<b>Next Meeting</b>	When staff is ready with draft of local plan
9.	<b>Adjournment</b>	Meeting was adjourned at 11:51 a.m.

Attested: \_\_\_\_\_

Date \_\_\_\_\_

<b>AGENDA ITEM SUMMARY</b>	
Special Planning Committee Meeting	September 11, 2020
<b>Agenda Item</b> Four-Year Plan for PY2020 – 2023 Review	
<p><b>SUMMARY OF AGENDA ITEM</b></p> <ul style="list-style-type: none"> <li>• This item is presented for the Committee’s review and consideration to: <ul style="list-style-type: none"> <li>○ Review and recommend changes to the draft of the PY2020 – 2023 Four-Year Plan</li> <li>○ Approve draft with recommended edits for the 30-day public comment period</li> </ul> </li> </ul> <p>After staff incorporates the committee’s recommended edits into the current draft, the new draft will be marked Final Draft. The Final Draft will be posted for 30-day public comment beginning September 15, 2020 through October 15, 2020.</p> <p>For your reference, the Guidance for NM-Local Plan 2020-2023 is provided, followed by the current draft of the PY2020 – 2023 Four-Year Plan.</p> <p>Local boards are required to align their local plan to the approved NM Combined State Plan. The link is available here: <a href="#">NM Combined State Plan</a>.</p> <p><b>LIST OF SUPPORTING INFORMATION FOR YOUR REVIEW</b></p> <ul style="list-style-type: none"> <li>• Guidance NM-Local Plan 2020-2023</li> <li>• Draft of PY2020 – 2023 Four-Year Plan</li> <li>• NM Combined State Plan</li> </ul>	

# Guidelines for Developing Workforce Innovation and Opportunity Act (WIOA) Local Plans Program Years 2020-2023

{Name of Local Board Area}  
{Name of Board Chair}  
{Name of AE}  
{Address, Phone, Email, Website}

## I. Background and Purpose

**The Workforce Innovation and Opportunity Act (WIOA)** requires local plans to align with the State’s vision as set forth in the Combined State Plan.<sup>1</sup> Under WIOA sec. 108, each Local Workforce Development Board (LWDB) must, in partnership with the appropriate chief elected officials, develop and submit a comprehensive 4-year plan to the Governor.<sup>1</sup> This four-year action plan serves to develop, align, and integrate service delivery strategies and to support the State’s vision and strategic and operational goals. According to §679.500, the purpose of the local plan is to set forth the strategy to:

- (1) direct investments in economic, education, and workforce training programs to focus on providing relevant education and training to ensure that individuals, including youth and individuals with barriers to employment, have the skills to compete in the job market and that employers have a ready supply of skilled workers;
- (2) apply job-driven strategies in the one-stop delivery system; and
- (3) enable economic, education, and workforce partners to build a skilled workforce through innovation in, and alignment of, employment, training, and education programs.

The Governor (NMDWS)<sup>2</sup> provides this guidance to the local workforce development boards in the formulation of its local plans in accordance with the WIOA Department of Labor Rule, Part 679, Subpart D. At a minimum, local plans must include the provisions in this guidance.

## II. Timeline for Local Four-Year Plans

The New Mexico State Combined Plan was approved on June 10, 2020. WIOA regulations at §679.580 requires the Governor (NMDWS) to establish procedures governing the modification of local plans. *The timeline for development, submittal, and review of local plan is as follows:*

Activity	Target Date
LWDBs Develop Local Plan	June 2020 – August 2020
LWDBs Complete Local Plan	September 15, 2020
LWDBs Post Local Plan for 30-Day Public Comment	September 15 – October 15, 2020
LWDBs Update Plans to Reflect Public Comments, as appropriate (and any other necessary changes)	October 15-23, 2020
Local Boards Approve Final Plan for Submission in an Open Meeting	By October 31, 2020

Local Boards Submit Completed Plan to NMDWS	On or before November 1, 2020
State Review Period	November 1 – December 15, 2020
NMDWS Notifies LWDBs of Plan Modification Approval (and any requested revisions, if needed)	On or before December 15, 2020
If Applicable, LWDBs Complete and Submit Requested Local Plan Revisions to NMDWS	On or before January 15, 2021

### III. Process for Plan

In accordance with §679.580(a), the following describes the process for developing and submitting plan modifications. LWDBs, in partnership with the appropriate chief elected officials, must review the local plan and prepare and submit modifications to the plan to reflect the following changes.

§679.580(b)(1) and (2)(i)	<p><u>Economic Conditions</u></p> <p>(a) Explanation of any changes in regional labor market and economic conditions, particularly any significant changes in local economic conditions.</p>
§679.580(b) (2)(ii)	<p><u>Funding</u></p> <p>(a) Explanation of any changes in the financing available to support WIOA title I and partner-provided WIOA services.</p>
§679.580(b)(2)(iii)	<p><u>Board Structure Updates</u></p> <p>(a) Any changes to the LWDB structure, including membership and committees.</p>
§679.580(b)(2)(iv)	<p><u>Performance Updates</u></p> <p>(a) Include an update to Attachment E of this document to reflect negotiated performance measures for PYs 2020 and 2021.</p> <p>(b) Include a chart of past, current, and expected service levels for Adult, Dislocated Worker and Youth for PYs 2017 and 2020.</p> <p>(c) Include changes in strategies to meet local performance goals, as well increased service levels.</p>
§679.350, WIOA §106(e)(2) and §107(c)(2)	<p><u>Subsequent Local Board Certification</u></p> <p>As a part of the local plan review process, NMDWS will review each local board to assess the extent to which the local board has ensured that workforce investment activities carried out in the local area have enabled the local area to:</p> <p>(i) meet the corresponding performance accountability measures, and</p> <p>(ii) achieve sustained fiscal integrity, as defined by Section 106(e)(2). The term “sustained fiscal integrity,” used with respect to a local area, means the Secretary of the U.S. Department of Labor has not made a formal determination, during either of the last two consecutive years preceding the determination regarding such integrity, that either the grant recipient or the administrative entity of the area misexpended funds provided under WIOA Subtitle B due to willful disregard of the</p>

	requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.
§679.560(c)	<b>Required Updates to Attachment A</b> Provide on a flash drive, copies of all LWDB policies relevant to the implementation of WIOA (as listed in the local board grant agreement in Exhibit F, Statement of Work, Section VII, Required LWDB Policies).
§679.560(c)	<b>IFA Update</b> Provide a copy of the local board infrastructure funding agreement (IFA). If the IFA is not yet completed, include a detailed description of the steps taken toward progress in completing the IFA, as well as an expected timeline for completion.
§679.560(c)	<b>WIOA Implementation Highlights</b> Include a section highlighting WIOA implementation accomplishments to date.

## IV. Plan Content

### STRATEGIC PLANNING ELEMENTS

#### A. Economic and Workforce Analysis

The plan must describe the local board area's current economic and workforce conditions. Per §679.560(a)(1)(iii), as appropriate, a local area may use an existing analysis, which is a timely current description of the regional economy, to meet these requirements. Please indicate the source of any data used in your analysis.<sup>3</sup>

§679.560(a)(1)(i)	Include a regional analysis of economic conditions including existing and emerging in-demand industry sectors and occupations.
§679.560(a)(1)(ii)	Include a regional analysis of employment needs of employers in existing and emerging in-demand industry sectors and occupations.
§679.560(a)(2)	Knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations.
§679.560(a)(3)	An analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

## B. Analysis of Workforce Development Activities

The plan must describe the board's workforce development activities as follows.

§679.560(a)(4)	An analysis of workforce development activities, including education and training, in the region. This analysis must include the strengths and weaknesses of workforce development activities and capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers.
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## C. Strategic Vision and Goals

The plan must describe the board's strategic vision and goals as follows.

§679.560(a)(5)	A description of the local board's strategic vision to support regional economic growth and economic self-sufficiency. This must include goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on performance indicators described in §677.155(a)(1) of the WIOA Joint Rule.
§679.560(a)(6)	Taking into account analyses described in Sections A and B above, describe the local board's overall strategy for working with the entities that carry out the core programs and required partners to align resources available to the local area, to achieve the strategic vision and goals.

## OPERATIONAL ELEMENTS

### A. Local Workforce System Structure

The plan must include a description of the structure of the local workforce system as follows.

§679.550(c)	<i>Local Board Area Profile.</i> Describe the geographical workforce development area, including the LWDA's major communities, major employers, training and educational institutions (technical and community colleges, universities, etc.), population, diversity of the population, and relevant growth trends.
§679.550(c)	<i>Local Board Structure.</i> Provide a full roster of local board membership, including the group each member represents, in <b>Attachment B</b> . Include a list of all standing committees, along with a description of the purpose of each committee.
§679.560(b)(1)(i)	Provide a description of the workforce development system in the local area that identifies the programs that are included in the system; demonstrating alignment with regional economic, workforce and workforce development analysis. (In addition, please provide a list in <b>Attachment C</b> of the one-stop centers in your local area, including address and phone numbers. Indicate the one-stop operator for each site and whether it is a comprehensive or satellite center. Include a list of the one-stop partners physically located at each of the

	one-stop centers in the local board area, and the services provided by these partners.)
§679.560(b)(1)(ii)	Describe how the LWDB will support the strategies identified in the State Plan and work with the entities carrying out core programs and other workforce development programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) to support service alignment.

### **B. Local Workforce Development System Alignment**

The plan must include a description of how the local workforce development system is aligned, as follows.

§679.560(b)(2)(i)	Describe how the local board will work with entities carrying out core programs to expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.
§679.560(b)(2)(ii)	Describe how the local board will work with entities carrying out core programs to facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.
§679.560(b)(2)(iii)	Describe how the local board will work with entities carrying out core programs to improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

### **C. Local Strategy Implementation**

The plan must include local strategies and the implementation of initiatives to support those strategies relative to the elements below. Local strategies can include incumbent worker training programs, on-the-job training programs, Registered Apprenticeships customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers.

§679.560(b)(3)(i)	Describe the strategies and services that will be used in the local area to facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations.
§679.560(b)(3)(ii)	Describe the strategies and services that will be used in the local area to support a local workforce development system that meets the needs of businesses in the local area.
§679.560(b)(3)(iii)	Describe the strategies and services that will be used in the local area to better coordinate workforce development programs and economic development.
§679.560(b)(3)(iv)	Describe the strategies and services that will be used in the local area to strengthen linkages between the one-stop delivery system and

	unemployment insurance programs.
§679.560(b)(4)	Describe how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the local board will promote entrepreneurial skills training and small business services.
§679.550(c)	Describe how the local board will develop and implement training across systems for all core partners to ensure a unified approach to service delivery; including vocational rehabilitation.

#### D. One-Stop Delivery System

The plan must include a description of the one-stop delivery system in the local area, including:

§679.560(b)(5)(i)	Describe how the local board will ensure the continuous improvement of eligible providers through the system and how such providers will meet the employment needs of local employers, workers, and job seekers.
§679.560(b)(5)(ii)	Describe how the local board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.
§679.560(b)(5)(iii)	Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA sec. 188 (Nondiscrimination), if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.
§679.560(b)(5)(iv)	Describe the specific roles and resource contributions of the one-stop partners, to date. Please include your process for updating any cooperative agreements, resource sharing agreements, and memoranda of understanding relevant to the Workforce Innovation and Opportunity Act. (If any of these documents have already been updated or are even still in draft form, please provide copies as a part of <b>Attachment D</b> .)
§679.560(c)	Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will provide for the Accessibility for English Language Learners (ELL).

#### E. Service Implementation for Indicated Populations

The plan must include a description of services to target populations, including:

##### 1. Youth

§679.560(b)(8)	Provide a description and assessment of the type and availability of youth workforce investment activities in the local area including activities for youth with disabilities, and other barriers, such as homeless youth, foster and former
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	foster youth, and/or expecting and parenting youth.
§679.560(c)	Describe how the local board is planning or working to fulfill specific Youth requirements, as laid out in the Workforce Innovation and Opportunity Act, including: <ul style="list-style-type: none"> <li>a. how the board is providing for the 14 required Youth service elements;</li> <li>b. approach towards meeting the 20% work experience, including the use of Registered Apprenticeship as a service strategy;</li> <li>c. approaches toward meeting the 75% OSY minimum expenditure;</li> <li>d. a description of changes in the youth provider's service delivery models;</li> <li>e. a description of any changes in outreach activities around Youth; and</li> <li>f. any changes in Youth case management approach, including the use of supportive services.</li> </ul>

## 2. Adults and Dislocated Workers

§679.560(b)(6) and §679.560(c)	Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area, including any services targeted toward adult populations with barriers, such as displaced homemakers, homeless adults, ex-offenders, single parents and pregnant women, and/or long-term unemployed.
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## 3. Individuals with Disabilities

§679.560(b)(13) and §679.560(c)	Describe how individuals with disabilities will be served through the one-stop center system in the local area, including copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA sec. 107(d)(11)) between the LWDB or other local entities described in WIOA sec. 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of the Rehabilitation Act(29 U.S.C. 720 et seq.) (The Division of Vocational Rehabilitation within the NM Public Education Department and the Commission for the Blind) (other than sec. 112 or part C of that title (29 U.S.C. 732, 741) and subject to sec. 121(f) in accordance with sec. 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information and resources, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination, such as improving or creating referral processes, joint enrollment and case management.
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## 4. Veterans

§679.560(c) and §680, Subpart E	Describe the board's strategic approach to serving Veterans to improve employment outcomes for this population, including priority of service efforts.
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## 5. Migrant Seasonal Farmworkers

§679.560(c),	Describe, as appropriate, the board's approach to serving migrant seasonal
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Parts 653 and 685	farmworkers within its respective area to increase education and employment outcomes for this population.
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6. Native Americans

§679.560(c) and Part 684	Describe, as appropriate, the board’s approach to serving Native Americans within its respective area to increase education and employment outcomes for this population.
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7. Individuals with Low Income

§679.560(c) and §680, Subpart E	Describe how the board will identify and work with low-income individuals, including any plans to coordinate locally with the Temporary Assistance for Needy Families (TANF) program to serve this population, as well as to serve TANF exhaustees.
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8. Older Individuals

§679.560(c)	Provide a description of how the local board will coordinate WIOA title I workforce investment activities with the Senior Community Service Employment Program (Title V of the Older Americans Act of 1965) to serve the employment needs of older individuals.
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9. Individuals with Low Literacy Levels

§679.560(b)(12)	Provide a description of how the local board will coordinate WIOA title I workforce investment activities with adult education and literacy activities under WIOA title II. Describe the joint planning processes planned or underway that will enhance the provision of services to individuals with receiving adult education services, such as cross training of staff, technical assistance, sharing resources, sharing of information, cooperative efforts to improve or create referral processes, joint enrollment and case management. This description must also include how the LWDB will carry out the review of local applications submitted under title II consistent with WIOA Secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.
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**F. Coordination of Services Across Programs**

The plan must describe how services are coordinated across programs, including:

1. Coordination with Wagner Peyser Services

§679.560(b)(11)	Provide a description of plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act (29 U.S.C. 49 et seq.) services and other services provided through the one-stop delivery system;
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2. Coordination with Rapid Response Activities

§679.560(b)(7)	A description of how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities;
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3. Coordination with Secondary and Postsecondary Education System

§679.560(b)(9)	Provide a description of how the local board will coordinate relevant
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	secondary and postsecondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services;
§679.560(b)(2)(iii)	Describe how the local board will work with entities carrying out core programs to improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

#### 4. Coordination of Supportive Services

§679.560(b)(10)	Provide a description of how the local board will coordinate WIOA title I workforce investment activities with the provision of transportation and other appropriate supportive services in the local area.
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#### 5. Coordination of Follow-up Services

§679.560(c)	Provide a description of the board's follow-up policy and procedures for each of the targeted groups in Section G.
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#### 6. Coordination of Service Priorities

§679.560(b)(21)	Describe the direction given by the Governor (NMDWS) and the LWDB to the one-stop operator to ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient consistent with WIOA sec. 134(c)(3)(E) and §680.600 of the WIOA DOL Rule.
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#### 7. Coordination of Outreach Efforts

§679.560(c)	Describe how the board will coordinate outreach efforts across partner programs for shared customers and target populations.
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#### 8. Coordination of Professional Development Activities

§679.560(c)	Describe how professional development activities will be coordinated across all partner programs staff.
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#### 9. Coordination of Referrals

§679.560(c)	Describe how the board will coordinate customer referrals across partner programs.
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#### 10. Coordination with Other Partner Programs

§679.560(c)	Describe any other services provided in the one-stops to support the local workforce development system and customers. Include any coordination plans or activities the board has with any other partner programs such as, AmeriCorps, JobCorps, Youth Build, Mission: Graduation, Innovate Educate, etc.
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## ADMINISTRATIVE ELEMENTS

### G. Fiscal and Performance Management

The plan must include description of fiscal and performance information, including:

§679.560(b)(14)	Identify the entity responsible for the disbursement of grant funds described in WIOA sec. 107(d)(12)(B)(i)(III).
§679.560(b)(15)	Provide a detailed description of the competitive process that will be used to award the subgrants and contracts for WIOA title I activities. (Please provide a copy of the board's procurement policy or policies, including conflict of interest provisions as a part of <b>Attachment A.</b> )
§679.560(b)(16)	Provide the local levels of performance negotiated with the Governor (NMDWS) and chief elected official consistent with WIOA sec. 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA title I subtitle B, and the one-stop delivery system in the local area, in <b>Attachment E.</b>
§679.560(b)(17)	Describe the actions the LWDB will take toward becoming or remaining a high-performing workforce development board.  <i>Helpful Resource:</i> <ul style="list-style-type: none"> <li>• <i>Strategic Board Toolkit:</i>  <a href="https://ion.workforcegps.org/resources/2016/06/27/09/30/Strategic_Board_Toolkit_Vision">https://ion.workforcegps.org/resources/2016/06/27/09/30/Strategic_Board_Toolkit_Vision</a></li> </ul>
§679.560(b)(18)	Describe how training services outlined in WIOA sec. 134 will be provided through the use of individual training accounts, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts, and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.
§679.560(c)	Boards may implement a pay-for-performance contract strategy for certain elements, for which the board may reserve and use not more than 10 percent of the total funds allocated to the board under WIOA Section 128(b). Describe any plans the board may have to use pay-for-performance contracts to communicate performance expectations to service providers.
§679.560(c)	The local board grant agreements require boards to achieve or exceed a Minimum Training Expenditure Requirement of 60%. Local boards should obligate a minimum of 80% and expend a minimum of 40% of current year funding by the end of the third quarter of the program year. Please report on the local board's expected obligation and expenditure rates for PY 2019.
§679.560(b)(20)	Describe how one-stop centers are planning to implement or transition to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by one-stop partners.

**H. Definitions**

The Workforce Innovation and Opportunity Act requires states to address the usage of certain definitions related to the WIOA Title I program. Please answer the following items related to those definitions.

§679.560(c)	Because the State has chosen not to define “additional assistance,” as it relates to WIOA Youth program eligibility, each local board has the responsibility for determining its own definition of this eligibility category. If the local board wishes to use this eligibility category, a local policy must be developed that specifies what conditions must be met for a youth to require “additional assistance” and what documentation is needed to demonstrate this eligibility category. In each area, not more than five percent of the in-school-youth under WIOA Section 129(3)(B) may be eligible under “individual who requires additional assistance” to complete an educational program or to secure or hold employment. If applicable, provide the definitions the board uses for “requires additional assistance” and a copy of the related local policy as a part of <b>Attachment A</b> .
§679.560(c)	<p>The state defines “basic skills deficient” for Adults and Youth as follows.</p> <ul style="list-style-type: none"> <li>• For Adult – An individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.</li> <li>• For Youth – An individual who computes or solves problems, reads, writes, or speaks English at or below the eighth grade level on a generally accepted standardized test or comparable score on a criterion-referenced test.</li> </ul> <p>Please describe the process the board uses to test individuals for basic skills deficiency.</p>

**I. Note on Regional Planning**

The Workforce Innovation and Opportunity Act identifies specific requirements for any planning that will occur across local areas, i.e. “regional areas.” This requirement does not apply in New Mexico as the New Mexico WIOA State Combined State Plan designates our existing four local areas as the regional planning areas; however, LWDBs are encouraged to describe regional economies in their local area and provide strategies of how unique regional economies will be addressed.

**J. Assurances**

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

#	Assurance	Indicate Yes or No
1.	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 administrating 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.	
2.	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.	
3.	The LWDB has established a policy to provide to the public (including individuals with disabilities) access to meetings of local boards and local boards, and information regarding activities of local boards, such as data on board membership and minutes.	
4.	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.	
5.	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.	
6.	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate.	
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.	
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).	

### K. Attachments

<b>Attachment A</b>	Provide on a flash drive, copies of all LWDB policies relevant to the implementation of WIOA. (Refer to Section III of these guidelines, Process for Plan Modifications, for information on required updates to this section.)
<b>Attachment B</b>	Provide a full roster of local board membership, including the group each member represents. Include a list of all standing committees, along with a description of the purpose of each committee. (Refer to Section III of these guidelines, Process for Plan Modifications, for information on required updates to this section.)
<b>Attachment C</b>	Provide a list of the one-stop centers in the local area, including address and phone numbers. Indicate the one-stop operator for each site and whether it is a comprehensive or satellite center. Include a list of the one-stop partners physically located at each of the one-stop centers in the local board area, and the

	services provided by these partners.
<b>Attachment D</b>	Provide copies of any draft or completed cooperative agreements, resource sharing agreements, and memoranda of understanding relevant to the Workforce Innovation and Opportunity Act.
<b>Attachment E</b>	Provide the local levels of performance negotiated with the Governor (NMDWS) and chief elected official consistent with WIOA sec. 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA title I subtitle B, and the one-stop delivery system in the local area, for PY 16 and PY 17. (Refer to Section III of these guidelines, Process for Plan Modifications, for information on required updates to this section.)

**Signatures:**

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Chief Elected Official Date

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Local Board Chair Date

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<sup>1</sup> The New Mexico WIOA State Combined Plan can be accessed at <http://www.dws.state.nm.us/WIOA-Policy-Plans-Annual-Reports>.

<sup>2</sup> For the purposes of local plan development where the Governor has delegated certain duties to the NMDWS as the designated state agency for the implementation of WIOA, NMDWS will be denoted in parentheses.

<sup>3</sup> Please see reference tools provided along with this guidance to assist with the economic and workforce analysis.

Southwestern Area  
Workforce Development Board  
**Draft** of Local Four-Year Plan

PY2020 – PY2023  
July 1, 2020 – June 30, 2023

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Southwestern Area Workforce Development Board  
PO Box 1072  
Elephant Butte, New Mexico 87935  
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## EXECUTIVE SUMMARY

**NEEDS TO BE COMPLETED** – will be written by Steve and Josh after draft is completed

## **INTRODUCTION**

The Workforce Innovation and Opportunity Act (WIOA) requires each Workforce Development Board (WDB) to develop and submit, in partnership with the local chief elected official, a comprehensive four-year plan. The WIOA Program Year (PY) 2020 Plan is to provide current information and be effective July 1, 2020 - June 30, 2023 and will include all current local policies. The local and regional plan will support the alignment strategy described in the New Mexico WIOA Combined State Plan PY 2020-2023, in accordance with WIOA Section 102(b)(1)(E), and otherwise be consistent with the New Mexico Combined State Plan.

It is the mission of New Mexico Governor and Cabinet Secretary for Department of Workforce Solutions to keep New Mexicans working by utilizing an “All Hands” approach to connect New Mexican workers with local New Mexico businesses. The goal of this approach is to keep our economy competitive while providing good-paying jobs to people so they can support themselves and their families. This will require the local board to design programs to ensure occupational education and training at are aligned with existing as well as new and expanding industries that are in demand with potential growth occupations in the workforce region.

The Southwestern Workforce Development Board is moving forward with a comprehensive and integrated approaches by developing industry sector partnerships and career pathways. Engaging local business and industries in the discussion on workforce development is critical to having an effective workforce system. In addition, the SW Workforce Development Boards shall comply with *WIOA Sections 106 through 108* in the preparation and submission of the plan.

Through its strategic planning efforts, the local Workforce Board developed a vision and goals for the region’s Workforce System. This vision is to oversee a workforce system to ensure Southwestern New Mexico has an innovative, relevant, effective, and efficient workforce development system that develops adaptable, work-ready, skilled talent to meet the current and future needs of workers and businesses in our region. the goal is to achieve and sustain economic prosperity, and to ensure New Mexicans are ready for the jobs of today and tomorrow available in our region by increasing collaboration with local industry sectors and providing access to education and skills training, fostering employer leadership to prepare workers, and supporting and scaling local innovation for the many jobs available in our region. (tie into the goals and objective)

**Plan Content**

**STRATEGIC PLANNING ELEMENTS**

**A. Economic and Workforce Analysis**

This analysis will cover the current workforce conditions covering both before and during the circumstances created by the COVID-19 pandemic. This pandemic has drastically altered the economic landscape around the world affecting small business especially hard.

The major employers In the Southwest region of New Mexico are identified as the State of New Mexico, White Sands Missile Range, the City of Las Cruces, New Mexico State University, Federal and municipal government, regional hospitals, and the international US / Mexico border complex (BorderPlex)

The local workforce board is developing new strategies to address current needs as well as expected needs as they develop. While there is no way of knowing what the future of work will look like but the board is committed to becoming more flexible in its strategies and faster in the development of policies to assist our regional businesses in building a workforce to meet these challenges.

**§679.560(a)(1)(i)**

***Economic conditions including existing and emerging in-demand industry sectors and occupations.***

The New Mexico WIOA Combined State Plan for PY 2020-2023 has provided direction on analysis of economic conditions throughout the state. The Southwestern Workforce Development Region has provided similar analysis. The following tables provide changes of online job postings rated against unemployed persons and job postings by specific industry for the SW region of the state.

SW Region - 2020			
Average unemployment Rate by year	Time	SW	NM
	Jan	6.8%	5.0%
	Feb	7.0%	5.1%
	Mar	8.7%	6.2%
	Apr	11.3%	11.4%
	May	8.8%	8.7%
	Jun	9.1%	9.0%

SW Region			
Online Job Openings	Time	Job Opening 2020	1 Year Change in Job Openings
	June	6,064	-2612
	May	5,603	-2638
	Apr	6,266	-586
	Mar	6,758	850
	Feb	6,908	1149
	Jan	6,702	305

Source: New Mexico Department of Workforce Solutions / JobsEQ®

The tables above show the unemployment rate for the last five years in the SW region highlighting the recent increase in unemployment starting in March of 2020 due to the COVID pandemic. The corresponding table shows the decrease in advertised job openings compared to the same period the previous year. The region had positive job gains for three consecutive months until the second quarter of 2020 where available jobs started to drop considerably.



Source: Source: NMDWS, Local Area Unemployment Statistics program in conjunction with U.S. Bureau of Labor Statistics and Online advertised jobs data  
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The table above Shows the amount of job openings listed in the State Workforce Connection online portal compared to the amount of people who are counted as unemployed during the month of July. Our region’s education and workforce development systems are struggling to keep pace with the development of our economy. Employers throughout the region are constantly looking for skilled workers who can contribute to their companies’ growth and success. As a result—despite stubbornly high unemployment rates—many jobs are left unfilled. If employers in our region are to maintain their competitiveness, it will require closing an ever-worsening skills gap.

SW Region			
Online Job Openings	Time	Job Opening 2020	1 Year Change in Job Openings
	June	6,064	-2612
	May	5,603	-2638
	Apr	6,266	-586
	Mar	6,758	850
	Feb	6,908	1149
	Jan	6,702	305

SW Region					
Total Employment	Time	Employed	1 Year % Change in Employment	Avg Ann Wages per Worker	1 Year % Change in Wages
	2016	122,823	1.11%	\$35,376	1.0%
	2017	122,922	0.08%	\$36,336	1.4%
	2018	124,401	1.20%	\$37,344	4.6%
	2019	125,444	0.83%	\$38,348	3.1%
	2020*	117,431	-6.59%	N/A	N/A

Source: New Mexico Department of Workforce Solutions / JobsEQ®

\* Preliminary data from NMDWS April 2020

The table above shows the five-year average for total employment and average wages for workers in the Southwestern region. The State of New Mexico suffered high unemployment during the recession that started in 2010 but started to make gains in both measures starting in 2016. By 2019 workers in the region started to see increases in wages that were slightly above the average inflation rate. Even though New Mexico is behind the rest of the country in average wages per worker, the gains were happening because of the tight labor market and the recent increases in minimum wage rates enacted in the state and local communities. The SAWDB will be closely monitoring wages in its region as the recent ongoing recession may have a negative effect on wage growth.

Advertised job gains were modest in the region in January but started to grow at a rapid pace for February and March. When the state mandated restrictions due to COVID, the region as well as the nation saw substantial job losses compared to the same month a year earlier. The Southwestern board will monitor the data as some of the job losses may return when restrictions are removed but the board remains cautious as a sizable number of small business may not recover fully.

**§679.560(a)(1)(ii)**

*Include a regional analysis of employment needs of employers in existing and emerging in-demand industry sectors and occupations.*

<b>Industries by Advertised Jobs - SW Region</b>			
<b>Top Industries Posting Jobs July 2020</b>	<b>Rank</b>	<b>Industry</b>	<b>Job Openings</b>
	1	Health Care	1057
	2	Accommodation / Food	325
	3	Professional, Scientific, and Technical Services	296
	4	Retail Trade	280
	5	Educational Services	252
	6	Public Administration	184
	7	Administrative , Support, Waste Management	167
	8	Management of Companies / Enterprises	158
	9	Manufacturing	68
	10	Other Services (except Public Administration)	51

Source: New Mexico Department of Workforce Solutions / JobsEQ®

The table above lists the top ten industries that are posting jobs in the region. These industries are experiencing a shortage of skilled applicants for two major reasons, first is the skills gap that exists especially in rural areas for health care and education and second is the decline in the labor participation rate that is currently at 56% in the region compared to 61.5% in the US.

The table below illustrates the top ten occupations within the industries mentioned above. In Southwestern New Mexico as with the rest of the state, jobs in the health care industry are prevalent. These jobs will need to mostly be filled by applicants from other states and recruiting young professionals to move to rural locations has been a problem many organizations have been working on for decades. The lack of available transportation in most the rural communities only exasperates the barrier to employing local talent and attracting a younger workforce from larger cities.

To worsen the situation, today's health care workers are starting to age out of the workforce system and retiring with fewer young people seeking education to fill these positions, in addition more Americans are entering retirement and old age. This elder population will only increase the need for workers with the skills to care for them.

Occupations by Advertised Jobs - SW Region			
Top Occupations Posting Jobs July 2020	Rank	Industry	Job Openings
	1	Registered Nurses	445
	2	Physicians and Surgeons, All Other	108
	3	Customer Service Representatives	83
	4	Nursing Assistants	79
	5	Speech-Language Pathologists	79
	6	Physical Therapists	77
	7	Licensed Practical and Licensed Vocational	77
	8	First-Line Supervisors of Food Preparation and	76
	9	Personal Care Aides	74
	10	Retail Salespersons	63

Source: New Mexico Department of Workforce Solutions / JobsEQ®

### Top Growing Occupations



Source: NMDWS, Employment Projections program and Occupational Employment Statistics (OES) Program

= 100 Annual Openings

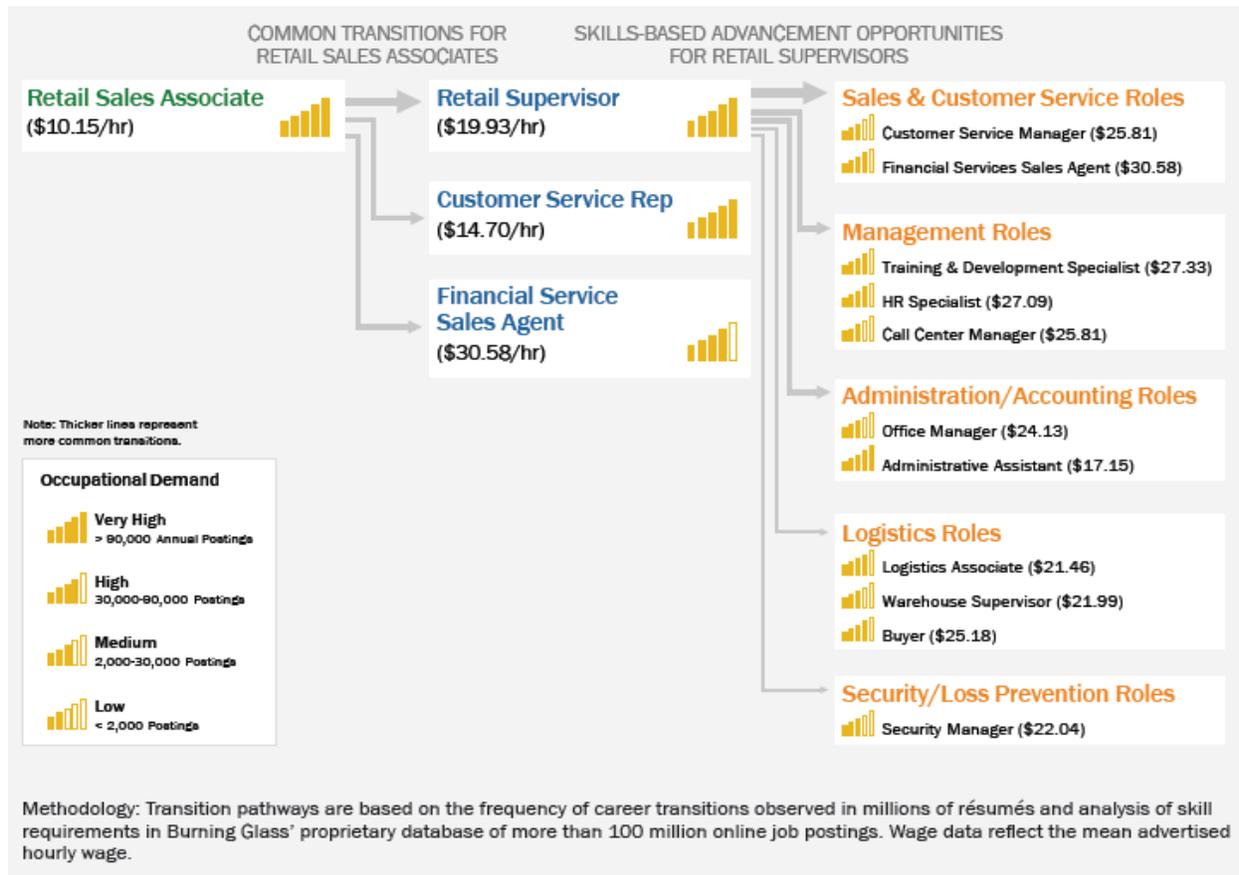
The table above shows the annual employment projections by potential job openings in the region. The projections demonstrate the demand for entry level positions will be substantial in some areas, but unfortunately these jobs do not pay a sustaining wage if the employee is the head of a household. On the other hand, these positions are vital and can be a gateway into starting a career pathway for younger people. The workforce system will need to embrace this issue and increase the amount of entry level skills trainings and work to keep these workers on a career path that will lead to job that pays a living wage.

According to a study of local industries and businesses conducted by the Workforce Collaborative of New Mexico, the region does have many high paying jobs that go unfilled due to a lack of qualified applicants. This is a central task of the workforce development system to identify the skill gaps and to assist in developing training resources to address the needs of the employers.

The task here is to find a way to communicate with workers in these entry-level jobs and offer them the training they need to turn an entry-level job into a career pathway. Often we see as workers make gains in wages on this pathway they also tend to lose support programs like rental assistance and childcare subsidies thus causing some of them to slide back into poverty. The state legislators are working on his problem, but the

childcare subsidy is a federal program that cannot be changed locally. Other options are needed at both the state and local levels.

Below is an example of a career pathway for an entry level sales associate position. An entry level employ only needs` specific short-term training to move to the next level of employment as most of the skills needed will come with experience as the employee moves across the map.



### §679.560(a)(2)

***Knowledge and skills needed to meet the employment needs of employers in the region, including employment needs in In-Demand industry sectors and occupations.***

Over the last 20 years the Southwestern region has seen several changes to the workforce. The use of technology is now a factor of most jobs including entry level positions. Also, we are seeing people switching jobs every year or two, rather than committing to a career with one company. In the workplace we are seeing shifts in traditional jobs as companies are hiring fewer managers and giving employees more

responsibilities to complete tasks. In addition, because of the COVID pandemic many jobs will simply disappear because many workplaces are going to disappear.

The addition of technology such as computer-based intelligence will replace the need for human capital. Manual jobs will be most at risk, while jobs that require empathy, like caretakers and social workers will still be in demand for at least a while. These changes do not necessarily mean a loss of jobs as new jobs will be created to deal with these changes. The need to develop new trainings to meet the needs of the employers today and tomorrow will determine the success of this and any workforce program.

<b>Minimum Required Work Experience</b>				
<b>Work Experience of Jobs &amp; Candidates</b>	<b>Rank</b>	<b>Experience</b>	<b>Job Openings</b>	<b>% Potential Candidates</b>
	<b>1</b>	<b>Entry Level</b>	<b>179</b>	<b>NA</b>
	<b>2</b>	<b>Less than 1 year</b>	<b>42</b>	<b>11.5%</b>
	<b>3</b>	<b>1 Year to 2 Years</b>	<b>4,731</b>	<b>7.4%</b>
	<b>4</b>	<b>2 Years to 5 Years</b>	<b>60</b>	<b>16.6%</b>
	<b>5</b>	<b>5 Years to 10 Years</b>	<b>6</b>	<b>19.8%</b>
	<b>6</b>	<b>More than 10 Years</b>	<b>6</b>	<b>44.6%</b>

Source: New Mexico Department of Workforce Solutions / JobsEQ®

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The table above Shows the minimum required work experience for job openings advertised online in the SW region, as well as percentage of potential candidates in the workforce system that are looking for work.

The table below above shows the top ten tool or tech skills needed by employers in the Southwestern region in 2020. This list is taken from job advertisements employers post on the state online database and gives us a very focused list of degrees, certifications and training that need to be available in all seven counties of the workforce region. While cash register and forklift skills may be obtained on the job, employers are still wanting new employees to have these skills before applying thus delaying some participants from starting employment and possibly prolonging their career development.

Tools and technologies in job openings advertised online 2020 - SW Region			
Advertised Tools and Technology - SW Region	Rank	Tool or Technology	Job Openings
	1	Microsoft (MS) Office	318
	2	C++	236
	3	Python	225
	4	Linux software	175
	5	Ladders	109
	6	Cash Register	108
	7	UNIX	105
	8	Personal Computer (PC)	102
	9	Personal protective	100
10	Forklift	96	

Source: New Mexico Department of Workforce Solutions / JobsEQ®

The table below is showing the minimum level of education needed to apply for certain jobs posted on our online system compared to the actual attained education level potential applicants have at this time. Currently 15% of our participants have less than a high school education and there are no jobs available for them to apply for employment.

Minimum Level for Education Requested by Employers - SW Region				
Education Level of Jobs & Candidates	Rank	Education Level	Job Openings	%
	1	No Minimum Education Requirement	95	N/A
	2	Less than High School	0	14.9%
	3	High School Diploma or Equivalent	447	33.2%
	4	1 Year of College or a Technical or	3	N/A
	5	3 Years of College or a Technical or	1	N/A
	6	Some College	0	0.03%
	7	Vocational School Certificate	21	7.5%
	8	Associate's Degree	23	9.4%
	9	Bachelor's Degree	126	12.9%
	10	Master's Degree	19	4.1%
	11	Doctorate Degree	5	0.69%
	12	Specialized Degree (e.g. MD, DDS)	3	0.57%
13	Not Specified	4281	N/A	

Source: New Mexico Department of Workforce Solutions / JobsEQ®

In addition, the local Workforce Talent Collaborative is currently holding roundtables with Doña Ana County industries to build the county’s talent pipeline. While their priorities are somewhat different than those of the Southwestern Region, there are many overlaps. Both have Aerospace, Manufacturing, Agriculture, and Health Care on their priority lists. The Collaborative

also includes Digital Media and Energy, while the SAWDB's list includes Mining, Hospitality and Tourism, and Education.

The Collaborative has completed the study of the Aerospace, Space, and Defense study and is working with partners to develop programs for prospective employees. The initial meeting with the International Industries has been held and will be followed up with a meeting with service providers (including the SAWCB One Stop Operator). Initial meetings have been held with Digital Media Industries and the Energy Industry. Results will soon be available. Work with the remaining sectors will be completed by the end of the year.

#### Aerospace, Space, and Defense Industry Sector

Participants included Jacobs Technology, White Sands Missile Range, Spaceport American, Virgin Galactic, Boeing, and the Physical Sciences Lab at New Mexico State University.

Key Findings are the Following:

- Federal mandates for candidate requirements may stifle innovation or alternate routes to qualification.
- The number of jobs requiring significant years of experience (ranging from 5Q20 years) creates a chasm between what local colleges and universities can produce and the prospective talent that is already available in the region. This pipeline of talent requires strategic partnerships to reach outside of the county and into other regions and target audiences.
- A high percentage of jobs require security clearances, and, currently, there is not an intentional effort to proactively identify and educate prospective candidates on what those requirements are.
- Work-based learning opportunities must be expanded to support greater access to students and contribute to work experience requirements for employers.

The work with the International Industries located along the border in Santa Teresa is showing much different results. Those jobs require much less experience. However, the turnover rate is about 50%. Those companies tend to hire from temp agencies in El Paso so that they can "try out" the worker. A much better approach would be to determine (from the industries) what kind of training they require and for the Southwest Region to develop those specific training programs. These industries also complained about lack of transportation for employees, especially potential employees from New Mexico. The South-Central Regional Transit District is currently developing a new route from Sunland Park to the Santa Teresa Industrial Park. Meetings resume after Labor Day.

The southwest region will be working with the Workforce Collaborative in all their industry roundtables to gain information about the local needs of businesses and industries in Doña Ana County. Using the Career Pathways program developed by SAWDB in the fall of 2019, the Southwest Region will study the industries in Doña Ana County not covered by the Workforce Collaborative-- Mining, Hospitality and Tourism, and Education. Work outside of Doña Ana County, in the more rural counties, may require a different set of priorities.

**§679.560(a)(3)**

*An analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.*

The total civilian labor force (not seasonally adjusted) for Southwestern New Mexico for June 2020 was 129,257 of which 117,431 were employed and 11,826 were unemployed. The unemployment rate for June 2020 was at 8.3% compared to 4.9% of June 2019. This increase was related to the economic shutdown caused by the COVID pandemic that started in March of 2020. Prior to the economic disruption, the Southwestern region averaged an unemployment rate of 4.8% for the last quarter of the fiscal year. The table below shows the first 6 months of 2019 and 2020 and comparing the unemployment rates and the effects of the COVID pandemic on our employment figures.

New Mexico - 6 Month Comparison 2019 to 2020						
	Jan	Feb	Mar	Apr	May	Jun
<b>Unemployment Rate 2020</b>	<b>4.8%</b>	<b>4.8%</b>	<b>5.9%</b>	<b>11.3%</b>	<b>9.2%</b>	<b>8.3%</b>
<b>Unemployment Rate 2019</b>	<b>5.1%</b>	<b>4.8%</b>	<b>5.1%</b>	<b>5.0%</b>	<b>5.0%</b>	<b>4.9%</b>

NM Labor Market Review (19-20)

**PROJECTED GROWTH BY REGION**

Employment in New Mexico is expected to grow from the 878,470 to 930,208 between the years of 2018 to 2028. The Southwestern region is expected to grow employment from 106,790 to 113,870 in the same time span. This 7% employment growth will primarily happen in the MSA of Las Cruces and will be the highest projected growth by percentage across the state.

Projected Employment Growth by Substate Area 2018–2028					
		2018	2028	#	%
<b>New Mexico</b>		<b>875,470</b>	<b>930,280</b>	<b>54,810</b>	<b>6.3%</b>
<b>REGIONS</b>	Central	401,030	425,640	24,610	6.1%
	Eastern	145,260	154,130	8,870	6.1%
	Northern	197,840	210,350	12,510	6.3%
	Southwestern	106,790	113,870	7,080	6.6%
<b>MSAs</b>	Albuquerque	401,030	425,640	24,610	6.1%
	Farmington	49,950	53,060	3,110	6.2%
	Las Cruces	77,410	82,840	5,430	7.0%
	Santa Fe	65,230	68,830	3,600	5.5%

In the Southwestern region, health care and social services will have both the most and fastest growth followed by educational and mining services. The industries with the most projected decline in jobs will be the manufacturing, utilities, information and retail trades.

Source: NMDWS Economic Research and Analysis Bureau, Employment Projections and Occupational Employment Statistics Programs, projected numeric growth for industries is rounded.

Industry Sectors With the Largest Projected Employment Growth 2018–2028						
Central/AB Q MSA	MOST GROWTH			FASTEST GROWTH		
	Health Care & Social Assist	10,990	16.5%	Health Care & Social Assist	16.5%	Health Care & Social Assist
Accomm. & Food Svcs	3,980	11.7%	Professional & Tech Svcs	11.7%	Professional & Tech Svcs	
Professional & Tech Svcs	3,630	11.1%	Construction	11.1%	Construction	
Construction	2,600	9.5%	Accomm. & Food Svcs	9.5%	Accomm. & Food Svcs	
Self Employed	1,440	6.7%	Arts & Entertainment	6.7%	Arts & Entertainment	
Eastern	Health Care & Social Assist	2,830	17.1%	Health Care & Social Assist	17.1%	Health Care & Social Assist
	Mining	1,840	***	Mining	***	Mining
	Accomm. & Food Svcs	1,410	***	Construction	***	Construction
	Construction	1,080	11.7%	Professional & Tech Svcs	11.7%	Professional & Tech Svcs
	Educational Services	470	8.8%	Accomm. & Food Svcs	8.8%	Accomm. & Food Svcs
Northern	Health Care & Social Assist	5,260	16.9%	Health Care & Social Assist	16.9%	Health Care & Social Assist
	Accomm. & Food Svcs	2,080	11.7%	Professional & Tech Svcs	11.7%	Professional & Tech Svcs
	Professional & Tech Svcs	1,820	11.4%	Construction	11.4%	Construction
	Construction	950	8.8%	Accomm. & Food Svcs	8.8%	Accomm. & Food Svcs
	Educational Services	690	7.1%	Mining	7.1%	Mining
S. Western	Health Care & Social Assist	3,590	18.8%	Health Care & Social Assist	18.8%	Health Care & Social Assist
	Accomm. & Food Svcs	1,050	11.7%	Professional & Tech Svcs	11.7%	Professional & Tech Svcs
	Educational Services	540	11.2%	Construction	11.2%	Construction
	Construction	510	10.2%	Accomm. & Food Svcs	10.2%	Accomm. & Food Svcs
	Professional & Tech Svcs	480	6.5%	Arts & Entertainment	6.5%	Arts & Entertainment
Farmington MSA	Health Care & Social Assist	1,220	16.1%	Health Care & Social Assist	16.1%	Health Care & Social Assist
	Accomm. & Food Svcs	480	12.1%	Construction	12.1%	Construction
	Construction	420	11.7%	Professional & Tech Svcs	11.7%	Professional & Tech Svcs
	Mining	***	10.4%	Accomm. & Food Svcs	10.4%	Accomm. & Food Svcs
	Educational Services	190	***	Mining	***	Mining
Las Cruces MSA	Health Care & Social Assist	2,760	19.1%	Health Care & Social Assist	19.1%	Health Care & Social Assist
	Accomm. & Food Svcs	780	***	Professional & Tech Svcs	***	Professional & Tech Svcs
	Professional & Tech Svcs	***	11.0%	Construction	11.0%	Construction
	Construction	390	10.7%	Accomm. & Food Svcs	10.7%	Accomm. & Food Svcs
	Educational Services	390	***	Mining	***	Mining
Santa Fe MSA	Health Care & Social Assist	1,650	18.0%	Health Care & Social Assist	18.0%	Health Care & Social Assist
	Accomm. & Food Svcs	840	11.7%	Professional & Tech Svcs	11.7%	Professional & Tech Svcs
	Professional & Tech Svcs	310	10.9%	Construction	10.9%	Construction
	Construction	300	8.5%	Accomm. & Food Svcs	8.5%	Accomm. & Food Svcs
	Self Employed	210	6.9%	Arts & Entertainment	6.9%	Arts & Entertainment

**PROJECTED GROWTH BY INDUSTRY**

Projected Employment Growth by Major Industry 2018–2028		
Health Care & Social Asst	23,070	17.1%
Accommodation & Food Svcs	8,570	9.3%
Professional & Tech. Svcs	6,670	11.7%
Construction	5,350	11.3%
Educational Services	2,940	4.0%
Self Employed	2,850	5.5%
Mining & Oil & Gas Extraction	2,500	10.2%
Admin. Support & Waste Mgmt	2,240	5.1%
Local Government	1,350	3.1%
Arts & Recreation	860	6.7%
Transp & Warehouse	850	4.0%
Other Services	610	2.9%
Finance & Insurance	550	2.4%
Real Estate	490	4.8%
Agriculture	370	3.3%
Mgmt of Companies	270	4.8%
Utilities	-130	-3.0%
Public Administration	-370	-1.7%
Wholesale Trade	-430	-2.0%
Federal Government	-650	-2.8%
Information	-780	-6.5%
Retail Trade	-1,020	-1.1%
Manufacturing	-1,350	-5.0%

In the Southwest region, the health care and social assistance sectors are projected to account for 42% of employment growth in the state. Employment in accommodation and food service is projected to be strong in all regions as well as professional technical services and construction industries.

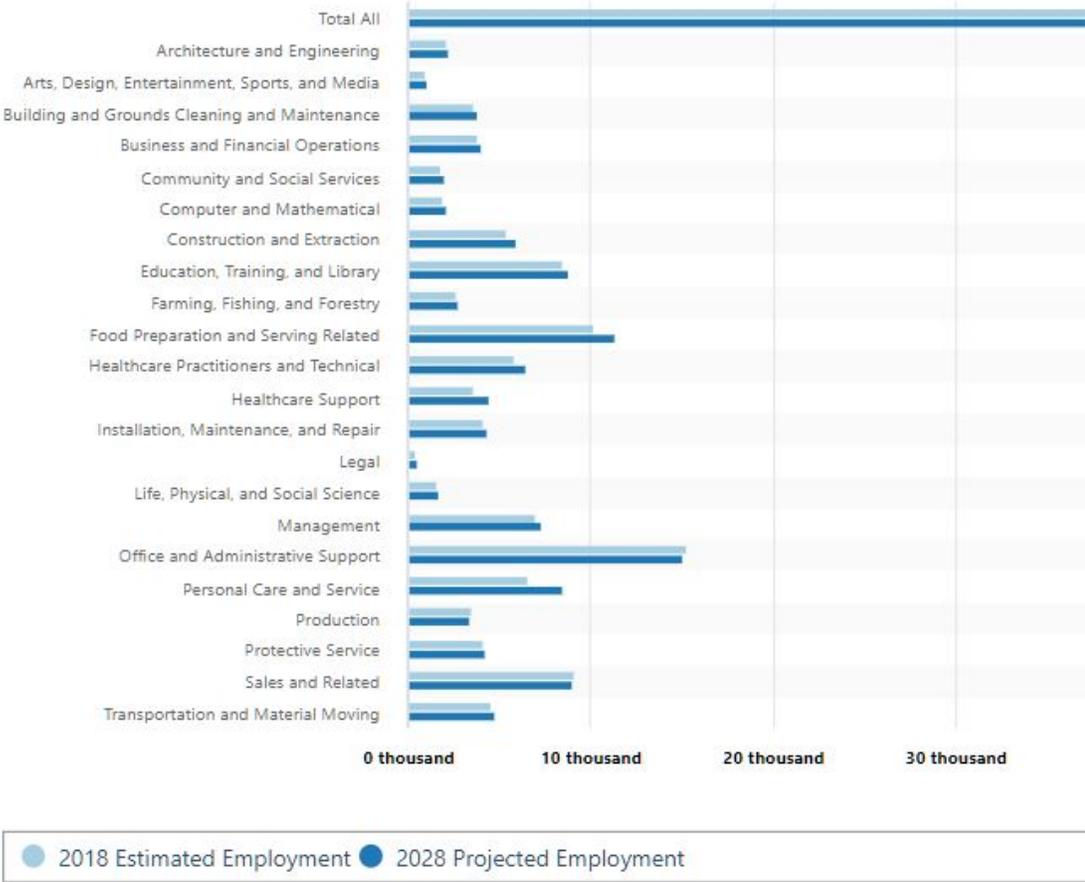
Source: NMDWS Economic Research and Analysis Bureau, Employment Projections and Occupational Employment Statistics Programs, projected numeric growth for industries is rounded.

Employment Projections and Occupational Employment Statistics Programs, projected numeric growth for industries is rounded.

**PROJECTED GROWTH BY OCCUPATION - SW REGION**

A Growth in the occupational groups of personal care and service, food preparation and serving related, construction and extraction and healthcare practitioners and technical represent 62.2 percent of total projected employment growth between 2018 and 2028. New demand for workers in these occupational groups is projected to grow quickly. Jobs for personal care and service workers are projected to grow by 25.0 percent, while jobs for food preparation and servers are projected to increase by 11.0 percent. Jobs for construction and extraction workers are expected to increase by 10.8 percent, while healthcare practitioners and techs are projected to increase by 10.9 percent.

Community and social service occupations are projected to increase by 9.9 percent, the occupations of office and administrative support, sales and related, and production are expected to have job losses over the projection period.



The SAWDB has a strategic concern of supporting the development of a skilled workforce for the jobs of today that exist and are emerging in the region. going forward the board aims to learn more about and engage further the local business and industries in our region to develop training strategies that will result in a well-developed career pipeline that is tailored to meet the needs of local businesses and industries within the Southwest region.

The table below shows the minimum level of education requested by employers on job openings advertised online, as well as the educational attainment of potential candidates in the workforce system that are looking for jobs in Southwestern, NM on August 23, 2020. There were 4313 job openings advertised online that did not specify a minimum education requirement. There are no jobs listed for a less than high school education level, but the numbers of potential candidates is 1,095. In addition, in all but three categories, the number of potential candidates is larger (or much larger) than number of job openings.

Rank	Education Level	Job Openings	Percentage of Job Openings	Potential Candidates	Percentage of Potential Candidates
1	No Minimum Education Requirement	94	1.85%	0	N/A
2	Less than High School	0	N/A	1,095	14.95%
3	High School Diploma or Equivalent	473	9.30%	2,428	33.15%
4	1 Year of College or a Tech or Vocational School	3	0.06%	0	N/A
5	3 Years of College or a Tech or Vocational School	1	0.02%	0	N/A
6	Some College	0	N/A	2	0.03%
7	Vocational School Certificate	20	0.39%	547	7.47%
8	Associate's Degree	22	0.43%	684	9.34%
9	Bachelor's Degree	137	2.69%	944	12.89%
10	Master's Degree	18	0.35%	299	4.08%
11	Doctorate Degree	5	0.10%	51	0.70%
12	Specialized Degree (e.g. MD, DDS)	2	0.04%	42	0.57%
13	Not Specified	4,313	84.77%	0	N/A

Source: Job Source: Online advertised jobs data

Candidate Source: Individuals with active résumés in the workforce system.

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The table below shows the minimum required work experience on job openings advertised online in the region, as well as the experience level of potential candidates in the workforce system that are looking for jobs in Southwestern, NM on August 23, 2020. These figures show that there is a high demand (93.94%) for candidates with 1 to 2 years of experience.

Rank	Experience	Job Openings	Percentage of Job Openings	Potential Candidates	Percentage of Potential Candidates
1	Entry Level	190	3.73%	0	N/A
2	Less than 1 year	42	0.83%	857	11.69%
3	1 Year to 2 Years	4,780	93.94%	541	7.38%
4	2 Years to 5 Years	65	1.28%	1,227	16.73%
5	5 Years to 10 Years	5	0.10%	1,456	19.86%
6	More than 10 Years	6	0.12%	3,252	44.35%

Job Source: Online advertised jobs data

Candidate Source: Individuals with active résumés in the workforce system.

### Skill Gaps: SAWDB

Skill	Candidates Openings Gap		
	#	#	#
Classroom Management	3	123	-119
Finance	107	224	-116
Teaching/Training, School	438	545	-107
Spanish	353	421	-68
Microsoft Outlook	254	311	-58
Home Health Care	119	166	-47
Teaching/Training, Job	172	211	-39
Word Processing	72	105	-33
Medical Terminology	81	112	-32
Mathematics	295	320	-25
Sales	240	192	48
Microsoft PowerPoint	206	155	51
Health/Wellness	174	120	54
Keyboarding/Typing	263	204	59
Cash Registers	241	155	86
Serving	192	80	112
Cash Handling (Cashier)	599	476	123
Bilingual	364	238	126

**Skill Gaps: SAWDB**

Skill	Candidates Openings Gap		
	#	#	#
Microsoft Excel	749	619	131
Microsoft Office	696	537	160

Source: JobsEQ®

Data as of 2020Q1; openings and candidate sample compiled in July 2019.

Note: Figures may not sum due to rounding.

Supply and demand data may be based upon source data from broader geographies.

**B. Analysis of Workforce Development Activities**

*§679.560(a)(4) An analysis of workforce development activities, including education and training, in the region. This analysis must include the strengths and weaknesses of workforce development activities and capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers.*

As part of the local planning process, participating WIOA partner programs identified strengths and weaknesses of the regional workforce system. This process involved the Administrative Entity reaching out to core agencies and having them submit responses to specific program elements that would identify area that need improvement as well as recognizing efforts that are showing positive results. Below is a summary of the discourse with partner agencies.

**Strengths:**

WORKFORCE CONNECTION: Existing agencies have worked well together out of necessity, sharing resources, and lessening the duplication of services. This system is a partnership of organizations, working as a team, to promote a universal approach to providing effective workforce assistance to job seekers and businesses. This collaboration of state, regional and local organization is designed to provide a seamless delivery system of programs and services.

The Core Partners needed for a Comprehensive Workforce Center include Adult Education, Wagner-Peyser, Division of Vocational Rehabilitation, and the title I Adult, Dislocated Worker and Youth programs serving employers, job seekers, youth, students, unemployed, veterans, and more.

EMPLOYER SERVICES: With the New Mexico Workforce Connection Online System (NMWCOS), employers can post job openings, view registered job seekers for potential candidates, and search labor market information. Job seekers can input their work history, create multiple résumés, search for, and apply for jobs.

Federal funds are available under the Training Reimbursement programs, Tuition Assistance program, and for In-School and Out-of-School Youth programs. Applicants must meet qualification criteria.

On-the-Job training helps reduce employer training costs while providing new employees with the necessary skill sets that are required for the job. If a business is planning to hire, the employer could get reimbursed up to six months for up to half of the employee's wages, while training new employees, or existing employees who are moving to a different position within the business but will need additional in-house training to do the job. The SW region has had a significant increase in OJT contracts during the past six months, especially during the economic downturn during the COVID pandemic.

**JOB SEEKER SERVICES:** The New Mexico Workforce Connection Centers allow an employer to hold hiring events, interview candidates, set up skills assessment tests with potential candidates, and more. This allows the participants to receive services in a familiar location. Job seekers also utilize services to create resumes and work closely with case managers to search the job database for careers that are suited for that person while addressing barriers to employment or the disabilities they may have.

The Tuition Assistance program has been successful in helping low income participants gain skills that lead to better paying jobs. In the last five years the Southwest region has assisted participants with over one million dollars in tuition assistance and support.

### **Weaknesses:**

The Southwestern workforce region consists of seven counties, six of them are small rural communities where the population is dispersed and farthest from employment, education, and training opportunities. In addition, the Southwestern workforce region has constrained resources for addressing the barriers that limit people from gaining access to the workforce.

Throughout the second half of the program year, the administrative entity utilized several survey tools to address the specific needs of the workforce region. Participants included regional employers, community members, city and county governments, education providers and workforce partners including board members. The survey responses reported the weaknesses associated with workforce systems failing to reach all facets of the region where the above-mentioned barriers are prevalent. The following is a list of concerns the workforce board is working to overcome in its strategic vision.

- Lack of an integrated software system for referrals and case management among WIOA partners
- Limited facility space at workforce centers for additional core programs
- Limited resources to provide additional outreach and community awareness
- Funding resources
- Lack of job and education services in rural communities

- Limited or nonexistent broadband access for training and workforce services

The following table contains a summary report that provides a look of the number of services provided at the NM Workforce Connection Centers in the region to individuals and employers who have registered in the New Mexico Workforce Connection Online System.

The report contains data on the number of individuals who registered in the system, individuals who logged into the system, distinct (unduplicated) individuals receiving services, as well as services provided to employers. The report represents a twelve-month period from July 1, 2019 through June 30, 2020 for the entire seven-county area of Southwestern New Mexico.

<b>Master Summary Report by LWIA</b>	
Region/LWIA: Southwestern Area Workforce Development Board - Date range: 07/01/2019 - 06/30/2020	
<b><u>Summary</u></b>	<b><u>Total</u></b>
<b><u>Total number of Individuals that Registered</u></b>	<b><u>9,419</u></b>
<b><u>Total number of Individuals that Logged In</u></b>	<b><u>N/A</u></b>
<b><u>Total number of Distinct Individuals Receiving Services</u></b>	<b><u>13,710</u></b>
<b><u>Total number of Services Provided to Individuals</u></b>	<b><u>98,232</u></b>
<b><u>Total number of Internal Job Orders Created</u></b>	<b><u>2,664</u></b>
<b><u>Total number of Internal Job Referrals</u></b>	<b><u>5,196</u></b>
<b><u>Total number of Services Provided Employers</u></b>	<b><u>21,123</u></b>

## C. Strategic Vision and Goals

*§679.560(a)(5) A description of the local board’s strategic vision to support regional economic growth and economic self-sufficiency. This must include goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on performance indicators described in §677.155(a)(1) of the WIOA Joint Rule.*

It is the mission of New Mexico Governor and Cabinet Secretary for Department of Workforce Solutions to keep New Mexicans working by utilizing an “All Hands” approach to connect New Mexican workers with New Mexico businesses. The goal of this approach is to keep our economy competitive while providing good-paying jobs to people so they can support themselves and their families. This will entail the local board design programs to ensure occupational education and training at are loosely aligned with new and expanding industries that are in demand with potential growth occupations in the workforce region.

The Southwestern Workforce Development board is moving forward with a more comprehensive and integrated approaches by developing industry sector partnerships and career pathways that are employer-led. Having businesses lead the discussion on workforce development is critical to having an effective workforce system. In addition, the SW Workforce Development Boards shall comply with *WIOA Sections 106 through 108* in the preparation and submission of the plan.

The Southwestern Area Workforce Development Board’s vision is to prepare a skilled and ready workforce. The Board understands that people and businesses create healthy economies; its mission is to build a workforce system in our region that encourages people, businesses and other trade and labor groups to work together to sustain economic growth and success through economic self-sufficiency.

The Southwestern Area Workforce Development Board, pursuant to its vision established the following local goals:

**Goals are still under development and will be sent in a separate document prior to the September 11, 2020 Special Planning Committee meeting**

### PRIOR GOALS FROM 2016-2019 PLAN

Goal 1 - Establish stronger relationships with businesses and other trade or labor groups to better understand and prepare to meet their employment needs.

Goal 2 - Strengthen relationships with economic development offices, business associations 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.

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.

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

Goal 5 - Enhance training programs for training providers, service providers, staff, and board members to understand the Board's vision, regulations, contractual obligations, as well as the region's strengths and weaknesses in the workforce system.

Goal 6 – Increase outreach and assistance for farm workers, migrant seasonal farm workers, and agricultural employers.

Goal 7 - The Southwest Region does not have adequate facility space to satisfy the One-Stop concept.

Goal 8 – Workforce partners in the southwestern area would like to see updated workforce centers.

Goal 9 – Improve access to services to remote/rural areas: the Alamo Navajo Reservation in Socorro County, Catron County, Hidalgo County southern Doña Ana County.

Goal 10 – Develop Customized Workforce Development Plan by County

Goal 11 – Enhance partnerships with Pre-K-12 schools

Goal 12 – Seek and identify individuals who are nearing credential completion, but lack funding for tuition, supplies, or other items and enroll them into Individual Training Accounts and Supportive Services

Goal 13 – Develop innovative initiatives to address those who are underemployed in the aftermath of the Great Recession that will benefit the economy

***§679.560(a)(6) Taking into account analyses described in Sections A and B above, describe the local board's overall strategy for working with the entities that carry out the core programs and required partners to align resources available to the local area, to achieve the strategic vision and goals.***

The SAWDB'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 is a two-prong strategy. 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.

As described in the SAWDB's Career Pathways Plan, the first step will be to use a traditional approach to quickly provide support to the various industries in the district. That begins with convening a leadership team to work on developing career pathways for the eight Priority Industries. A Leadership Team (WIOA Project Manager [Lead], SAWDB Chair [or his appointed representative], WIOA Administrator, and One Stop

Operator) will identify entry points, recruitment strategies, career ladders, and lattices. Industry leaders will be involved in the design process of the career pathways system.

Based on this information, the leadership team will develop and disseminate info sheets for each industry throughout the region. Partners and educational providers will be encouraged to post a link to the career pathways webpage and provide hardcopy info sheets to the public and their staff. The leadership team will provide a quarterly webcast on the career pathway system and info sheets to the public and other stakeholders.

After developing the Initial Career Strategies for all industries, producing and disseminating information, and training service providers, work can then begin on the new Sector approach that will result in Career Pathways for the first two priority industries, Education and Healthcare

The focus is to organize the program partners identified by the Workforce Innovation and Opportunity Act across the region. The core team for each industry will be drawn from cross-agency partners and employers in the region:

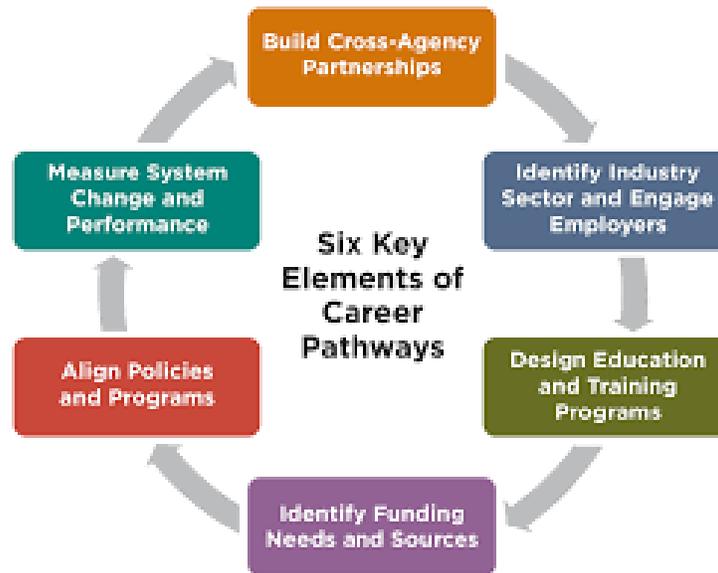
- 1) WIOA Project Manager (Lead)
- 2) SAWDB Chair or designated participant
- 3) WIOA Administrator
- 4) One Stop Operator Manager
- 5) Employers from the Designated Industries
- 6) Core program partners
  - a. WIOA Adult program
  - b. WIOA Dislocated Worker program
  - c. WIOA Youth program
  - d. WIOA Wagner-Peyser program
  - e. WIOA Adult Education Services program
  - f. WIOA Vocational Rehabilitation program
- 7) Education (K-12 and higher education)
- 8) Economic Development
- 9) Community based organizations

Career pathways are developed through collaboration of partners and industry who gather and analyze information to help customers make informed career choices. A key goal is to engage workforce partners, businesses, and education to form a team that work together to meet the workforce needs of the industry through workforce development.

The six elements are a guide for the following:

1. Building cross-agency partnerships and clarifying roles within the workforce system

2. Identifying industry sectors and engaging employers
3. Designing education and training programs to meeting the needs of employers
4. Identifying funding needs and sources
5. Aligning policies and programs
6. Measuring system change and performance



## OPERATIONAL ELEMENTS

### A. Local Workforce System Structure

**§679.550(c) Local Board Area Profile.** Describe the geographical workforce development area, including the LWDA's major communities, major employers, training, and educational institutions (technical and community colleges, universities, etc.), population, diversity of the population, and relevant growth trends.

#### 1. LOCAL BOARD AREA PROFILE

The Southwestern Workforce Investment Region comprises seven counties: Catron, Doña Ana, Grant, Hidalgo, Luna, Sierra, and Socorro. It shares a border with Arizona, Texas, and Mexico. Agriculture, including chile production, and copper mining provide many jobs in this area. New Mexico Institute of Mining and Technology, New Mexico State University, and Western New Mexico University are also important sources of

employment in the region. Tourist attractions include Gila, Cibola, and Apache National Forests; several state parks; Elephant Butte Lake; and hot mineral baths.

a) Geographical workforce development area

The workforce region had an estimated population of 304,055 in 2019 per US Census Bureau. Below is a table of the population by county with Doña Ana County having the highest population of over 218,195.

SW Region - 2020		
Population by County	County	Population
	Catron	3,527
	Doña Ana	218,195
	Grant	26,998
	Hidalgo	4,198
	Luna	23,709
	Sierra	10,791
	Socorro	16,637

United States Census Bureau. Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2019 updated May 2020.

The region has a civilian labor force of 128,996 with a labor participation rate of 54.3%. Of individuals 25 to 64 years of age, 15.3% have a bachelor’s degree or higher compared to the national rate of 20.8% and 18.2% do not have a high school diploma or equivalent.

**MAJOR COMMUNITIES**

The Village of Reserve in western Catron County is situated in the Gila National Forest about 15 miles east of the Arizona border. Covering just over half a square mile, Reserve is the largest community in Catron County and has two grocery stores, a hardware store, a few restaurants, bar, fairgrounds, and a health clinic.

The City of Las Cruces is the largest city in Southern New Mexico spanning approximately 77 square miles. Located approximately 20 miles north of the Texas state border, Las Cruces sits where I-25 stems from I-10 and is the center of the Mesilla Valley. Bisected by the Rio Grande, the Mesilla Valley boasts fertile-rich land which contributes to the growth of pecans, cotton, chile, onions, corn, and wine-producing grapes. Major employers to Las Cruces residents include New Mexico State University, two hospitals, and U.S Government jobs at White Sands Missile Range and NASA.

Home to Western New Mexico University, the Town of Silver City is located near the center of Grant County and spans approximately 10 square miles. Located 3 miles east

of the Continental Divide, Silver City was founded as a mining town rich in silver, gold, copper, lead, and zinc. Mining opportunities dwindled over the years and Freeport-McMoRan is now the primary employer for mining operations. Other major employers include Western New Mexico University and Gila Regional Medical Center.

At approximately 8.4 square miles, the City of Lordsburg is known as a rest stop to travelers and to New Mexicans, the birthplace of the New Mexico state song. Located in northern Hidalgo County, Lordsburg is situated on I-10 where it intersects with Hwy 70 and is about 20 minutes from the Arizona state border. The City of Lordsburg and Hidalgo County are major employers.

At just under 17 square miles, the City of Deming sits on I-10 at quite the intersection. Deming is one hour east of Lordsburg, one hour west of Las Cruces, 1 hour south of Silver City and approximately 35 minutes north of Mexico. Among a variety of businesses, Deming has a municipal airport, hospital, and golf course with the City of Deming, Deming Public Schools, and the U.S. Border Patrol among the largest employers.

At nearly 28 square miles, Truth or Consequences is found just off I-25 and sits on the Rio Grande near the Elephant Butte Reservoir. Some of the major employers include the City of Truth or Consequence, Sierra County, the hospital, and New Mexico Veterans Center.

Also, right off I-25 is the City of Socorro. Socorro spans more than 14 square miles and is home to New Mexico Institute of Mining and Technology. Some of the largest employers include New Mexico Tech, Socorro Consolidated Schools, and the hospital.

## MAJOR EMPLOYERS

The following table contains a partial list of the largest employers in Southwestern New Mexico on August 26, 2020 with the city of their location and estimated number of employees. The top 5 employers have an estimated minimum of 1,000 employees.

Company Name	City	Estimated number of employees
New Mexico State University	Las Cruces	1,000 to 4,999
NMSU Board of Regents	Las Cruces	1,000 to 4,999
Memorial Medical Center	Las Cruces	1,000 to 4,999
New Mexico Tech Golf Course	Socorro	1,000 to 4,999
United States Government Gila	Silver City	1,000 to 4,999
Keystone Consolidated Industries	Las Cruces	500 to 999
Mountain View Regional Med Center	Las Cruces	500 to 999
Doña Ana County Administration	Las Cruces	500 to 999

Company Name	City	Estimated number of employees
Walmart Supercenter	Las Cruces	500 to 999
Physical Science Lab	Las Cruces	500 to 999
Quintana Learning Ctr	Las Cruces	500 to 999
Addus Health Care	Las Cruces	500 to 999
New Mexico State University	Las Cruces	500 to 999
Peak Behavioral Health	Santa Teresa	500 to 999
Gila Regional Medical Ctr	Silver City	500 to 999
Las Cruces Corrections Dept	Las Cruces	250 to 499
Doña Ana County Parks Dept	Las Cruces	250 to 499
Freeport-McMoRan Copper & Gold	Hurley	250 to 499
Addus Health Care	Deming	250 to 499
Walmart Supercenter	Deming	250 to 499
Walmart Supercenter	Las Cruces	250 to 499
Walmart Supercenter	Las Cruces	250 to 499
Las Cruces City Technical Svc	Las Cruces	250 to 499
Fort Bayard Medical Ctr	Santa Clara	250 to 499
NRAO Very Large Array	Socorro	250 to 499
Doña Ana County Detention Ctr	Las Cruces	250 to 499
Laborers' International Union	Las Cruces	250 to 499
Gadsden High Sbhc	Anthony	250 to 499
American Refrigeration Suppls	Las Cruces	250 to 499
Las Cruces Safety Office	Las Cruces	250 to 499
Deming City Administration	Deming	250 to 499

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Requests for changes and additions can be sent to Infogroup at [employer.database@infogroup.com](mailto:employer.database@infogroup.com) or by visiting [www.expressupdate.com](http://www.expressupdate.com).

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The following table shows ten employers with the highest number of job openings advertised online in Southwestern New Mexico on August 26, 2020 (Jobs De-duplication Level 2). Of these 10 employers, four are related to the healthcare industry, which makes up a large part of the training for the southwestern area.

<b>Southwestern Region, NM</b>			
<b>Employers with Highest # of Job Openings Advertised Online</b>	<b>RANK</b>	<b>EMPLOYER</b>	<b>JOB OPENINGS</b>
	1	LifePoint Health, Inc.	548
	2	The Evangelical Lutheran Good Samaritan Society	112
	3	Community Health Systems, Inc.	108
	4	SONIC Corp.	89
	5	Addus HomeCare, Inc.	75
	6	The State of New Mexico	73
	7	Nomad Health	67
	8	Las Cruces Public Schools	59
	9	Gadsden Independent School District	50
10	New Mexico Institute of Mining and Technology	49	

Source: Online advertised jobs data

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## TRAINING AND EDUCATIONAL INSTITUTIONS

The Southwestern Area Workforce Development Board plans to continue to use the State's web-based eligible training provider lists. 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.

Provider Name and Location
Bukurson Technology, LLC ( <i>Deming, NM</i> )
Center for Employment Training ( <i>El Paso, TX</i> )
Computer Career Center ( <i>Las Cruces, NM</i> )
Computer Labs, Inc. ( <i>Sunland Park, NM</i> )
Cooperative Educational Services LEAP ( <i>Rio Rancho, NM</i> )
Doña Ana Community College ( <i>Las Cruces, NM</i> )
International Schools ( <i>Sunland Park, NM</i> )
Massage Therapy Training Institute ( <i>Las Cruces, NM</i> )
Mountain View Vocational Institute ( <i>El Paso, TX</i> )
NM State University ( <i>Las Cruces, NM</i> )
NM Tech ( <i>Socorro, NM</i> )
Olympian University of Cosmetology ( <i>Las Cruces, NM</i> )
Pima Medical Institute ( <i>El Paso, TX</i> )
Vista College ( <i>Richardson, TX</i> )
Western NM University ( <i>Silver City, NM</i> )
Western Technical College ( <i>El Paso, TX</i> )

### MAJOR EDUCATIONAL INSTITUTIONS

In the 2018 New Mexico University Ranking published by uniRank, the top 10 recognized New Mexico higher- education institutions were ranked on the following criteria: being chartered, licensed and/or accredited by the appropriate U.S. higher education-related organization; offering at least four-year undergraduate degrees (bachelor degrees) or postgraduate degrees (master of doctoral degrees); delivering courses predominantly in a traditional, face-to-face, non-distance education format. Not

only did the universities in the southwestern area rank in this top 10 list, but they rank in the top five. Source: [www.4icu.org/us/](http://www.4icu.org/us/)

Western New Mexico University (WNMU) in Silver City came in at #5. Established in 1893, WNMU spans 83 acres on a hill. They offer more than 70 fields of study, from accounting to zoology. Fully online master's and bachelor's degree programs are available. More than 3,500 students attend their campuses and are enrolled online. 500 degrees are awarded each year. Source: [www.wnmu.edu/about/](http://www.wnmu.edu/about/)

New Mexico Institute of Mining and Technology (NM Tech) in Socorro came in at #3 on the 2018 New Mexico University Ranking. NM Tech was established in 1889 and is a small institution offering associate's, bachelor's, master's, and doctoral degrees in science and engineering. Small class sizes at a 13:1 student-to-faculty ratio results in increased attention from instructors. Source: [www.nmt.edu/aboutnmt/index.php](http://www.nmt.edu/aboutnmt/index.php)

Coming in at #2 in the 2018 New Mexico University Ranking published by uniRank is New Mexico State University (NMSU) in Las Cruces. NMSU was founded in 1888 and spans a 900-acre campus, enrolling more than 15,000 students from 49 states and 89 foreign countries. NMSU is a NASA Space Grant College and home to the very first Honors College in New Mexico. They have a satellite learning center in Albuquerque, cooperative extension offices in each of New Mexico's 33 counties, and 12 agriculture research and science centers. Source: [www.nmsu.edu](http://www.nmsu.edu)

NMSU - Doña Ana Community College's mission and vision state that they are a responsive and accessible learning- centered community college that provides educational opportunities to a diverse community of learners in support of workforce and economic development, and that DACC will be a premier learning college that is grounded in academic excellence and committed to fostering lifelong learning and active, responsible citizenship within the community. They offer 39 different degree programs and 14 certificate programs, as well as providing services through their customized training program and the Small Business Development Center.

## POPULATION

In the seven-county region of Southwestern New Mexico, the largest community of each county is shown in the following table with the estimated population for each county and major community.

County	2016 Estimated Population	Largest Community	2018 Estimated Population
Catron County	3,508	Village of Reserve	280
Dofia Ana	214,207	City of Las Cruces	102,926
Grant County	28,280	Town of Silver City	9,529
Hidalgo County	4,302	City of Lordsburg	2,427
Luna County	24,450	City of Deming	14,099
Sierra County	11,191	Truth or Consequences	5,865
Socorro County	17,027	City of Socorro	8,407

Source: US Census Bureau and [www.WorldPopulationReview.com](http://www.WorldPopulationReview.com)

The following tables show population and demographic information for the southwestern area. The entire southwestern region has an estimated population of 303,708 of which 150,057 are male and 153,651 are female. The estimated population growth is estimated to be 0.2% per year.

	Percent		Value	
	SAWDB	USA	SAWDB	USA
<b>Demographics</b>				
Population (ACS)	—	—	303,708	322,903,030
Male	49.4%	49.2%	150,057	158,984,190
Female	50.6%	50.8%	153,651	163,918,840
Median Age <sup>2</sup>	—	—	36.1	37.9
Under 18 Years	24.2%	22.8%	73,403	73,553,240
18 to 24 Years	13.0%	9.6%	39,511	30,903,719
25 to 34 Years	12.0%	13.8%	36,295	44,567,976
35 to 44 Years	10.5%	12.6%	31,933	40,763,210
45 to 54 Years	10.8%	13.2%	32,666	42,589,573
55 to 64 Years	12.0%	12.8%	36,320	41,286,731
65 to 74 Years	10.2%	8.8%	30,862	28,535,419
75 Years, and Over	7.5%	6.4%	22,718	20,703,162
Race: White	88.5%	72.7%	268,871	234,904,818
Race: Black or African American	1.6%	12.7%	4,775	40,916,113
Race: American Indian and Alaska Native	1.9%	0.8%	5,622	2,699,073
Race: Asian	1.0%	5.4%	3,106	17,574,550
Race: Native Hawaiian and Other Pacific Islander	0.0%	0.2%	76	582,718
Race: Some Other Race	5.1%	4.9%	15,377	15,789,961
Race: Two or More Races	1.9%	3.2%	5,881	10,435,797
Hispanic or Latino (of any race)	63.1%	17.8%	191,760	57,517,935
<b>Population Growth</b>				
Population (Pop Estimates) <sup>4</sup>	—	—	304,055	328,239,523
Population Annual Average Growth <sup>4</sup>	0.2%	0.7%	510	2,146,799
People per Square Mile	—	—	9.5	92.9

Economically, 0.3% of the region's population is a member of the armed forces and 5.7% of the residents are veterans.

<b>Economic</b>				
over) <sup>5</sup>	54.3%	63.2%	128,996	162,248,196
54) <sup>5</sup>	73.9%	81.8%	74,251	104,136,254
Armed Forces Labor Force <sup>5</sup>	0.3%	0.4%	792	1,028,133
Veterans, Age 18-64 <sup>5</sup>	5.7%	4.7%	10,077	9,398,789
Veterans Labor Force Participation Rate and Size, Age 18-64 <sup>5</sup>	70.0%	76.3%	7,049	7,168,168
Median Household Income <sup>2,5</sup>	—	—	\$37,526	\$60,293
Per Capita Income <sup>5</sup>	—	—	\$21,164	\$32,621
Mean Commute Time (minutes) <sup>5</sup>	—	—	20.2	26.6
Commute via Public Transportation <sup>5</sup>	0.5%	5.0%	631	7,602,145

Looking at educational attainment in the southwestern area, the high school graduate population exceeds all others at 25.9% which is close to that national average of 25.8%. The next largest group is the population with some college, no degree at 22.8% while the national average of this group is lower at 21%.

<b>Educational Attainment, Age 25-64</b>				
No High School Diploma	18.2%	11.2%	24,952	18,885,967
High School Graduate	25.9%	25.8%	35,559	43,699,272
Some College, No Degree	22.8%	21.0%	31,294	35,525,113
Associate's Degree	8.6%	9.1%	11,869	15,389,737
Bachelor's Degree	15.3%	20.8%	21,007	35,261,652
Postgraduate Degree	9.1%	12.1%	12,533	20,445,749

Source: JobsEQ®

1. American Community Survey 2014-2018, unless noted otherwise

2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. Disconnected Youth are 16-19-year old who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

4. Census 2019, annual average growth rate since 2009

5. See Rio Arriba errata note in the Data Dictionary.

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The table shows the social demographics of the Southwest workforce region compared to the US average. Data shows the southwestern region is nearly twice the average on poverty level, SNAP benefits, and disconnected youth (16-19 years-old not in school, not a high school graduate and unemployed or not in the workforce).

<b>Social Demographics</b>	<b>Southwest Region</b>	<b>USA</b>
<b>Poverty Level (of all people)</b>	<b>27.2%</b>	<b>14.1%</b>
<b>Households Receiving Food Stamps/SNAP</b>	<b>23.2%</b>	<b>12.2%</b>
<b>Enrolled in Grade 12 (% of total population)</b>	<b>1.6%</b>	<b>1.4%</b>
<b>Disconnected Youth (3)</b>	<b>4.5%</b>	<b>2.6%</b>
<b>Children in Single Parent Families (% of all children)</b>	<b>41.2%</b>	<b>34.3%</b>
<b>Uninsured</b>	<b>10.2%</b>	<b>9.4%</b>
<b>With a Disability, Age 18-64</b>	<b>13.4%</b>	<b>10.3%</b>
<b>With a Disability, Age 18-64, Labor Force Participation Rate</b>	<b>34.8%</b>	<b>41.6%</b>
<b>Foreign Born</b>	<b>14.9%</b>	<b>13.5%</b>
<b>Speak English Less Than Very Well (5 yrs. and over)</b>	<b>14.0%</b>	<b>8.5%</b>

Source: JobsEQ®

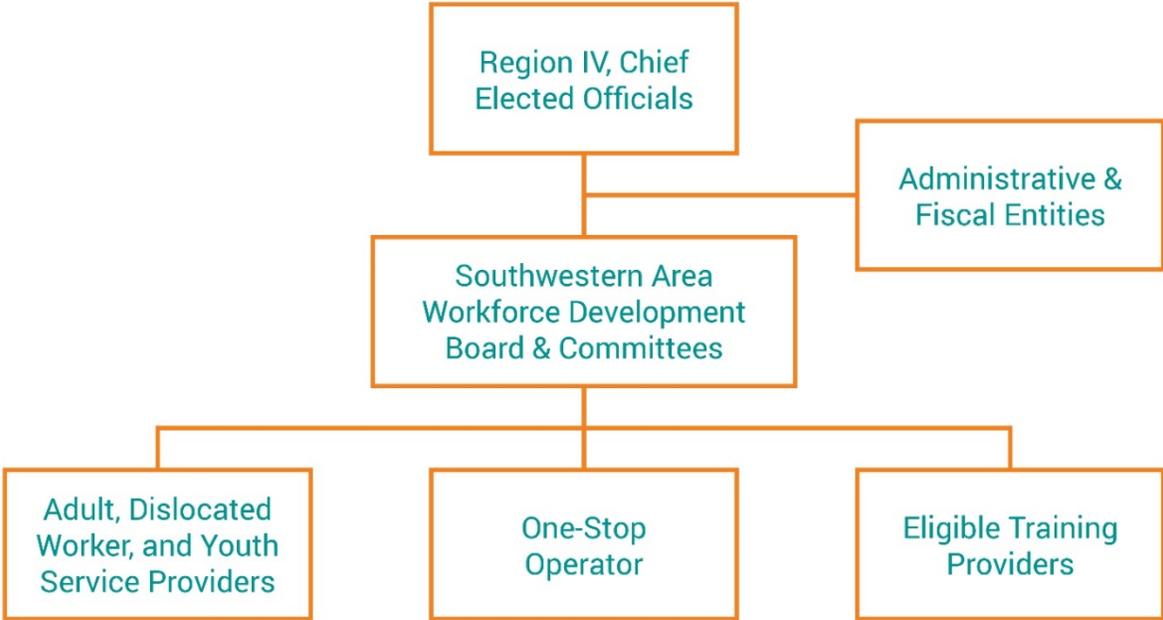
1. American Community Survey 2014-2018, unless noted otherwise

3. Disconnected Youth are 16-19 years old who are not in school, not high school graduates, and either unemployed or not in the labor force.

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*§679.550(c) Local Board Structure. Provide a full roster of local board membership, including the group each member represents, in Attachment B. Include a list of all standing committees, along with a description of the purpose of each committee.*

The following functional chart shows the relationship between the Chief Elected Officials of Region 4, the Southwestern Area Workforce Development Board (SAWDB), and its relationship with its contractors.



View Attachment B for a full roster of local board membership and the group each member represents. Attachment B also contains a list of all standing committees, along with a description of the purpose of each committee.

*§679.560(b)(1)(i) Provide a description of the workforce development system in the local area that identifies the programs that are included in the system; demonstrating alignment with regional economic, workforce and workforce development analysis. (In addition, please provide a list in Attachment C of the one-stop centers in your local area, including address and phone numbers. Indicate the one-stop operator for each site and whether it is a comprehensive or satellite center. Include a list of the one-stop partners physically located at each of the one-stop centers in the local board area, and the services provided by these partners.)*

The Combined State Plan calls for a customer driven one stop system with multiple partners to match skilled individuals to employers. The workforce system is aligned with a common federal brand and service requirements across federal, state, and local levels. The Southwestern area workforce development system is a proud partner of the

American Job Center network, where various agencies provide a multitude of services to prepare people for employment with career exploration, training referrals to advance workers in their career, job-readiness workshops to ensure a skilled workforce, job listings, job placements, and similar employment-related services all under one roof.

The core programs offered in the southwestern are the Adult, Dislocated Worker, and Youth programs under WIOA Title I, Adult Education and Family Literacy program under WIOA Title II, Wagner-Peyser program under WIOA Title III, and Vocational Rehabilitation program under Title IV. A strong relationship with core partners and shared knowledge of partner programs aid in quality outreach efforts, increase referrals among partners, and provide optimum services to all customers.

Throughout the seven-county area, growth is taking place. The local board continues to establish employment, training, and education through a business-driven demand structure. The local board identifies aerospace, agricultural, education, health care, logistic and warehousing, manufacturing, mining, hospitality, and tourism, as priority industries. The local workforce system will strive to obtain and apply more up-to-date labor market data to better align training programs and postsecondary education to meet labor market demands.

The Southwestern Area Workforce Development Board plans to strengthen its relationships with economic development offices, school districts, chambers of commerce and other trade and labor organizations within the seven-county area. Enhanced communications and more collaboration with these partners will bring to light an array of regional analysis leading the way to new workforce goals for the entire Southwestern area.

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

*§679.560(b)(1)(ii) Describe how the LWDB will support the strategies identified in the State Plan and work with the entities carrying out core programs and other workforce development programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) to support service alignment.*

The Southwestern Area Workforce Development Board recognizes and supports the goals and objectives in the Combined State Plan. To support these goals and objectives, the board's strategy is to develop policy that supports and complements the Core and workforce programs' services within the region, to include the Carl D. Perkins Act recipients in the Southwestern area. The board's One-Stop Operator and Administrative Entity will facilitate the process through the engagement and coordination 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 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, delivery, and evaluation of career pathways educational programs, integrated education and training, and workforce preparation activities that are responsive to regional and local labor market demands is beneficial to all Core and workforce services, especially during the implementation phase.

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

The Southwestern Area Workforce Development Board will support the strategies of the New Mexico Department of Workforce Solutions and work with the following list of core programs:

- Adult Program (WIOA, Title I)
- Dislocated Worker Program (WIOA, Title I)
- Youth Program (WIOA, Title I)
- Adult Education and Family Literacy Act Program (WIOA, Title II)
- Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by Title III)
- Vocational Rehabilitation State Grant Program (Rehabilitation Act of 1973, as amended by Title IV)

The board will promote these programs and ensure that they are carried out by the service providers by working with core partners and service providers collectively to strategize and execute methods that are conducive with the communities' needs. Regular meetings with service providers and Core partners offer a platform for open

communication where improvements on current methods can be discussed and innovative ideas can be expressed. The One-Team approach brings all partners together as one entity, New Mexico Workforce Connection, eliminating the outdated method of having each partner in their own silo. Restructuring workshops for customers in partnership with multiple workforce partners, including Adult Education Services, ensures service alignment, and is an example of providing services with the One-Team approach. Through the eyes of One-Team, there is no partner separation.

## **B. Local Workforce Development System Alignment**

*§679.560(b)(2)(i) Describe how the local board will work with entities carrying out core programs to expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.*

The board's objective with the core program partners is to expand access to employment, training, education, and supportive services to individuals with barriers to employment through planning, partner and training provider collaboration, cross training, implementation, and reporting through the One Stop Operator and administrative entity.

This will be accomplished by maintaining a healthy system for referring individuals to workforce partners who specialize in helping those with barriers overcome or navigate their challenges. As individuals are serviced through the workforce pipeline, cohesiveness and collaboration among the partners play a critical role in their success. WIOA establishes regulations and guidance that provide local workforce boards the authority to create partnerships among the required workforce partners in the system. The board will nurture its existing organizational structure that promotes the boards "One Team" approach with its partners who provide core program services. This organizational structure will ensure that open lines of communication, collaboration, and strategic development focus on leveraging resources and developing methods to expand access to employment, training, education, and supportive services to individuals and those with barriers to employment.

The board will focus on providing 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-enrollments for job seekers and a job-driven strategy for employers and industries. Improved access to training programs and

partnerships with businesses and educational organizations will benefit job seekers with barriers to career pathways and employers.

Additional measures will also be deployed by the board to enhance access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment by:

#### ENHANCING COORDINATION WITH CORE AND OTHER 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.

#### 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. It helps shape how resources can be managed and how services can be delivered.

#### 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.

#### 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.

The workforce centers have established a strong and effective system of coordinated services with its partners and will continue to do so into the future. Numerous educational institutions, known as, eligible training providers, service providers,

partners, and employers have been the foundation to the workforce system. Now under WIOA, the system adds improvements and alignment to better serve those with barriers to employment.

*§679.560(b)(2)(ii) Describe how the local board will work with entities carrying out core programs to facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.*

The board is actively engaged in collaboratively planning with core program partners to enhance the community's access to workforce services. Community workforce, education and training partners, and employers will have the opportunity to leverage their respective resources, braid funding, and provide better outcomes for the region's participants.

The board continues the process of improving its service delivery model to support economic development through workforce development. A key pillar to this process is the career pathways system and how employers are directly involved in developing solutions to their workforce needs within their industry.

This career pathways plan was developed in consideration of the U.S. Department of Labor Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development and the sector partnership strategies model that is being implemented throughout New Mexico. The toolkit provides the teams with a variety of tools to strengthen its processes and the development of career pathways. It calls for the alignment of cross-agency planning, performance, and strategies resulting in a skilled and ready workforce.

A two-pronged approach describes how the traditional roundtable and the sector partnership strategies models will be utilized. The sector partnership strategies model will first be used with the healthcare and education industries. In future program years, the board's other priority industries will also use the sector partnership strategy model.

As described in the plan, the building of cross-agency partnerships will help organize partners to be an integral part of the process that leads to the engagement of businesses within their respective industries. This group is referred to as the Core Team. The Core Team consists of businesses, workforce development, economic development, and education all working together to develop training programs that meet the needs of the employers. The Core Team also works together to develop the career pathway information that will be used within the workforce centers and system. The braiding of programs and services also leads to the search for additional funding and other resources to support the training needs of the industry. The board will also work with the Core Team to align policies and programs that will improve services. The

leadership team will measure change and report its conclusions to businesses, its partners, the board and the Chief Elected Officials on a quarterly basis.

To truly change the economy, those involved in the career pathways systems must align their strategies and resources to build upon traditional approaches that result in more effective programs. By implementing the career pathways plan, our local economy becomes stronger as education, workforce development, and industry connect to address the workforce readiness of the region.

*§679.560(b)(2)(iii) Describe how the local board will work with entities carrying out core programs to improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).*

The board will work with the core programs and its eligible training providers to ensure that there is access to programs that lead to recognized postsecondary credentials, including industry-recognized certificates or certifications, as well as portable and stackable credentials.

Additionally, the board will work with its mandated partners in carrying out activities that provide access to postsecondary credentials. During this time, the system is comprised of eligible training providers, service providers, workforce partners, job seekers, youth, and employers have all made inroads in their respective activities.

Beyond this point, and as the board continues past the post-implementation period 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:

- Co-location of Core partners, where appropriate
- Cooperative partnerships to eliminate duplication and improve efficiency
- Functional alignment of staff
- Cross-training of staff

Each of WIOA's Core partners listed below has different functions and key roles in the delivery of services to an individual in the workforce development pipeline.

- Title IB – Adult
- Title IB – Dislocated Worker
- Title IB – Youth
- Title II – Adult Education and Literacy

- Title III – Wagner-Peyser Act (Employment services)
- 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 a curriculum that meets 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 postsecondary 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 for programs other than WIOA. 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 postsecondary 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

*§679.560(b)(3)(i) Describe the strategies and services that will be used in the local area to facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations.*

A comprehensive and collaborative approach with the workforce partners is necessary to create new strategies to enhance the methods of engaging employers and addressing their workforce needs. A strong focal point of collaboration will be with economic development organizations, business organizations, and industry groups.

An additional strategy will be to create a Community Workforce Alliance that will be facilitated through the Board's administrative entity. Each county will have its own respective alliance comprised of community businesses, economic development, and business organizations, as well as government representatives. This group will provide a local perspective on the workforce needs of the community and how the needs will be met.

As economic development and business organizations work to bring e-based jobs into the region, the Board will offer workforce staff to be a part of their recruitment teams. Their role will be to provide information to provide labor market information, workforce services available to the business, and any other technical information that will be needed to assist the economic development or business organization.

In addition, by analyzing labor market information and input from the community, the workforce development programs will have a better understanding of the needs of the employers to develop strategies to address those needs.

Many of the employers in the region are small. The business services team from each workforce office customizes methods for engaging and servicing small employers, as they do for larger employers. The teams may choose to incorporate the New Mexico Workforce Connection Online System that delivers information to employers via email. Social media, through the Board's social and web-based media, is another effective method for customizing messages to employers at a minimal cost. Additionally, the

workforce partners may engage with economic development offices and chambers of commerce as a medium for establishing and cultivating relationships with smaller employers. Other methods for consideration for reaching employers are the traditional use of radio, newspaper, and billboard.

Labor market information, and the dominant industries in a community, easily lend itself to identifying in-demand industry sectors and occupations. In accordance with the Board's policies, it will establish criteria for in-demand industries and occupations-in-demand through its labor market analysis. The labor market information is obtained from the New Mexico Department of Workforce Solutions' Economic and Research Analysis Bureau. It identifies occupation information, wage information, unemployment rates, advertised job posting statistics, demographic information, and more, for a specific region, county, or metropolitan area.

The Southwestern Area Workforce Development Board's goal is to meet the workforce needs of employers through the delivery of services offered at workforce centers and through 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 workforce needs of businesses as well.

*§679.560(b)(3)(ii) Describe the strategies and services that will be used in the local area to support a local workforce development system that meets the needs of businesses in the local area.*

The Board's strategy is to focus on the collaborative efforts among its partners within the workforce system and to support the strategies in the Combined State Plan in consideration of the local economic and workforce environments for each county. Through the identification of the skill needs of industries through periodic sector partnership strategy round table work-sessions, the Board will focus its resources within specific occupations-in-demand. Businesses within industry are also supported through the Board's career pathways plan that establishes on-going partnerships with representative of industry.

Board members from the respective industries will also participant 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 so that they may develop

better methods that will meet the needs of businesses through a variety of employer services and innovative approaches.

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

- Search for a job candidate
- Post a job opening
- Job placement
- Database job matching
- Credentialed job seeker
- On-the-job training
- Customized training
- Outreach & Recruitment - finding candidates for jobs
- Organizing hire events
- Job candidate skill-set assessments
- Pre-employment screenings
- Job market trends
- Job description development
- Labor market trends
- Unemployment Tax Assistance (Las Cruces only)
- Obtain required employment posters
- Rapid Response
- Work Opportunity Tax Credit (WOTC)
- Synchronize marketing activities with the above listed groups to standardize outreach

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, contact lists, view all the marketing leads, create work items and appointments, and create online employer surveys.

Other methods to the delivery of services include, but are not limited to, the following:

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

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

*§679.560(b)(3)(iii) Describe the strategies and services that will be used in the local area to better coordinate workforce development programs and economic development.*

WIOA identifies over 17 required and additional partners in the workforce system. Each partner specializes in performing different functions within the system that play an important role in connecting employers with job seekers to promote economic development through workforce development.

In this process, the partners in the system work together to help individuals, including youth ages 14 to 24, overcome barriers to education or training and employment. The day-to-day coordination and collaboration among the partners are the heartbeat of the workforce system that supports economic development.

In addition, regional and county level round-table discussions will help to formulate innovative ideas and practices to benefit the economy. An objective of the board is to build stronger bonds that lead to joint projects with economic development offices and educational institutions to meet the workforce needs of new and existing employers. By strengthening relationships, the objectives of each the economic development offices and workforce system are achieved.

Through the board's One-Stop Operator and/or Administrative Entity, in-service training with economic development offices will be offered to provide a better understanding of how the WIOA system functions. 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, researching 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 of working with and supporting economic development offices is to train them on the types of services that are available to businesses. Included in this training is an orientation on career services, on-the-job training, incumbent worker training, customized worker training, employee training, and tuition assistance services. Some of 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.

Through its One-Stop Operator and workforce partners, the board will market the workforce services to businesses as an economic gardening approach. This approach will attract additional businesses to use and take advantage of the services offered. The expectation is to help businesses become more competitive in the market by narrowing the skills gap in the region.

The board will offer workforce staff to be a part of their recruitment teams with economic development and business organizations that work to bring e-based jobs into the region. Labor market information, workforce services available to the business, and any other technical information will be provided to assist in the recruitment efforts.

The board will also look at economic development organizations' marketing materials to align its workforce materials that support economic development in the region.

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.

*§679.560(b)(3)(iv) Describe the strategies and services that will be used in the local area to strengthen linkages between the one-stop delivery system and unemployment insurance programs.*

The unemployment insurance (UI) program is a lifeline for individuals who are dislocated from their employment through no fault of their own to receive monetary benefits while they search for and acquire their next job. The board's primary objective is to ensure that the UI program, provided through the New Mexico Department of Workforce Solutions, is offered office space at each of the comprehensive and affiliate workforce centers for dislocated workers to certify and recertify for benefits via telephone or computer.

As dislocated workers enter the workforce center to certify for UI benefits, they will be registered in the New Mexico Workforce Connections Online System, offered employment services to develop or update their résumés, taught how to do online job searches, determine a need for training or education, and offered other services as deemed necessary. During the assessment phase, individuals will also be referred to other workforce partners to address any barriers to training, education, and employment. This guarantees that the one-stop system is available and ready to meet the needs of the unemployment insurance system's objectives.

There is a need to support dislocated workers with employment services under Wagner Peyser, training services under Title IB, and other services offered by the core and additional partners. Below are the key services that are currently offered through the board's workforce partners.

- Job search assistance
- Creating a résumé
- Finding job search matches
- Veterans services
- Migrant Seasonal Workers
- Job candidate skill assessments
- Job description development
- Virtual Recruiter services
- Training to upgrade skill sets for employability

- Tuition Assistance, On-the-Job Training, Customized Training
- Job market trends
- Labor market trends
- Career Exploration

*§679.560(b)(4) Describe how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the local board will promote entrepreneurial skills training and small business services.*

Entrepreneurial skills training and small business services play an important role in the economic gardening of the region's economic activities. There are different reasons why individuals start their own businesses. It could be a life-long goal, out of necessity due to limited employment opportunities, or simply because the workforce center provides entrepreneurial workshops and small business services through its workforce partners. Regardless of the reason, individuals are starting businesses every day to deliver a product or offer a service.

The U.S. Small Business Administration's services will be promoted at the workforce centers and on other promotional materials. Individuals are offered services on how to plan their business, obtain market research and competitive analysis, write a business plan, calculate their startup costs, and identify funding their business.

The board will continue to strengthen its relationship and market its business services to economic development offices to promote entrepreneurial and small business development. Within the region, the Board has worked to establish relationships with economic development officials, both at the state and local levels; additionally, the board's Administrative Entity is the South Central Council of Governments, a regional planning and economic development government agency.

The board has members who are leaders in business and economic development. They possess a high and in-depth level of knowledge within their areas and provide the information and perspective needed to develop sound policies and decisions.

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.

*§679.550(c) Describe how the local board will develop and implement training across systems for all core partners to ensure a unified approach to service delivery; including vocational rehabilitation.*

The board is enhancing coordination with 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, and 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 personalized training and 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.

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**

*§679.560(b)(5)(i) Describe how the local board will ensure the continuous improvement of eligible providers through the system and how such providers will meet the employment needs of local employers, workers, and job seekers.*

The board engages with at least 26 partner groups across the Southwestern New Mexico region, including economic development, adult education services, higher education, and community-based organizations. The board actively supports and coordinates with partner agencies to carry out workforce development programs including core programs and secondary/post-secondary institutions with career and education programs to strengthen alignment with education and industry.

The One-Stop system is engaged in collaborative planning to enhance the regions access to workforce services.

The regional workforce program as well as, education and training partners, and employers have a history of operating a collective impact models that leverages partner resources and braided funding to provide better outcomes for the communities we represent. A key strategy will be the establishment of a Workforce System Workgroup to address Title II Adult Education and Literacy, Vocational Rehabilitation Services and alignment of services and outcomes. The One-Stop will hold partner meetings tied to workgroup planning principles such as building trust, identifying opportunities, improvement of delivering services and identifying partner strengths.

The One-Stop system will communicate outcomes of:

- Media Outreach
- Labor market data
- Participants and employer outcomes
- Expertise, Competencies, Skills and Knowledge
- Programs & Services
- Resources
- On-Line Service Lists
- Connection to job opportunities

As described in the board's eligible training policy, the workforce development system established under WIOA emphasizes informed consumer choice, job-driven training, provider performance, and continuous improvement. The quality and selection of providers and programs of training services are vital to achieving these core principles. As required by WIOA Sec. 122, states, in partnership with Local boards, must identify eligible training providers (ETPs) and programs that are qualified to receive WIOA Title I-B funds to train adults, dislocated workers, and out-of-school youth ages 16 through 24, including those with disabilities.

The approved state list of eligible training providers and programs serves as an important tool for participants seeking training to identify appropriate providers and

programs, and relevant information, such as cost and program outcomes. WIOA Sec. 122 (c) specifies that states must establish an application procedure for training providers and programs to maintain their eligibility and the eligibility of their programs. The State centralized the administrative responsibility for certifying ETP applications.

The New Mexico Department of Workforce Solutions (NMDWS) as the State Administrative Entity (SAE) in partnership with the Local Workforce Development boards (LWDBs) provide oversight and administration for the Eligible Training Provider (ETP) certification system. LWDBs work with NMDWS to identify eligible training providers and programs qualified to receive WIOA title I-B funds to train adults and dislocated workers, and out-of-school youth ages 16 through 24, including those with disabilities.

*§679.560(b)(5)(ii) Describe how the local board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.*

During the COVID pandemic the Southwest region implemented several operational changes to both protect the WIOA participants and the employees of workforce system. The application of remote workstations and virtual tools were utilized so service interruptions were kept to a minimum. Each employee was given to tools necessary to allow participants to be served virtually or with limited contact at physical locations. The use of mobile internet access modems and online signature software were implemented to allow participants to share relevant forms and documentation needed to continue services. Virtual job fairs were also used to connect dislocated workers with businesses that were hiring during the economic slowdown.

The local board will increase the utilization of all software services and data collection processes available to the network to increase data-based decisions to improve communications with partner agencies and to continually improve services to all participants. Below are some of the tools used in the One-Stop system.

### Software and Data Tools

**WCOSS** - Workforce Connection Online System

**FutureWorks** - Labor Market data and Access

**Jobs EQ** – Labor Market Data Tool

**Virtual Orientation** – Job Readiness Workshops

**Money Essentials** – Financial Literacy

**LASER** – State and local Labor Market Information

**Career Pathways Explorer** – Career Matching Software

**TABE Academy** – Testing Prep.

**The Academy** – Online Training Platform

The COVID pandemic has sped up the use of online learning (e-learning) whereby teaching is undertaken remotely on digital platforms. E-learning has been shown to be

successful in the past so this system of learning may be here to stay. As students in K-12 schools adapt to this style of learning, colleges and education providers are pushing for an increase in available courses to meet the needs of rural residents and students with barriers to employment like childcare and transportation.

The board has likewise started using virtual meetings for board functions such as board and committee meetings as well as trainings for the provider network in administering WIOA program policy and procedures.

Access to high speed internet remains a barrier to education for many rural parts of New Mexico; however, in many other areas of the Southwestern area, high speed internet access is available and more affordable. The need to bolster broadband access to remote areas of the region has been accelerated due to the pandemic as the need for access has increased as well as the need for more bandwidth to accommodate all the new jobs that will allow employees to work from home.

*§679.560(b)(5)(iii) Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA sec. 188 (Nondiscrimination), if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.*

The local board performs periodic reviews of workforce centers to determine compliance with provisions of WIOA section 188 for both physical access and programmatic functions. In addition, the One-Stop operator partner meeting review compliance with accessibility to buildings and services.

The board, through its One-Stop Operator and workforce partners, will conduct training to their respective staffs within the region. The training may be facilitated by the New Mexico Department of Workforce Solutions' training team, who encourages local workforce areas to request training that is beneficial to the staff within the workforce system. The training will cover Non-Discrimination (Sec. 188), as well as ADA requirements.

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.

In regard to facility and equipment compliance, the Board's partners provide services out 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 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 have programs and services, technology, materials, and staff training to meet the needs of individuals with disabilities and barriers to language.

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 necessary for individuals with disabilities and ensure 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 requirements of having staff who can communicate using American Sign Language and to provide written materials in English and Spanish.

*§679.560(b)(5)(iv) Describe the specific roles and resource contributions of the one-stop partners, to date. Please include your process for updating any cooperative agreements, resource sharing agreements, and memoranda of understanding relevant to the Workforce Innovation and Opportunity Act. (If any of these documents have already been updated or are even still in draft form, please provide copies as a part of Attachment D.)*

Each partner organization is integrated into the workforce system. The Workforce Connection centers allow specialized reviews of the system to identify and improve services to participants including the disabled and those with significant barriers to employment.

The board, its administrative entity, One-Stop Operator, and one-stop partners began the process of developing its Memorandum of Understanding (MOU) with workforce partners. The Administrative Entity met with other regions to research their method of creating their MOU. The draft MOU was introduced to the SAWDB One-Stop Committee, and then to our regional workforce partners for their input. During that

period, comments were received and incorporated into the MOU. All the required partners have signed the MOU and Infrastructure Funding Agreement (IFA).

The workforce partners' IFA involved a lot of thoughtfulness and consideration. Ideas on how to allocate costs for each co-located partner varied. We needed to collect input from the partners on the IFAs they may be familiar with and how this one should be created. The AE assembled an IFA work session for the Las Cruces Workforce Connection Center where the expected outcome was to walk away from the meeting with a spreadsheet everyone agreed to. Some partners came to the table stating they had no funding to contribute to the Las Cruces Workforce Connection center.

The board will update the documents every three years or when needed. It will entail working in collaboration with the workforce partners to identify any changes that are reflective of current or future priorities and initiatives, presenting the proposed changes to the One-Stop Committee with their recommendations, then presenting to the board and CEOs for their approval.

*§679.560(c) Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will provide for the Accessibility for English Language Learners (ELL).*

An extensive network of partner organizations operating across the region in offices and through various other access points, makes it easier for the One-Stop Operator to efficiently engage individuals in every county of Southwestern New Mexico. Integration with a range of partners enhances service offerings to meet a variety of needs and address all kinds of barriers. The board works with our partners to analyze who is currently using services in each location, their demographics as well as their English language challenges and other information about the current job seeker base will help develop plans to adequately address any gaps that exist due to language barriers.

The One-Stop offices provide accessibility for English language learners through its partners. Each office has a staff member who can read, write, and speak the Spanish language. The New Mexico Workforce Connection online system offers an English and Spanish language function. The New Mexico Unemployment Insurance services system provides access in Spanish. Promotional materials are also made available in Spanish.

In the future, the One-Stop Operator will work with the one-stop partners to evaluate their processes and examine best practices. Best practices are provided in the Training and Employment Notice (TEN) 28-16. As stated in the notice, it provides “workforce system examples, best practices, partnership models, and information on how to align resources available under the Workforce Innovation and Opportunity Act (WIOA) to increase services to English Language Learners (ELL) with substantial cultural and language barriers to employment. It further provides information to the workforce system, including partner programs and entities that are jointly responsible for workforce and economic development, educational, and other human resource programs, about

how to align their efforts to provide basic career services, individualized career services, and training services.”

## **E. Service Implementation for Indicated Populations**

### **1. Youth**

*§679.560(b)(8) Provide a description and assessment of the type and availability of youth workforce investment activities in the local area including activities for youth with disabilities, and other barriers, such as homeless youth, foster and former foster youth, and/or expecting and parenting youth.*

#### **YOUTH**

The Southwestern Area Workforce Development Board, through local policy and federal regulations, addresses the 14 youth service elements and their requirements through its youth service providers.

The local workforce board’s Youth and Young Adult Committee will meet to discuss recommendations on how the 14 service elements are to be delivered in specific geographic area of the regions. The youth service provider is monitored in accordance with their contracted scope of work related to the delivery of the 14 required service elements and results are provided to the board’s Monitoring and Performance Committee. The service providers shall 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.

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, childcare, 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.

Tutoring/Study Skills Training

Tutoring and study skills training includes instruction and evidence-based dropout prevention and recovery strategies that lead to completion of a high school diploma or equivalent (including a recognized certificate of attendance or similar document for youth with disabilities) or preparation for postsecondary credentials. Tutoring is provided online through ACT Curriculum or other educational remediation programs or through referrals to school or community-based tutoring programs to assist in increasing grade levels for school retention.

#### Alternative Secondary School Services

Alternative secondary school services include referral to formal alternative education programs or formal dropout recovery services, as appropriate. Strong partnerships are developed with Adult Education Services providers to co-enroll participants in need of completing their secondary education.

#### Occupational Skills

The SAWDB evaluates trends in the region to determine the needs of the employers and works with our partner educational institutions to develop relevant training courses. Through careful evaluation of each participant, our workforce partner will determine a strategy to assist the clients in obtaining access to such trainings with supportive services including tuition assistance.

#### Work Experience

Participants are placed in paid work experience opportunities aligned to their career interest for up to 300 hours. Placements are made to learn a trade and gain valuable experience required for long-term employment. Participants that have barriers such as a disability or access to childcare, are supported through the program's supportive services or by partner organizations through a referral process to receive additional assistance. Participants complete an employability skills training prior to placement to increase their knowledge of work and to aid in a successful completion of the element. Training will be guided utilizing the New Mexico Department of Workforce Solutions Career Solutions and "Why I Work" online tool providing the ability to search occupations, schools, scholarships and jobs, in addition to completing a career exploration worksheet and work interest assessment. The comprehensive tool will help participants determine their career interest and work with youth staff in developing a Career Plan for training and employment placement. Work experiences are monitored by the youth case managers to ensure a meaningful experience that will lead to employment opportunities. Collaborations are made with additional community

programs that provide opportunity for further work experience for youth such as summer employment, pre-apprenticeships, internships, and on-the-job training.

Education offered concurrently with and in the same context 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. Partnerships with programs such as YouthBuild, Job Corps Centers or Apprenticeship programs can provide this opportunity for concurrent education and workforce preparation.

#### Leadership Development Opportunities

Leadership development are opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as:

- Exposure to postsecondary educational possibilities and distance learning to include supporting Tribally Controlled Colleges such as Navajo Technical University
- Community and service-learning projects including with the Alamo Navajo Chapter Government
- Peer-centered activities, including peer mentoring or peer tutoring
- Organizational and teamwork training, including team leadership training
- Training in decision-making, including prioritization and problem solving
- Citizenship training, including life skills such as parenting and work behavior training
- Civic engagement activities which promote the quality of life in a community, and
- Activities that place the youth in a leadership role such as serving on a youth leadership committee or a standing youth committee

Collaborations are developed with community partners who have opportunities to provide the leadership development opportunities listed above.

#### Supportive Services

Supportive services are designed to enable youth 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. Supportive services are provided throughout the program as needed by the participant to be successful in the completion of any of the 14 youth elements.

#### Adult Mentoring

Adult mentoring is a formal, in-person, relationship between a youth participant and an adult mentor for a period of at least 12 months that includes structured activities where the mentor offers guidance, support, and encouragement to assist in the development of the competence and character of the mentee. Adult mentoring also includes workplace mentoring matching a youth participant with an employer or employee of a company who acts as a mentor. Mentoring is integrated into the work experience activity utilizing the work placement as an opportunity for employers to step into a different role and provide career awareness and exploration with the youth participant. Referrals are also made to community organizations such as Big Brothers Big Sisters and school-based mentoring programs that provide Adult Mentoring activities.

#### Follow-Up Services

Follow-up services are designed to help ensure the youth participant is successful in employment or postsecondary education/training post-program. Follow-up is provided for at least a 12-month period following the youth's exit from the program. Participants are contacted once per quarter to offer support services and obtain performance outcome information. A guidance counselor works directly with the youth case manager to track postsecondary participants and helps monitor performance.

#### Comprehensive Guidance & Counseling

Guidance and counseling services may include career and academic counseling, drug and alcohol abuse counseling, and mental health counseling, and are often individualized to the youth participant. Collaborations are developed with partner agencies to initiate referrals for these services.

#### Financial Literacy

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. Supports a participant's ability to understand, evaluate, and compare financial products and services; informs participants about identity theft, their rights regarding it, and ways they can protect themselves from it; and supports the financial literacy needs of non-English speakers using multilingual financial literacy and educational materials. Financial Literacy is provided through online training programs,

through partnerships with local bank institutions, or through referrals to other community organizations.

#### Entrepreneurial Skills Training

Entrepreneurial Skills Training is a training that provides the basics of starting and operating a small business, 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. Entrepreneurial skills are provided through online training programs or through referrals to other community organizations.

#### Labor Market & Career Awareness Information

Labor market information is used to tailor program services and guide youth participants into in-demand and emerging industry sectors with greater opportunity for employment. Youth participants are provided with services such as career awareness, exploration activities, and career counseling to make an informed decision towards further training and development of a career pathway.

#### Transition to Postsecondary Education

Services to transition to postsecondary education include information about, and preparation for, college entrance. Youth participants are assisted or educated with applying to colleges, financial aid, entrance testing, student life, pre-requisite courses and more. Collaborations with post-secondary institutions and training programs will assist in a coordinated transition to post-secondary education eliminating any barriers to enrollment. Most of the Native American youth are first generational college students. They are encouraged to attend a two-year college before transitioning to a larger University. The transition from high school to postsecondary education can be difficult for some families to accept due to cultural values and traditions about family members staying home. Depending on the financial need, leveraging funds from other grants could financially assist the youth with staying in college and being successful.

The SAWDB Youth providers build strong partnerships with regional programs that serve persons with barriers that would prevent or limit their access to the workforce. Special attention is provided to youth who are most in need, i.e. youth with disabilities, homeless youth and foster or former foster care youth. A focus on these populations is handled with our partnerships with Division of Vocational Rehabilitation, juvenile justice and foster care system, schools, and other community organizations.

Additional activities that support the 14 WIOA youth elements include but are not limited to the following:

- Comprehensive work readiness training improving employability skills
- Development of quality work experience sites to provide meaningful work experiences and skill development
- Co-enrollment with adult WIOA program for OJT and further training opportunities
- Online training to enhance occupational and employability skills

*§679.560(c) Describe how the local board is planning or working to fulfill specific Youth requirements, as laid out in the Workforce Innovation and Opportunity Act, including:*

- a) how the board is providing for the 14 required Youth service elements;*
  - b) approach towards meeting the 20% work experience, including the use of Registered Apprenticeship as a service strategy;*
  - c) approaches toward meeting the 75% OSY minimum expenditure;*
  - d) a description of changes in the youth provider's service delivery models;*
  - e) a description of any changes in outreach activities around Youth; and*
  - f) any changes in Youth case management approach, including the use of supportive services.*
- a) The SAWDB necessitates all youth providers to implement the required elements in accordance with WIOA. The 14 elements are available to youth through direct service by the youth provider or through referrals to partners and other community resources. Collaborations and coordinated referrals process are put in place to ensure effective delivery and tracking of services.
  - b) All youth providers are monitored closely, and often, to confirm that the required 20% of formulated funds are spent on work experience activities. These activities are necessary to achieve long-term goals established with the participants to gain skills and experience that would bolster their career prospects. The SAWDB will strengthen their relationship with the State Apprenticeship Program and work closely with regional employers to develop ongoing apprentice programs.
  - c) The key approach to meeting the 75% OSY requirement will be for workforce partners to develop a concentration of outreach and recruitment efforts of OSY and network with partners that historically serve this target population including city and county community centers, Adult Education Service providers, juvenile justice facilities 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 SAWDB is developing a new marketing campaign to target communities and inform them about the advantages of our services to garner peer referrals and linkages with employers that need more skilled employees. 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.

- d) A new youth service provider brought a different method of serving youth in the area that employs a comprehensive, cost-effective, and flexible strategy. This strategy utilizes a human-centered design to best identify participant needs and employs a positive youth development framework to effectively develop a service plan to meet participant needs. A comprehensive Objective Assessment is conducted at intake to develop an Individualized Education Plan that will work through barriers and establish education and employment goals. Customized recruitment efforts with partners that also serve in-school youth and out-of-school youth is the key to an effective delivery of services.
- e) The SAWDB has a Communications Manager who will work with the One-Stop Operator when coordinating outreach activities in the seven-county region. Outreach materials are disseminated in our schools and throughout the communities. The board continues to increase our social media presence to reach our priority participants in outlying rural communities. Social media posts may consist of enrollment opportunities, promotional videos, success stories, and other recruitment efforts. The board has several members that participate in community groups (boards, councils, and committees) that work with youth issues and share our programs with an audience that may not be familiar with all services offered in our region. The board has contracted with the youth service provider to perform the following outreach and recruitment activities:
- meet with school principal/counselor/school staff
  - presentations at school staff meetings
  - presentations in school classes/clubs/events
  - presentations at youth community centers
  - staff meetings with entities that work with out-of-school youth
  - connect with alternative sentencing programs (JCC, JJD, Drug Court)
  - connect with other youth-serving organizations

- collaborate with Adult Education programs

All outreach activities are applied in conjunction with the adult programs to strengthen a co-enrollment activity.

- f) The youth provider integrates effective case management methods utilizing the Data Assessment and Plan (DAP) method on a consistent basis to all youth participants by providing access to support services identified through the Individual Education Plan. DAP is a clinical model that includes both subjective and objective data as well as observations and all contact and progress notes. 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.

## 2. Adults & Dislocated Workers

§679.560(b)(6) and §679.560(c) Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area, including any services targeted toward adult populations with barriers, such as displaced homemakers, homeless adults, ex-offenders, single parents and pregnant women, and/or long-term unemployed.

### CAREER SERVICES

WIOA authorizes “career services” for adults and dislocated workers, rather than “Core” and “intensive” services, as authorized by WIOA. 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 the flexibility to target services to the needs of the customer.

The three categories of career services are defined as follows:

### BASIC CAREER SERVICES

Basic career services must be made available to all individuals seeking services in the One-Stop delivery system, and include:

- Determinations of whether the individual is eligible to receive assistance from the Adult, Dislocated Worker, or Youth programs

- 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
- Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs
- Labor exchange services, including Job search and placement assistance and, (when needed by an individual) career counseling, including the provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA)
- Provision of information on non-traditional employment (as defined in sec.3(37) of WIOA)
- 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
- 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 job vacancy listings in labor market areas
- Information on job skills necessary to obtain the vacant jobs listed
- Information relating to local occupations-in-demand and the earnings, skill requirements, and opportunities for advancement for those jobs
- Provision of performance information and program cost information on eligible providers of training services by program and type of providers
- 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
- 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)<sup>1</sup>; and assistance under a State program for Temporary Assistance for Needy Families (TANF), and other supportive services and transportation provided through that program

- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA
- Provision of information and assistance regarding filing claims under Unemployment Insurance (UI) programs, including meaningful assistance to individuals seeking assistance in filing a claim, on-site: using staff who are properly trained in UI claims, filing, and/or the acceptance of information necessary to file a claim, or by phone or via other technology: as long as the assistance is provided by trained and available staff and within a reasonable time
- 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

### 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 or previous assessments by partner programs to determine if individualized career services would be appropriate.

These services include comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include the following:

- Diagnostic testing and use of other assessment tools; and
- In-depth interviewing and evaluation to identify employment barriers and
- Appropriate employment goals
- 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
- Group and/or individual counseling and mentoring
- Career planning (e.g. case management)
- 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
- Internships and work experiences that are linked to careers
- 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

- Financial literacy services
- Out-of-area job search assistance and relocation assistance
- English language acquisition and integrated education and training programs

## 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 workplace is an appropriate type of follow-up service. Follow-up services do not extend beyond the date of exit in performance reporting.

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

### IEP - Individual Employment Plan

An IEP provides a tangible strategy that incorporates specific steps designed to accomplish the individual participant's employment goals through a comprehensive assessment.

### 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. This is done through identifying training providers whose performance qualifies them to receive WIOA funds to be used to train adults and dislocated workers.

### On-the-Job Training (OJT)

OJT 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.

### Customized Training

This training is 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.

Services that target individuals with barriers, such as displaced homemakers, homeless adults, ex-offenders, single parents, and pregnant women will be addressed by contacting State Agencies, Criminal Justice, etc. Partners will be cross trained and case management that will meet their needs, will be identified.

### Leadership Development Opportunities

Leadership development are opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as:

- Exposure to postsecondary educational possibilities
- Community and service-learning projects
- Peer-centered activities, including peer mentoring or peer tutoring
- Organizational and teamwork training, including team leadership training
- Training in decision-making, including prioritization and problem solving
- Citizenship training, including life skills such as parenting and work behavior training
- Civic engagement activities which promote the quality of life in a community, and
- Activities that place the youth in a leadership role such as serving on a youth leadership committee or a standing youth committee

### Supportive Services

Supportive services are designed to ensure adults and dislocated workers successful participation in appropriate WIOA Title I employment or training activities. WIOA activities may include linkage to community services, referrals to health care, and cost assistance with transportation, childcare, housing, work or education-related uniforms or attire, work or education-related tools, protective gear, educational testing.

### Follow-Up Services

Follow-up services are available for a period up to 12 months following exit from the program. The goal of follow-up services is to ensure job retention, wage gains and career progress for participants who have entered employment.

### Comprehensive Guidance & Counseling

Comprehensive guidance and counseling is tailored for each participant. This may include career and academic counseling, drug and alcohol abuse counseling, mental health counseling, and referral to partner programs for which the counselor has coordinated the referral with the partner agency on behalf of the individual.

### Financial Literacy

Financial literacy is provided through education or activities that assist participants to initiate checking and savings accounts at banks and to make informed financial decisions; supports a participant with learning how to manage spending, credit, and debt, including student loans, consumer credit and credit cards. Supports a participant's ability to understand, evaluate, and compare financial products and services; informs participants about identity theft, their rights regarding it, and ways they can protect themselves from it; and supports the financial literacy needs of non-English speakers using multilingual financial literacy and educational materials.

### Entrepreneurial Skills Training

This training provides the basics of starting and operating a small business, 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.

### Labor Market & Career Awareness Information

Services that impart information to the participants about jobs that are in demand in the local labor market that may include career awareness, exploration activities, and career counseling.

### Transition to Postsecondary 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.

### Transitional Jobs

Transitional jobs provide time-limited, paid work experience to individuals in southern New Mexico who have been chronically unemployed or have inconsistent work history. This focuses on training and employment for justice-involved individuals and focusing more on transitioning youth co-enrollments to the Adult and Dislocated Worker program. Transitional jobs also serve to 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, build relationships that promote long term success, and connect youth to the workforce system.

## 3. Individuals with Disabilities

*§679.560(b)(13) and §679.560(c) Describe how individuals with disabilities will be served through the one-stop center system in the local area, including copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA sec. 107(d)(11)) between the LWDB or other local entities described in WIOA sec. 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of the Rehabilitation Act(29 U.S.C. 720 et seq.) (The Division of Vocational Rehabilitation within the NM Public Education Department and the Commission for the Blind) (other than sec. 112 or part C of that title (29 U.S.C. 732, 741) and subject to sec. 121(f) in accordance with sec. 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information and resources, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination, such as improving or creating referral processes, joint enrollment and case management.*

The Workforce Innovation and Opportunity Act, as well as other federal programs, require that persons with disabilities have accessibility to services. Within the public workforce system, the workforce partners will meet monthly with the One Stop Operator to discuss strategies to enhance the delivery of services to individuals with disabilities, as well as establishing a cross training program. According to the U.S. Census Bureau, in 2010 nearly 1 in 5 persons (19%, 56.7 million) in the country have a disability and more than half disclose that their disability is severe. The bureau states that “41 percent of those age 21 to 64 with any disability were employed, compared with 79 percent of

those with no disability. Along with the lower likelihood of having a job came the higher likelihood of experiencing persistent poverty; that is, continuous poverty over a 24-month period. Among people age 15 to 64 with severe disabilities, 10.8 percent experienced persistent poverty; the same was true for 4.9 percent of those with a non-severe disability and 3.8 percent of those with no disability.” The Board recognizes that this statistic has a direct bearing on how the services at the New Mexico Workforce Connection Center should be structured and delivered to ensure that the workforce partners address the needs of those with disabilities, as well the barriers to training, education, and employment.

The Combined State Plan states, “In 2018, persons living in New Mexico who reported having a disability participated in the labor force at a much lower rate (37.6 percent) than persons without a disability (77.1 percent) (Exhibit 23). This trend held true at the national level as well, with 41.6 percent of the population with a disability participating in the labor force versus 81.1 percent of the population without a disability.

Unemployment rates for the population with a disability were also much higher than the rates for the population without a disability. In New Mexico, the unemployment rate for persons with a disability was 14.9 percent, 8.3 percentage points higher than the rate for persons without a disability. At the national level, the rate for those with a disability was 13.0 percent, 7.6 percentage points higher than the rate for those without a disability.” The One-Stop Operator will work with workforce partners to explore and implement strategies that will increase the number of individuals in the labor force.

A key strategy is to ensure that those with disabilities receive integrated and coordinated services from the partners in the workforce system. The board will work through its One-Stop Operator to align vocational rehabilitation services and core program services. This will provide better access to a variety of services and a streamlined process for those with disabilities. The board will work with the Division of Vocational Rehabilitation (DVR), who will be the lead partner, to facilitate how vocational rehabilitation services 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 guarantee 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 high demand occupations.

Another important element in the workforce system is the cross-training with the workforce partners' staff. The board's One-Stop Operator will organize and facilitate the cross-training activities, one of which will be on the topic of vocational rehabilitation eligibility, services, referrals, coordination, and how to triage and manage customers.

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.

#### **4. Veterans**

*§679.560(c) and §680, Subpart E Describe the board's strategic approach to serving Veterans to improve employment outcomes for this population, including priority of service efforts.*

The Board places veterans and eligible spouses in a priority of service for job training programs, in accordance with Training and Employment Guidance Letter (TEGL) 10-09.

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.

The Combined State Plan states that it will also include a partnership with the Jobs for Veterans State Grants program (JVSG). To support and align this effort, the Board will work through its One Stop Operator to coordinate with JVSG to assist veterans through this program.

##### **Strategy 1 – Community awareness**

Community awareness is an important component to reaching veterans and their eligible spouses who are not aware of the employment services available to them. As part of the Board's outreach and promotional campaign, veteran re-entry to employment will be promoted in each county of the regions.

### Strategy 2 – Partnership and coordination with veteran programs

As part of the on-going process to enhance the services to veterans in the workforce system, workforce partners, the New Mexico Department of Veteran Affairs, and the U.S. Department of Veterans Affairs will be invited to periodic workforce partner meetings.

### Strategy 3 – Cross-training of workforce staff

To ensure that veterans and their eligible spouses are properly served, cross-training among workforce staff is a priority. Workforce staff will be trained on the priority of services and how under the Title I Adult program, veterans and eligible spouses will receive the highest priority of service, followed by persons receiving public assistance, low-income individuals, or those who are basic skills deficient. 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.

Pursuant to § 680.660, when a “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:

- 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);
- 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,
- 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).”

#### Strategy 4 – Use of workforce center services

A job seekers attainment of employment depends on using the available online resources at the center. Building a good résumé, posting it on the online system, learning and practicing good interview skills, and following the advice of the workforce staff is important in obtaining employment.

## 5. Migrant Seasonal Farmworkers

*§679.560(c), Parts 653 and 685 Describe, as appropriate, the board’s approach to serving migrant seasonal farmworkers within its respective area to increase education and employment outcomes for this population.*

The board’s approach to serving migrant seasonal farmworkers is to maximize the coordination of services among various workforce partner and training providers to increase education and employment outcomes. As part of these services offered, MSFW have access to career service, training, housing assistance, supporting services, and services for youth.

Outreach services will also be coordinated through the One-Stop Operator and in coordination with the State Monitor Advocate to enroll and provide individuals the services and training. As stated in the Combined State Plan, “The New Mexico Department of Workforce Solutions will continue to conduct outreach services to MSFWs. Contacts will be conducted in person, through farm labor contractors, farmers, community agencies and other community events. The outreach worker will also provide services to workers at their worksites.

In PY19, New Mexico reported that there were 686 MSFW in the state. The outreach worker plans to conduct outreach services to approximately 1000 MSFW’s throughout the state. During the peak season (May-October), the outreach worker will perform outreach services four days per week.”

The board established a priority to meet the needs of farmworkers and seeks to provide the services offered by the workforce system. Seasonal farmworkers do not need to enter a workforce center when their seasonal employment ends to file for unemployment because they can use a toll-free number or computer do so. This reduces the opportunity to make contact and offer the workforce services for re-employment. Therefore, outreach to farmworkers is a necessary approach to offering them the services at the workforce center, 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 Board examines the barriers to training for farmworkers with its workforce partners and determine how the barriers, to include transportation needs, may be overcome.

## 6. Native Americans

*§679.560(c) and Part 684 Describe, as appropriate, the board's approach to serving Native Americans within its respective area to increase education and employment outcomes for this population.*

The Alamo Navajo Chapter of the Navajo Nation is in Socorro County. The board currently contracts with the Alamo Navajo School Board to deliver WIOA Youth services on the Alamo Navajo Reservation. An objective for the next four years is to continue providing community awareness of services to adults and dislocated workers and to expand the work experience opportunities for youth in Magdalena and the City of Socorro. Work opportunities are extremely limited on the Alamo Navajo reservation. Community members need transportation to travel 60 miles one-way each day. 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 service providers, workforce partners, local governments, and other community-based organizations, the Southwestern Area Workforce Development Board shall examine the barriers to training including transportation needs. Based on the examination, the workforce partners and service providers will create a feasible plan and implement it into the services provided.

The Alamo Navajo School Board is a non-profit 501(c) 3 organization. ANSB operates under resolutions from the Alamo Navajo Chapter and from the Navajo Tribe. ANSB was organized within the Alamo Navajo Chapter 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 very little to 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, basic-skill deficiencies, and other supportive resources. Many clients requesting assistance in postsecondary education or training are single parents with young children or older clients with families. They do not have supportive services to live off-reservation, maintain their program of education, and maintain their family responsibilities. In addition, mainstream institutions do not have personal counseling services to assist clients in maintaining their educational program as well as accessing the supportive services necessary to their retention and success.

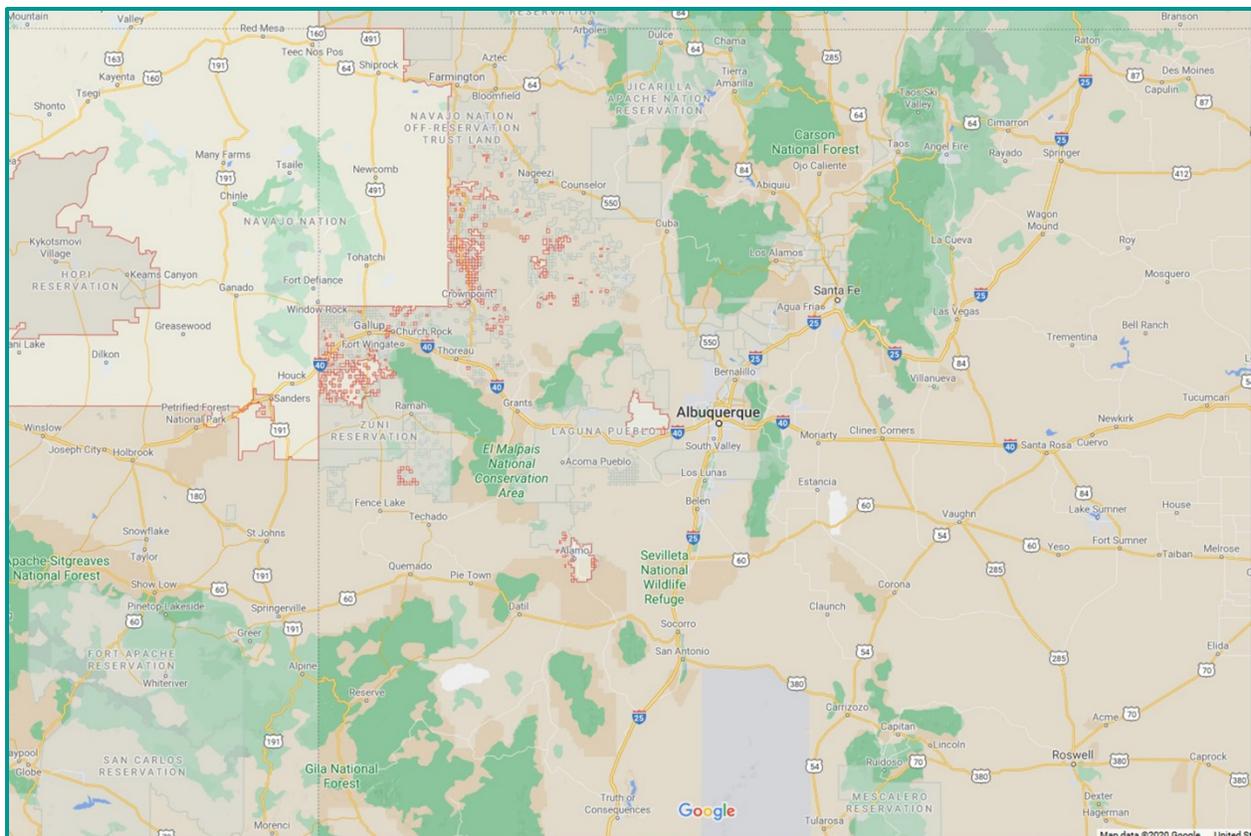
The isolation, setting, and environment of the Alamo Navajo Reservation have a major impact on the educational goals and aspirations of the Alamo Community. The Reservation consists of 63,109 acres of arid rocky land in west central New Mexico. Alamo is one of the most isolated reservation communities in the entire state. A paved road, Highway 169, connects the Reservation with the nearest town, Magdalena. Magdalena (pop. 800) is located 32 miles south of the Alamo Navajo Chapter. Socorro is the county seat, 70 miles away, and the only nearby town of appreciable size. To seek services, clients must travel to Albuquerque or Socorro. Travel time to Albuquerque alone is 5 hours roundtrip. The lack of vehicles or vehicles in good repair and the rising cost of fuel also contribute to this problem. 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 can be financially and physically prohibitive for community members who are already educationally and financially disadvantaged.

	Alamo	Socorro	New Mexico	Navajo Nation	USA
Population	2,035 <sup>1</sup>	17866	2,059,179	178,100	308,745,528
Per Capita	\$8,481	\$18,206	\$23,537	\$10,248	\$27,915
%	14.5%	6.2%	8.2%	24%	8.7%
% Not in Labor	63.5%	53.2%	38.4%	54.2%	35.2%
% Native	96.7%	10.2%	9.1%	94%	.9%
% Living in	43%	27.4%	19%	37.2%	10.5%
% < HS	40.4%	22.2%	17%	27.9%	14.6%
Some College	10.1%	19.2%	23.6%	20.9%	21%
Associate	2.3%	4.7%	7.3%	9.6%	7.6%
Bachelor's	3%	11.3%	14.7%	5.1%	17.7%
Master's	0.26%	9.8%	10.8%	4.2%	10.5%
% Limited	43.7%	14.2%	9.7%		8.7%
Public	9%	4.1%	2.6%	9.4%	2.6%
Food Stamps	41.4%	17.8%	11.2%	28.5%	10.2%
Median Age	30.4	36.3	36.7		37.2

<sup>1</sup> Source: Census 2010

As seen on the previous table, the population of Alamo represents over 11% of the total Socorro 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 an unemployment rate of 14.5%, an additional 63.5% of the population not in the labor force, and 43% of the population living under the poverty level.

The following map shows the size and location of the Alamo Navajo community in comparison to the Greater Navajo Nation. Socorro is the nearest city and Albuquerque is the nearest major city.



## 7. Individuals with Low Income

*§679.560(c) and §680, Subpart E Describe how the board will identify and work with low-income individuals, including any plans to coordinate locally with the Temporary*

*Assistance for Needy Families (TANF) program to serve this population, as well as to serve TANF exhaustees.*

The board identifies target populations by analyzing labor market data and the local economy weighed against local demographic data to assess program priorities and service limitations. This population includes public assistance recipients and those who are basic skills deficient. Analysis informs the development of programs, service design strategies and opportunities that will align the best interest of job seekers and employers. The local board designs program to increase access to, and opportunities for, the employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment to include target populations.

This is accomplished by increasing its service providers' and workforce partners' capabilities on serving youth and adults with limited skills, limited or no work experience, and barriers to employment and/or training. The board seeks 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 are 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.

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

## **8. Older Individuals**

*§679.560(c) Provide a description of how the local board will coordinate WIOA title I workforce investment activities with the Senior Community Service Employment Program (Title V of the Older Americans Act of 1965) to serve the employment needs of older individuals.*

There are numerous factors that may influence why older individuals are continuing to work into later years. These factors may include changes in personal, social, and economic circumstances or merely a desire to remain socially engaged in their community. Medical advances have also resulted in a rise in life expectancy potentially resulting in the need for individuals to return to the workforce if retirement funds run out and no longer cover living expenses.

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 (SCSEP) to develop strategies to provide effective employment-based 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 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.

The board has supported the SCSEP program by establishing work sites for participants and serving as a program work site. SCSEP participants have received OJT in the areas of technical support in the resource rooms, administrative support, and maintenance areas of the workforce centers. Partner representatives attend partner meetings and are invited to collaborate on job fairs to align participants with potential employers.

## 9. Individuals with Low Literacy Levels

*§679.560(b)(12) Provide a description of how the local board will coordinate WIOA title I workforce investment activities with adult education and literacy activities under WIOA title II. Describe the joint planning processes planned or underway that will enhance the provision of services to individuals with receiving adult education services, such as cross training of staff, technical assistance, sharing resources, sharing of information, cooperative efforts to improve or create referral processes, joint enrollment and case management. This description must also include how the LWDB will carry out the review of local applications submitted under title II consistent with WIOA Secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.*

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 Education Service (AES) 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.

The board is actively engaged in collaborative planning with partners to expand the regions access to workforce services. The board acts as the convener for the region to ensure consistency with the local plan and to advise on the alignment of resources with additional adult education and literacy providers.

The board has developed agreements with partner agencies and providers to carry out this requirement within the one-stop delivery system. The agreements are made to offer system wide development and training as well as the development of applicable policies and procedures.

Activities with Adult Education and Literacy under WIOA Title II are available in the metropolitan areas of the state but are limited in most rural counties. The SAWDB and Core partners have created leveraged resources amongst its programs to offer adult education services for the participants.

In addition to programs offered by the Adult Literacy partners, the range 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 delivery of AES services is determined by current occupations in demand as well as economic conditions in our region.

By utilizing systems such as WorkKeys, Key Train and online training resources, the SAWDB can access data on the current needs of the clients related to education. This information is shared with the board of directors and our AES partners to determine if the availability and types of trainings offered are appropriate and meet the demands of the employers.

## Service Implementation for Indicated Populations

### 1. Coordination with Wagner Peyser Services

*§679.560(b)(11) Provide a description of plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act (29 U.S.C. 49 et seq.) services and other services provided through the one-stop delivery system;*

The Southwestern Area Workforce Development Board plans to improve the alignment of services with the Core and additional workforce partners by working with 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 Workforce Center Service Guide identifies the processes for workforce staff to follow. The Service Guide contains 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 a 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.

With the collaboration of workforce partners, a new customer flow diagram is now in place: switchboard process, customer greeting process, intake questionnaire, process for helping those needing unemployment assistance, and a customer complaint process. These are some items in the new Workforce Center Service Guide.

All Workforce Connection Centers have a plan that involves the Three Functional Teams; all partners will share in these functions. The functions are in place to eliminate duplication of services and will also improve services to be delivered.

## 2. Coordination with Rapid Response Activities

*§679.560(b)(7) A description of how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities;*

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

In coordination with the State (DWS) Rapid Response team, and as stated in Training and Employment Guidance Letter No. 19-16, “the Board will assist to promote economic recovery and vitality by developing ongoing, comprehensive approaches to identifying, planning for, or responding to layoffs and dislocations, and preventing or minimizing their impacts on workers, businesses, and communities. A successful Rapid Response system must include:

- Informational and direct reemployment services for workers, including but not limited to: information and support for filing unemployment insurance claims; information about the Trade Adjustment Assistance (TAA) program; information on the impacts of layoff on health coverage or other benefits; information on and referral to career services; reemployment-focused workshops and services; and training;
- Delivery of solutions to address the needs of businesses in transition, provided across the business lifecycle (expansion and contraction), including comprehensive business engagement and layoff aversion strategies and activities designed to prevent or minimize the duration of unemployment.
- Convening, brokering, and facilitating the connections, networks, and partners to ensure the ability to provide assistance to dislocated workers and their families such as home heating assistance, legal aid, and financial advice; and
- Strategic planning, data gathering, and analysis designed to anticipate, prepare for, and manage economic change.”

### **3. Coordination with Secondary and Postsecondary Education System**

*§679.560(b)(9) Provide a description of how the local board will coordinate relevant secondary and postsecondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services;*

The board will provide activities leading to the attainment of a secondary diploma or its recognized equivalent, a recognized postsecondary 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.

*§679.560(b)(2)(iii) Describe how the local board will work with entities carrying out core programs to improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).*

The board will work with educational institutions and employers to carry out activities leading to postsecondary credentials. To improve the industry-recognized credentials, the local board will do employer outreach in the area to determine what are the occupations in demand and what the industries need for employees to obtain a credential.

In partnership with core partners, the board developed strategies and action plans for cross-walking and integrating career pathway services into the service delivery system at the workforce centers and educational institutions. This integrated approach will result in concurrent learning and skills attainment models for individuals that will align skill attainment to target high demand occupations. Emphasis will be on support and creation of training programs that result in a certificate or credential that is industry-recognized, portable, and stackable. The board is developing a process connecting

education and training strategies to supportive services that enable individuals to secure industry recognized credentials to obtain employment within targeted occupations.

The 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. The board will do outreach to help participants with stackable credentials that can be utilized in various occupations in demand.

#### **4. Coordination of Supportive Services**

*§679.560(b)(10) Provide a description of how the local board will coordinate WIOA title I workforce investment activities with the provision of transportation and other appropriate supportive services in the local area.*

Supportive services, including transportation, will only be provided to individuals who are: (a) participating in career 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.

The board will periodically examine its supportive services policies to be reflective of the needs of its participants. It will study how and what limits it should place in the following areas of supportive services:

- Books and supplies for training
- Computers and internet access
- Dependent care
- Educational testing
- Fees for applications, test, certifications
- Housing
- Medical and counseling services
- Transportation
- Auto insurance
- Auto repair
- Utilities
- Youth services
- Work attire or related costs
- Workplace accommodations

## 5. Coordination of Follow-up Services

*§679.560(c) Provide a description of the board's follow-up policy and procedures for each of the targeted groups in Section G.*

The Southwestern Area Workforce Development Board's follow-up services policy aligns 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 became effective on July 1, 2017.

### 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 may also include the following program elements:

- Supportive Services
- Adult mentoring
- Financial literacy education
- 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
- 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.

## 6. Coordination of Service Priorities

*§679.560(b)(21) Describe the direction given by the Governor (NMDWS) and the LWDB to the one-stop op how the board will coordinate outreach efforts across partner programs for shared customers and target populations.*

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 always exists, regardless of funding.

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 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:

- 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

- 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
- Third, to veterans and eligible spouses who are not included in WIOA's priority groups
- Last, to non-covered persons outside the groups given priority under WIOA

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.

## **7. Coordination of Outreach Efforts**

*§679.560(c) Describe how the board will coordinate outreach efforts across partner programs for shared customers and target populations.*

The board's vision for outreach is for workforce partners to have a targeted and coordinated Outreach Plan to address the needs of employers, job seekers, and youth. 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. Through the board's Outreach Committee, the One-Stop Operator and partners will periodically measure the performance of the Outreach Plan.

For the Outreach Plan, youth partners will incorporate their strategies for youth, both in-school and out-of-school. The youth service provider, Job Corps, school districts, 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, Adult Education and Family Literacy, Division of Vocational Rehabilitation, and other workforce partners who focus on providing services to job seekers, will help incorporate strategies into their respective section in 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 recipients of skilled youth and job seekers and they will support the 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 help develop the Outreach Plan specific to employers, including agricultural employers.

The Combined State Plan includes an assessment of farmworkers' needs and it addresses employment, training, and housing. This local plan aligns itself with the State's plan to address not only the workforce needs of farmworkers, but the agricultural industry at-large. Workforce partners will address their method for engaging farmworkers and employers offering 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 agricultural outreach planning and services with other programs and organizations; participate in establishing annual measurable goals with the workforce partners for the delivery of services; participate in 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.

Outreach to targeted populations will be provided by using printed materials, social media, websites, banners, flyers, and public service announcements.

## **8. Coordination of Professional Development Activities**

*§679.560(c) Describe how professional development activities will be coordinated across all partner programs staff.*

The 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 incorporates 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:

#### Geographic Solutions Online Training

“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:

- Financial management
- Labor market workforce information
- Performance management
- Service to Migrant and Seasonal Farmworkers
- Workforce Innovation and Opportunity Act 101
- Veterans Priority of Service
- 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, migrant 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.

## 9. Coordination of Referrals

*§679.560(c) Describe how the board will coordinate customer referrals across partner programs.*

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 referral process currently in place within various programs at the workforce centers is made through the New Mexico Workforce Connection Online System's software system. This process works well, however, a different method is used with workforce partners who 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.

An online referral system is available in the NMWCOS. Software training is required for all partners. Partners not currently using the NMWCOS will need access granted by NMDWS and will be required to take the Security Awareness Training (SAT) annually. Service providers will develop a referral process 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.

## 10. Coordination with Other Partner Programs

*§679.560(c) Describe any other services provided in the one-stops to support the local workforce development system and customers. Include any coordination plans or activities the board has with any other partner programs such as, AmeriCorps, Job Corps, Youth Build, Mission: Graduation, Innovate Educate, etc.*

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 résumé 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.

The Board's administrative entity and several of the New Mexico Workforce Connection Center partners have participated in providing technical information to The Bridge of Southern New Mexico, a community-based organization, in their development of a workforce talent strategic plan, titled the Doña Ana County/Borderplex Joint Regional Workforce Talent Development Strategic Plan. Through a community collaboration of organizations, the group worked together to identify and understand the barriers to success, plus identifying eight industries and their occupational pathways. Future collaboration with The Bridge of Southern New Mexico and the communities of Doña Ana and El Paso bring awareness of the workforce system to the community and help drive economy in a positive direction.

The New Mexico National Guard Youth Challenge Academy, a state supported program, is a 17 ½ month program that starts with a demanding 22-week quasi-military residential phase for cadets in Roswell, NM. It is followed by a year of mentoring support to help the cadets maintain positive lifestyles. The program is for young men and women, ages 16 to 18, who are not currently attending school, or do not have enough credits to graduate from high school. The Board will work with the program to develop a pathway to transition youth who reside in the Board's seven-county area under the WIOA out-of-school youth program. This partnership will leverage federal and state resources and seek to develop greater positive outcomes that lead to career trainings and job placements for the youth in the region.

#### ONE-TEAM APPROACH

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

The One-Team Approach is a "We" concept of how staffs 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.

## **Administrative Elements**

### **G. Fiscal and Performance Management**

*§679.560(b)(14) Identify the entity responsible for the disbursement of grant funds described in WIOA sec. 107(d)(12)(B)(i)(III).*

#### **DISBURSAL OF FUNDS**

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

*§679.560(b)(15) Provide a detailed description of the competitive process that will be used to award the subgrants and contracts for WIOA title I activities. (Please provide a copy of the board's procurement policy or policies, including conflict of interest provisions as a part of Attachment A.)*

#### **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 the One-Stop Operator is selected.
- “The Local Board, with the agreement of the chief elected official, must designate and certify One-Stop Operators in each local area.
- The One-Stop Operator is designated or certified:
  - Through a competitive process
  - 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
  - Under the conditions described in §§662.420 or 662.430. (WIA sec.121(d), 121(e) and 117(f)(2))
- The designation or certification of the One-Stop Operator must be carried out in accordance with the “sunshine provision” at 20 CFR 661.307.”

*§679.560(b)(16) Provide the local levels of performance negotiated with the Governor (NMDWS) and chief elected official consistent with WIOA sec. 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA title I subtitle B, and the one-stop delivery system in the local area, in Attachment E.*

#### LOCAL PERFORMANCE LEVELS

The negotiated performance levels for Program Year 2018 and 2019 are shown in the following table.

<b>Performance Measures – PY 2018 &amp; 2019</b>	<b>Adult</b>	<b>Dislocated Worker</b>	<b>Youth</b>
Employment Rate 2nd Quarter After Exit	77.0%	72.0%	65.0%
Employment Rate 4th Quarter After Exit	78.0%	59.0%	81.0%
Median Earnings 2nd Quarter After Exit	\$7,500	\$7,100	Baseline
Credential Attainment 4th Quarter After Exit	60.0%	67.0%	58.3%

*§679.560(b)(17) Describe the actions the LWDB will take toward becoming or remaining a 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 into the meetings. Both participants and employers will continue to provide board members with first-hand 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.

*§679.560(b)(18) Describe how training services outlined in WIOA sec. 134 will be provided through the use of individual training accounts, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts, and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to 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.

*§679.560(c) Boards may implement a pay-for-performance contract strategy for certain elements, for which the board may reserve and use not more than 10 percent of the total funds allocated to the board under WIOA Section 128(b). Describe any plans the board may have to use pay-for-performance contracts to communicate performance expectations to service providers.*

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 and 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.

*§679.560(c) The local board grant agreements require boards to achieve or exceed a Minimum Training Expenditure Requirement of 60%. Local boards should obligate a minimum of 80% and expend a minimum of 40% of current year funding by the end of the third quarter of the program year. Please report on the local board's expected obligation and expenditure rates for PY 2019.*

The 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 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 board has traditionally used at least 50% of its Adult and Dislocated Worker funds for training. It is anticipated that the board will incrementally increase its participant expenditure amount to 60% by the end of PY21. The board plans to achieve this requirement by establishing minimum expenditure levels in its service provider's contract. The board will also use a monthly desk review process to ensure that expenditures are consistent with the contractual level. Information will be reviewed by the board's monitoring committee who will report the information to the board. 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.

*§679.560(b)(20) Describe how one-stop centers are planning to implement or transition to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by one-stop partners.*

The 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 One-Stops located in Deming, Las Cruces, Silver City, and Socorro, New Mexico.

The 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 Education Services partners because they use different online client management software that does not interface with NMWCOS.

The board through its One-Stop Operator will promote the use of the NMWCOS with workforce partners for referrals, intakes, and case management. They will also evaluate systems and propose an interface system that will work for all partnering programs.

## H. Definitions

*§679.560(c) Because the State has chosen not to define "additional assistance," as it relates to WIOA Youth program eligibility, each local board has the responsibility for determining its own definition of this eligibility category. If the local board wishes to use this eligibility category, a local policy must be developed that specifies what conditions must be met for a youth to require "additional assistance" and what documentation is needed to demonstrate this eligibility category. In each area, not more than five percent of the in-school-youth under WIOA Section 129(3)(B) may be eligible under "individual who requires additional assistance" to complete an educational program or to secure or hold employment. If applicable, provide the definitions the board uses for "requires additional assistance" and a copy of the related local policy as a part of **Attachment A**.*

The board created Policy 18-03.1 Youth Requires Additional Assistance for the WIOA Youth program. This board defines a person who requires "additional assistance" as "an individual (including a youth with a disability) who requires additional assistance to complete an educational program or secure and hold employment." A copy of this policy is listed under Attachment A and contains what conditions must be met for a youth to require "additional assistance" and what documentation is needed to demonstrate this eligibility

category.

*§679.560(c) The state defines “basic skills deficient” for Adults and Youth as follows.*

- *For Adult – An individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.*
- *For Youth – An individual who computes or solves problems, reads, writes, or speaks English at or below the eighth-grade level on a generally accepted standardized test or comparable score on a criterion-referenced test.*

*Please describe the process the board uses to test individuals for basic skills deficiency.*

The board authorizes its service providers to use WorkKeys for determining basic- skills deficiency (BSD) for Adult and Dislocated Worker individuals. A score of 3 or below is considered basic-skills deficient. For youth, the Test for Adult Basic Education (TABE) is used and anything below 8.9 is considered basic- skills deficient. The TABE is administered at intake to all youth participants and is used to determine the need for educational assistance and/or eligibility reasons. The assessment is administered through the Online TABE system through DRC INSIGHT. Youth participants are initially assessed with the locator test that determines the appropriate level of the TABE 11/12 the participant will continue with. TABE results administered by partner agencies for referred participants are used if assessed is within the last six months. Tutoring is provided to participants testing basic skills deficient to increase skills and a post-TABE is administered within 6 months to determine a measurable skill gain of at least one educational functioning level. Post-TABE can continue up until one year of program participation. With the need for remote services, the youth provider is in the process of certifying youth staff to conduct remote proctoring of the TABE assessment.

## **I. Note on Regional Planning**

*The Workforce Innovation and Opportunity Act identifies specific requirements for any planning that will occur across local areas, i.e. “regional areas.” This requirement does not apply in New Mexico as the New Mexico WIOA State Combined State Plan designates our existing four local areas as the regional planning areas; however, LWDBs are encouraged to describe regional economies in their local area and provide strategies of how unique regional economies will be addressed.*

**J. Assurances**

#	Assurance	Indicate Yes or No
1.	<i>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 administrating 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.</i>	<b>Yes</b>
2.	<i>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.</i>	<b>Yes</b>
3.	<i>The LWDB has established a policy to provide to the public (including individuals with disabilities) access to meetings of local boards and local boards, and information regarding activities of local boards, such as data on board membership and minutes.</i>	<b>Yes</b>
4.	<i>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.</i>	<b>Yes</b>
5.	<i>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.</i>	<b>Yes</b>
6.	<i>Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate.</i>	<b>Yes</b>
7.	<i>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.</i>	<b>Yes</b>
8.	<i>The LWDB established procedures that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members.</i>	<b>Yes</b>
9.	<i>Priority of Service for covered persons is provided for each of the Title I programs: and</i>	<b>Yes</b>
10.	<i>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).</i>	<b>Yes</b>

**K. Attachments**

**Attachment A** Provide on a flash drive, copies of all LWDB policies relevant to the implementation of WIOA. (Refer to Section III of these guidelines, Process for Plan Modifications, for information on required updates to this section.) **files are in folder**

**Attachment B** Provide a full roster of local board membership, including the group each member represents. Include a list of all standing committees, along with a description of the purpose of each committee. (Refer to Section III of these guidelines, Process for Plan Modifications, for information on required updates to this section.) **files are in folder**

**Attachment C** Provide a list of the one-stop centers in the local area, including address and phone numbers. Indicate the one-stop operator for each site and whether it is a comprehensive or satellite center. Include a list of the one-stop partners physically located at each of the one-stop centers in the local board area, and the services provided by these partners. **file is in folder**

**Attachment D** Provide copies of any draft or completed cooperative agreements, resource sharing agreements, and memoranda of understanding relevant to the Workforce Innovation and Opportunity Act. **pending**

**Attachment E** Provide the local levels of performance negotiated with the Governor (NMDWS) and chief elected official consistent with WIOA sec. 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA title I subtitle B, and the one-stop delivery system in the local area, for PY 16 and PY 17. (Refer to Section III of these guidelines, Process for Plan Modifications, for information on required updates to this section.) **pending**

**Signatures:**

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Chief Elected Official	Date
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Local Board Chair	Date
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# Program Year 20-21

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