



Building a Skilled & Ready Workforce

For an Ever-Changing Economy in Southwestern New Mexico





Southwestern Area Workforce Development Board

Modified Local Four-Year Plan

July 1, 2016 – June 30, 2020

PY2016 – PY2019

Contact Information

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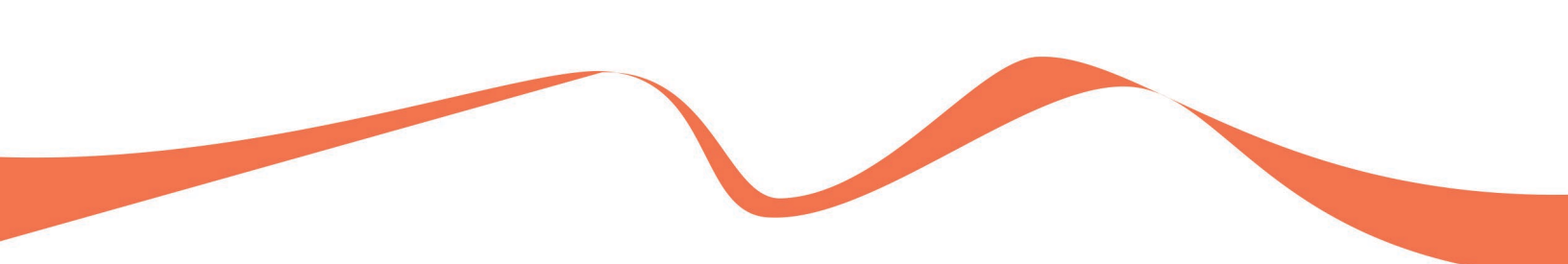
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EXECUTIVE SUMMARY

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

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

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

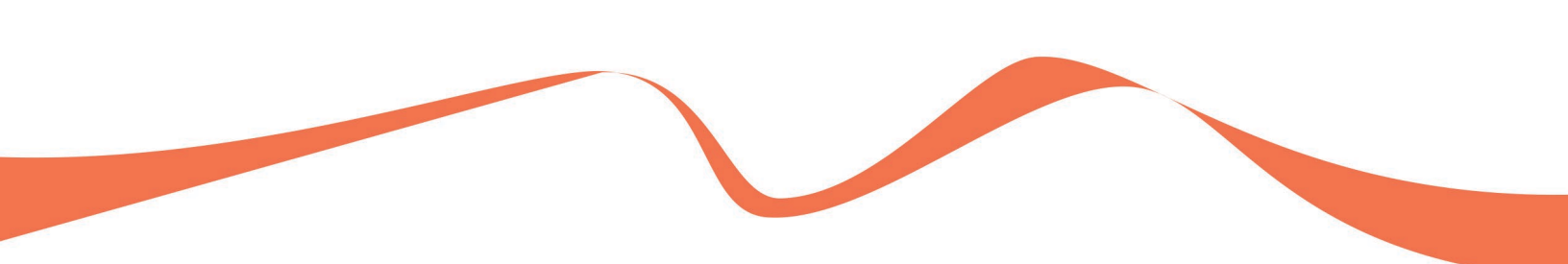
Background and Purpose

"The Workforce Innovation and Opportunity Act (WIOA) reforms planning requirements, previously governed by the Workforce Investment Act of 1998, or WIA, to foster better alignment of federal investments in job training, integrate service delivery across programs, improve efficiency in service delivery, and ensure that the workforce system is job-driven and matches employers with skilled individuals. WIOA addresses the needs of job seekers through establishing a workforce system that helps them access employment, education, training and support services to succeed in the labor market. WIOA addresses employer needs by matching them to the skilled workers they need to compete in the global economy.

Under the leadership of Governor Susana Martinez, New Mexico has created a vision for the state workforce development system which incorporates the critical need for integrating workforce development and economic development activities. The State's approach to the formulation of the State Combined Workforce Plan was one of collaboration and cooperation. As a combined workforce plan state, New Mexico included representatives from the Department of Workforce Solutions, Higher Education Department Adult Education Division, Public Education Department, Division of Vocational Rehabilitation, Commission for the Blind, and Department of Aging and Long-term Services in the preparation of the various drafts of the State Plan. The review of comments, and in discussions regarding the alignment of programs from these organizations. Local areas are required to continue that collaborative process in the formulation of the local plans.

WIOA requires local plans to align with the State's vision as set forth in the Combined State Plan. 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. 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:

- 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
- apply job-driven strategies in the one-stop delivery system
- 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) 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 minimum, local plans must include the provisions in this guidance. “

Guidelines for Developing Workforce Innovation and Opportunity Act (WIOA) Local Plan Modifications Program Years 2016-2019, Version 2.0 Issued PY2018. (Solutions, 2018)

Formulation of the Local Plan

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

The Board’s Planning Committee, who is responsible for the development of the Plan on the Board’s behalf, met at various times in the formulation of the Plan. Partners were engaged at the Planning Committee meetings and via email.

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

Priority Industries

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

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

Integration with Adult Education Services and Vocational Rehabilitation

The Southwestern Area Workforce Development Board’s has accomplished its integration objectives with the adult educational services programs and vocational rehabilitation. The objectives focused on the coordination of adult education services programs and the Division of Vocational Rehabilitation with the Wagner-Peyser and WIOA Title I partners. It also modified its processes under the three-functional service teams (Welcome, Skills Development, Business Services teams) at the workforce centers.

One-Team Approach

The Workforce Innovation and Opportunity Act calls for a fully integrated model with adult education services and vocational rehabilitation to better serve individuals and employers. The One-Team Approach is a “We” concept intended to describe the way staff members think about their workforce partners, as one team. Management from the different partners will develop trainings and practices to incorporate this approach into the workforce system’s daily practices.



Future Developments

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

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

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

###

REQUIRED MODIFICATIONS TO FOUR-YEAR PLAN

Economic Conditions

| | |
|-------------------------------|---|
| \$679.580(b)(1) and (2)(i) | (a) Explanation of any changes in regional labor market and economic conditions, particularly any significant changes in local economic conditions. |
|-------------------------------|---|

During the past two years, the nation has experienced a steady recovery in its economy with the unemployment rate near a 17-year low at 4.1%. However, New Mexico is lagging in its recovery from the recession in comparison to other states.

According to Marketwatch.com, “In seven states, the number of jobs being filled still lags behind the levels set in 2007 before the Great Recession”, according to a recent report from Emsi, the labor market analysis division of jobs website CareerBuilder.

Of those states, Alabama is in last place, with 62,637 fewer jobs in 2017 relative to 2007 levels, representing a 2% deficit.

Other states that still have some ground to make up in terms of their labor market included West Virginia (33,428 fewer jobs), Mississippi (26,666 fewer jobs), and New Mexico (23,422 fewer jobs).

These states were among those that were hardest hit by the recession, and their continued struggles could be a reflection of the continued weakness of their economies. Some of the largest cities in Alabama, for instance, has been beleaguered by low levels of job security.”

States that have not fully recovered from the Great Recession

| State | Size of job deficit | Percentage of jobs still lost, per 2007 levels |
|-----------------------|---------------------|--|
| Alabama | 62,637 | 3% |
| West Virginia | 33,428 | 4% |
| Mississippi | 26,666 | 2% |
| New Mexico | 23,422 | 2% |
| Connecticut | 19,781 | 1% |
| Wyoming | 13,257 | 4% |
| Illinois | 11,682 | 0.2% |
| Source: CareerBuilder | | |

Source: <https://www.marketwatch.com/story/these-7-states-still-have-fewer-jobs-than-before-the-recession-2018-03-10>

Although the rate of recovery has lagged, it does not mean that there have not been positive strides in the Southwestern area of New Mexico. The Southwestern area's unemployment rate has decreased from 7.6% in July 2017 to 5.9% in July of 2018. The local labor force has had a 9.5% increase in weekly earnings since 2013. Most of the growth in the region is largely due to the overall state economy doing better in the oil and gas sectors and the development of the border region between the U.S. and Mexico.

Area Profile for Southwestern, NM

Employment Wage Statistics Table

The table below shows estimated average wage information for the first quarter of 2018.

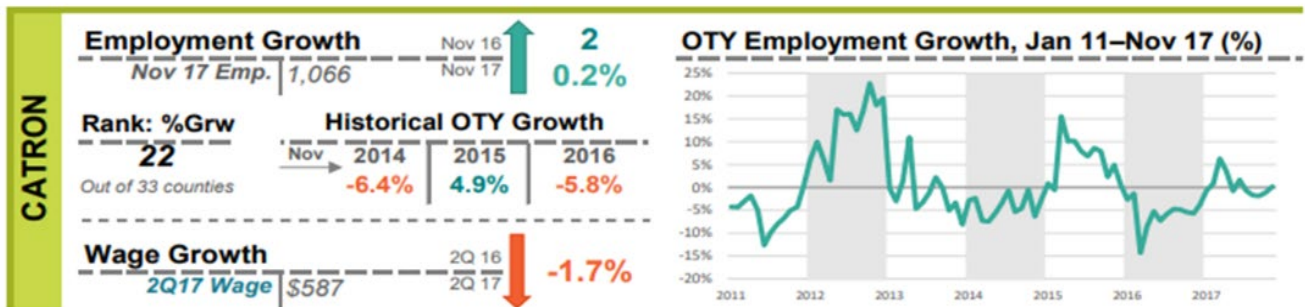
| Area | Number of Employees | Average Hourly Wage† | Average Weekly Wage | Average Annual Wage† |
|--------------|---------------------|----------------------|---------------------|----------------------|
| Southwestern | 98,426 | \$18.18 | \$727 | \$37,804 |
| New Mexico | 810,722 | \$21.55 | \$862 | \$44,824 |

† Assumes a 40-hour week worked the year round.

Source: NMDWS, Quarterly Census of Employment and Wages program
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The area has diversified its economy since the latest economic recession, showing growth in warehousing, agriculture, and health care services. Unfortunately, the population of working age persons has shrunk or become stagnant in most communities within the region. As the economy improves, the Southwest region is showing a shortage in supply and demand within the workforce, especially in the middle skills sector. The problem of demand for specific skilled employees is widening as many companies are expanding to meet the needs of the growing economy.

In the following graphs, four of six counties saw an increase in wages, but only three saw increases in employment growth. As new businesses move into the areas to support emerging trends in the economy, some existing businesses have suffered employee layoffs or have shut down completely.



LUNA

Employment Growth Nov 16 ↑ **244**
Nov 17 Emp. | 8,467 Nov 17 **3.0%**

Rank: %Grw
5
Out of 33 counties

Historical OTY Growth
Nov → 2014 | 2015 | 2016
-0.8% | -2.5% | -1.0%

Wage Growth 2Q 16 ↑ **1.6%**
2Q17 Wage | \$636 2Q 17

OTY Employment Growth, Jan 11–Nov 17 (%)



SIERRA

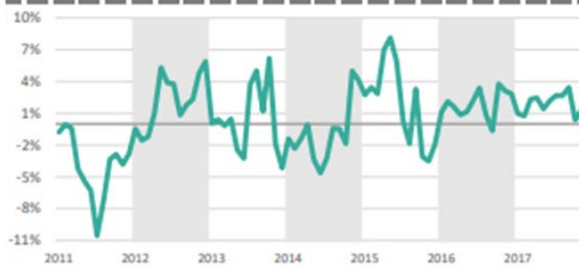
Employment Growth Nov 16 ↑ **48**
Nov 17 Emp. | 3,838 Nov 17 **1.3%**

Rank: %Grw
12
Out of 33 counties

Historical OTY Growth
Nov → 2014 | 2015 | 2016
5.0% | -3.5% | 3.1%

Wage Growth 2Q 16 ↑ **7.8%**
2Q17 Wage | \$610 2Q 17

OTY Employment Growth, Jan 11–Nov 17 (%)



SOCORRO

Employment Growth Nov 16 ↓ **-4**
Nov 17 Emp. | 6,203 Nov 17 **-0.1%**

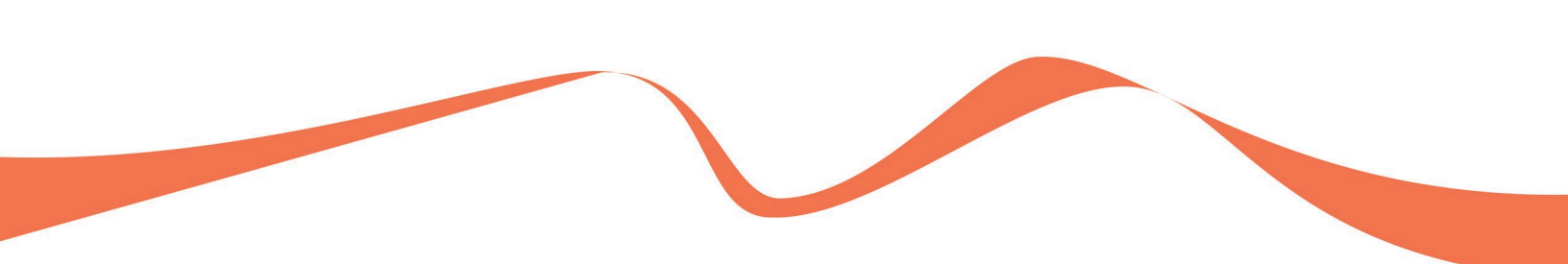
Rank: %Grw
23
Out of 33 counties

Historical OTY Growth
Nov → 2014 | 2015 | 2016
-1.1% | 0.4% | 2.0%

Wage Growth 2Q 16 ↑ **2.6%**
2Q17 Wage | \$712 2Q 17

OTY Employment Growth, Jan 11–Nov 17 (%)





Some notable labor activity has occurred in the last 12 months contributing to the fluctuation in the unemployment rate according to the “*New Mexico Labor Market Review*”. Several new projects are currently being implemented in the region that will improve the economic outlook despite some downsizing of existing companies.

In the last year, Doña Ana County has seen lots of growth with more in the works. In Las Cruces, New Mexico State University leased 2.5 acres of university land for a 120-room hotel. This Courtyard by Marriott is currently under construction and stands next to the Las Cruces Convention Center on University Avenue. Chain dining establishments have opened their doors to Las Cruces including Rudy’s Bar-B-Q, Raising Cane’s Chicken Fingers, and Chipotle. Other chains that have expanded to the City of Crosses include DD’s Discounts, Stanton Optical, Sprouts Farmers Market, and Crunch Fitness. The Spot: Family Entertainment Center just opened its doors on Picacho Avenue. They offer a skating rink, arcade, novelty shop, food court and party rooms.

Farm-to-Table businesses recently opened in Doña Ana County

Las Cruces is giving the downtown Main Street area an overhaul. ThaiIndia closed its restaurant on Picacho Avenue to move over to the revitalized downtown area. The owners are not just re-opening ThaiIndia, but they will also be opening two more restaurants with their own signature flare. Other local businesses that have expanded include Sherwood Cabinetry with a new location on Amador Avenue, and Legacy Pecans opened a new store at the Historic Mesilla Plaza.

With farm-to-table trending, Dragonfly opened its farm-to-table restaurant in 2017 and FARMesilla opened its location offering an inventory of locally-grown items with an outdoor patio.

Sitel, a call center, closed its doors in early 2017. This closure effected 400 employees. On the positive side, another call center, Thomas L. Cardella (TLC) Associates, moved into that same location and hired 350 employees.

In Sunland Park, Stampede Meat, an Illinois-based meat producer, will open a production facility. They are currently hiring to fill 300 positions, but the facility will employ 1,295 workers within the next five years. Residential areas continue to develop in the Sunland Park area with over 1,200 homes that expect to be built in the border plex region. In addition, Santa Teresa welcomes Corrugate Synergies International and the 120 jobs they bring. Their facility will house two subsidiaries: Universal Sheets and Visual Impact Preprint. Other activities in Doña Ana County include Las Uvas Valley Dairy, near Hatch, that filed for bankruptcy. One-hundred jobs were lost.

In Luna County, Sapphire Energy closed production of its algal biorefinery and all 150 employees were affected. The company was purchased by Qualitas Health to produce nutraceuticals.

In Socorro County, Aerojet Rocketdyne offers pressed shape charges for warhead assemblies and energetic systems, and explosives test capabilities. Aerojet Rocketdyne will close its Socorro location at the end of October 2018. An estimated 50 employees will be laid off. New Mexico Gold, LLC is a small family business that creates chili-infused olive oil. They recently purchased New Mexico Salsa Company, relocated from Albuquerque to Socorro, and are expanding. They are looking to hire five people at this time with plans to increase their staff size to 15. Located in the Middle Rio Grande Valley of New Mexico where the climate and dry conditions are ideal for the manufacture of interference filters, Intor, Inc. expanded and added five employees in February 2018.

Solaro Energy, Inc. is the manufacturer of a variety of residential and commercial solar powered lighting and solar powered attic ventilation products. They are expanding and will be adding 10 more people to their company.

A Tractor Supply Co. store is scheduled to open in September 2018. The store plans to hire 12 to 15 employees with firsthand knowledge and expertise in caring for pets, livestock and land.

Gerard Distilling Company will distill whiskey, bourbon and rum. Six acres will be built out over a five-phase process that includes construction of barrel aging houses, planting a vineyard, building a commercial and sauce kitchen, corporate offices, and more. Owner, Gerard, said hiring locally is important. He will be talking with New Mexico Tech, Socorro Consolidate Schools, and offer internships. With electrical and mechanical engineers among the needed staff, Gerard said in the end, employment maybe between 90 and 125 employees. This massive project has been in the-works for several years. Gerard has been working with Christine Logan with economic development and JTIP funds will play a role.

The SAWDB monitors economic changes regularly and adjusts its service delivery models accordingly. For example, in this post-recession economy, the Southwestern region's job growth continues to improve as well as its unemployment rate. What we have learned is that our decision to shift our service models to meet the demands of our changing economy has had a positive effect on our employers, job seekers, and youth. A couple of examples of these changes are the increase of staff to do business consulting services with employers and implementing outreach blitzes to recruit out-of-school youth. In addition, we now have more jobs available and the opportunity to place participants into jobs they trained on. A better economy also helps us retrain or place those who are underemployed. Therefore, it is important to recognize we need to be poised to change our service delivery models and shift them to meet the needs of the economy, employers, job seekers, and youth.

Funding

| | |
|--------------------|---|
| §679.580(b)(2)(ii) | (a) Explanation of any changes in the financing available to support WIOA title I and partner-provided WIOA services. |
|--------------------|---|

The Southwestern Area Workforce Development Board experienced an increase in formula funding for the Title I program from PY17/18 to PY18/FY19. According to the Bureau of Labor Statistics for the period of July 2018, the local area unemployment rate of 4.7% ranks New Mexico 46th out of 50. As shown in the following table, the 38.82% increase in dislocated worker formula funding appears to be a derivative of the state's unemployment rate.

All Title I programs received an increase in funding in the amount of \$1,078,162 for a total amount of \$5,512,564. With a 24.31% overall increase in funding from one year to another, the board has the additional resources to address the unmet needs of employers, job seekers, and youth in the seven-county area of southwestern New Mexico.

| Program Allocation | PY17/FY18 | PY18/FY19 | Change | Percent Change |
|-------------------------------|---------------------|---------------------|---------------------|----------------|
| Administration (10% of Total) | \$ 443,440 | \$ 551,256 | \$ 107,816 | 24.31% |
| Adult | \$ 1,180,517 | \$ 1,339,570 | \$ 159,053 | 13.47% |
| Dislocated Worker | \$ 1,259,003 | \$ 1,747,781 | \$ 488,778 | 38.82% |
| Youth | \$ 1,551,442 | \$ 1,873,957 | \$ 322,515 | 20.79% |
| Total Allocation | \$ 4,434,402 | \$ 5,512,564 | \$ 1,078,162 | 24.31% |

The SAWDB has an opportunity to change its service delivery models because of additional funds in the program. The additional increase in funding not only provides the opportunity for more individuals to attend classroom training, but it affords the program to enroll individuals in on-the-job training. Employers also benefit from cost

reimbursements for customized and incumbent worker training. In addition, more youth can be served, and the Board can create special projects or initiatives to benefit youth, such as the Youth Career Academy.

Board Structure Updates

| | |
|---------------------|--|
| §679.580(b)(2)(iii) | (a) Any changes the LWDB structure, including membership and committees. |
|---------------------|--|

The Southwestern Area Workforce Development Board’s membership has increased to a total of 23 members with nine new members since January 2017.

The Board has six standing committees:

- Disabilities Committee
- Executive Committee
- Monitoring/Performance Committee
- One-Stop/Agency Coordination Committee
- Planning Committee
- Youth and Young Adult Committee

The most updated board membership roster, committee roster, and committee descriptions can be found under **Attachment B** of this plan.

Performance Updates

| | |
|--------------------|---|
| §679.580(b)(2)(iv) | <p>(a) Include any update to Attachment E of this document to reflect negotiated performance measures for PYs 2018 and 2019.</p> <p>(b) Include a chart of past, current, and expected service levels for Adult, Dislocated Worker and Youth for PYs 2016 and 2019.</p> <p>(c) Include changes in strategies to meet local performance goals, as well increased service levels.</p> |
|--------------------|---|

(a) Include any update to Attachment E of this document to reflect negotiated performance measures for PYs 2018 and 2019

The Southwestern Area Workforce Development Board has negotiated performance measures with the State Administrative Entity, as shown on the following table. The measures are based on the entered employment or education in the second and fourth quarters, median earnings in the second quarter, and the credential rate for the WIOA Adult, Dislocated Worker, and Youth programs.

| Performance Levels | PY18 & PY19 Negotiated Goals | | |
|------------------------------------|------------------------------|-------------------|----------|
| | Adult | Dislocated Worker | Youth |
| Entered Employment or Ed (2nd Qtr) | 77.0% | 72.0% | 65.0% |
| Entered Employment or Ed (4th Qtr) | 78.0% | 59.0% | 81.0% |
| Median Earnings (2nd Qtr) | \$ 7,500 | \$ 7,100 | Baseline |
| Credential rate | 60.0% | 67.0% | 58.3% |

(b) Include a chart of past, current, and expected service levels for Adult, Dislocated Worker and Youth for PYs 2016 and 2019

The following table includes the WIOA services provided for the Adult, Dislocated Worker, and Youth by program year. The negotiated performance levels for PY18 and PY19 are based on using PY17 actual outcomes. This method establishes a baseline and considers the service providers' delivery models for PY18 and PY19. The Board's continuous improvement efforts focus on increased efficiencies by leveraging partner resources and developing better collaborative methods of service delivery.

| WIOA PROGRAM - INDIVIDUALS SERVED | ACTUAL | | PROJECTED | |
|-----------------------------------|--------|--------|-----------|--------|
| | PY16 | PY17 | PY18 | PY19 |
| Adult | 298 | 330 | 350 | 360 |
| Dislocated Worker | 42 | 52 | 82 | 90 |
| Youth | 204 | 202 | 354 | 360 |
| Services Provided | 10,145 | 10,686 | 11,060 | 11,447 |

(c) Include changes in strategies to meet local performance goals, as well increased service levels.

The Southwestern Area Workforce Development Board and Service Providers plan to work with all partners to leverage funds and resources to increase service levels and performance measures for all programs. The One-Stop Operator will continue to work with all partners in training staff to qualify them to assist individuals with specific needs. Additionally, they will work with employers in the area to identify the needs and expected outcomes within the region.

The service models include targeting specific populations, such as those on public assistance and low-income individuals, as well as those who are basic-skills deficient. By targeting specific populations, service providers improve their staff's skill levels and quality of service. Additional training with service providers' staff is another key strategy that will affect performance measures. Quality assurance programs at the service provider level will improve performance measures for PY18 and PY19. The programs also include desk reviews of participant files.

Subsequent Local Board Certification

| | |
|--|--|
| §679.350, WIOA §106(e)(2) and §107(c)(2) | <p>As a part of the local plan modification 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> <ul style="list-style-type: none">(i) meet the corresponding performance accountability measures, and(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 mis expended funds provided under WIOA Subtitle B due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration. Include changes in strategies to meet local performance goals, as well increased service levels. |
|--|--|

On February 21, 2018, the Board received notification from the WIOA State Administrative Entity that it has been certified in accordance with the requirements pursuant to WIOA. On August 16, 2018, the Board received the NMDWS Monitoring Report for PY17 identifying the areas of review, findings, observations, and best practice/success stories. The response to the report has been completed and we are awaiting acceptance by the State Administrative Entity.

The Board monitors all provider activities with youth and adult services and regularly meets with them at our monthly meetings and trainings. The staff of the Board is in constant contact with case managers to provide technical assistance as needed to ensure that performance accountability measures are met.

The Board continues to work closely not only with NMDWS Fiscal Monitors, but also the SAWDB’s Independent Auditor. Past Independent Auditor Reports reveal no significant findings. SAWDB strives to maintain sustained fiscal integrity. This is done by continuous monitoring of all SAWDB Sub Recipients, working closely with funding sources, and adhering to applicable laws and regulations (such as Procurement Code Regulation, Code of Federal Regulations, Workforce Innovation and Opportunity Act, etc.) The final corrections for the NMDWS Fiscal Monitor’s Report will be completed by January 31, 2019 and the independent auditor’s final corrections have been addressed and remedied.

The Board is currently certified by the WIOA State Administrative Entity as being compliant with all fiscal integrity standards and policies pertaining to the U.S. Department of Labor and no formal determinations have been issued to the SAWDB.

Required Updates to Attachment A

| | |
|-------------|---|
| §679.560(c) | 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). |
|-------------|---|

As requested, a flash drive containing the local board policies has been submitted with this plan to the WIOA State Administrative Entity.

IFA Update

| | |
|-------------|---|
| §679.560(c) | 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. |
|-------------|---|

The development of the infrastructure funding agreement and its accompanying document, the memorandum of understanding, is complete but lacks signatures from some remaining partners. Links to both documents can be found under **Attachment D**.

With step one being the creation of the MOU, the process took several months to complete. Participation among the partners in its development went well; however, not all the required partners signed the MOU. Twelve of 20 partners have signed the MOU thus far.

The IFA lacks signatures with some partners for the Las Cruces Workforce Center. The State Administrative Entity directed the local workforce boards to first complete the IFA for their comprehensive center before moving onto the affiliate sites. Efforts to obtain signatures continues for the Las Cruces office. The process to execute the IFA for the offices in Socorro, Deming, Silver City, and Truth or Consequences has begun and is expected to be completed by October 31, 2018.

The SAWDB will provide copies of any additional MOUs and IFAs from the affiliate sites in Socorro, Truth or Consequences, Deming, and Silver City, New Mexico, upon their completion. The following table is an updated status report showing the MOUs and IFAs that lack signatures for the Las Cruces Workforce Center.

MOU AND IFA STATUS SHEET

* Co-located in center

Updated: 12/3/2018

| Core Programs/Partners | Organization | MOU | IFA |
|--|---|-------------|--------|
| Adult* | ResCare Workforce Services | Signed | Signed |
| DW* | ResCare Workforce Services | Signed | Signed |
| Youth* | Help - NM, Inc. | Signed | Signed |
| Wagner-Perser & Veterans* | DWS | Signed | Signed |
| VR* | DVR | Signed | Signed |
| AES* | DACC | Signed | Signed |
| | | | |
| Other Req'd Partners | | | |
| UI Benefits* | DWS | Signed | Signed |
| SCSEP | Goodwill Industries of NM | Signed | Signed |
| TAA | DWS | Signed | Signed |
| Reentry Opportunities | Unknown | n/a | n/a |
| Carl D. Perkins | DACC | Signed | Signed |
| HUD | Housing Department | No Response | |
| HSD-CSBG | NM Human Services Department | n/a | n/a |
| HSD - TANF | NM Human Services Department | Signed | Signed |
| Native American | Alamo Navajo (IFA not appl to Las Cruces) | Signed | n/a |
| Job Corps* | Job Corps of El Paso | Pending | |
| YouthBuild | No Youthbuild project in region | n/a | n/a |
| NFJP | HELP - NM, Inc. | Signed | Signed |
| | | | |
| Other Co-located Programs in Center | | | |
| One Stop Operator* | ResCare Workforce Services | Signed | Signed |
| ¹ L&I* | DWS | NA | Signed |
| ¹ UI Tax* | DWS | NA | Signed |
| | | | |

n/a - Partner does not received federal funding or there is not a program in the area

¹NOT A WIOA REQUIRED PROGRAM, BUT CO-LOCATED IN THE LAS CRUCES WORKFORCE CENTER

WIOA Implementation Highlights

| | |
|-------------|---|
| §679.560(c) | Include a section highlighting WIOA implementation accomplishments to date. |
|-------------|---|

The implementation of WIOA, since the approval of the Act, was an on-going process that included a draft of the final rules, guidance letters, and coordination about the workforce board, its required partners, and the State Administrative Entity (SAE).

As part of the implementation process, the Administrative Entity and One-Stop Operator has participated in bi-weekly WIOA Implementation conference calls with the SAE that have provided information and guidance to the local boards.

A key function of the SAWDB, as stated in CFR § 679.370, is to “Lead efforts in the local area to identify and promote proven and promising strategies and initiatives for meeting the needs of employers, workers and job seekers, and identify and disseminate information on proven and promising practices carried out in other local areas for meeting such needs”. Accordingly, the SAWDB establishes specific deliverables in its Requests for Proposals that seek services that align themselves with the priorities of the board. The board also develops policies that support the objectives and goals of the board, which result in more effective outcomes for the participants in the program. The following success stories are examples of the types of outcomes within the program.

IN-SCHOOL YOUTH

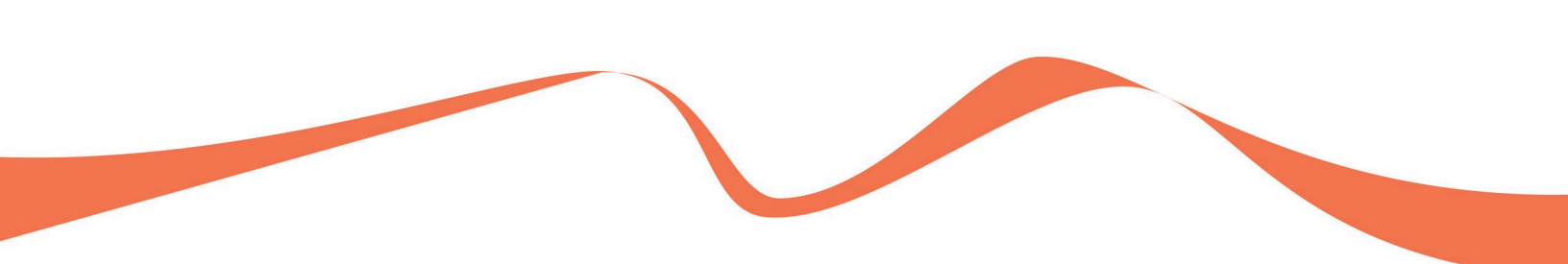
Mark was a senior in high school when he decided he wanted to start working. A friend’s mother referred him to New Mexico Workforce Connection where he received information and enrolled into the Youth program. As a dual-enrolled student, not only was Mark working on his high school diploma, but he was also working on an Associate’s Degree in Welding. He needed income to help pay for some items needed for his welding classes. Nearing graduation, Mark discovered he would need additional funds to pay for his welding certificate and did not see how he could afford it. His case manager at New Mexico Workforce Connection shared with him that he would get an incentive for finishing high school and receiving his diploma. That incentive was exactly what he needed to pay for his welding certification.

OUT-OF-SCHOOL YOUTH

Christina dropped out of high school when she became pregnant. At age 23, she began the Youth program and her work experience was at a lodging business where she worked hard in assorted positions: front desk, housekeeping, laundry, breakfast attendant. Her mentor helped her think about the future and work toward the goal of attending college. With persistence, Christina studied hard, passed all her GED classes on the first try, and moved to Silver City where she is making plans to attend Western New Mexico University.

DISLOCATED WORKER

Katherine is a single mother who was laid off when K-Mart closed. Only a few months after receiving unemployment benefits, Katherine was hired at an insurance agency where she began the OJT program. Her employer was amazed at how quickly Katherine advanced through her training and commented that during every spare moment, Katherine showed initiative in learning as much as she could about the business. Katherine is preparing to take her state exams for insurance sales.



In addition to the success stories, other key accomplishments to-date include the following:

- Creation of mandatory workforce board committees
- Four-Year Plan
- Enhancing and building workforce partner relationships with recurring meetings
- Competitive selection of a One-Stop Operator
- Development of comprehensive One-Stop and affiliate sites
- Local board certification
- Policy development
 - 12-02 Eligibility Policy
 - STAG - Attachment to Eligibility
 - Basic Skills Deficiency Definition for Adults/DW and Youth
 - 13-01 Contract Signature Authority Policy
 - 15-01 Contract Procedure Policy (Not for training contracts)
 - 17-01 Oversight Monitoring Policy
 - 17-03 On-the-Job Training Policy
 - 17-08.2 ITA Policy (Effective 11.01.18)
 - SWAGL 15 - 1 ITA Waiver Request Letter
 - SWAGL 17 - 02 Occupation in Demand/Labor Market Analysis
 - 17-09.1 Supportive Services Policy
 - 17-11 Eligible Training Provider List Policy
 - 17-12 Technical Assistance and Training Policy
 - 17-16 Self-Sufficiency Policy
 - 17-17 One-Stop Delivery System Policy
 - 17-18 Follow-Up Policy
 - 17-19 Electronic Files Content Management
 - 17-20 Incumbent Worker Training Activities
 - 17-21 Performance Policy
 - 17-22 Conflict of Interest Policy
 - 18.01 Contract Approval Authority
 - 18-02 Co-Enrollment Policy
 - 18-03 Youth Additional Assistance Policy

- 18-04 Youth Activities Policy
- 18-05 Referral Process Policy
- 18-06 Veteran’s Referral Process Policy
- 18-07 Use of Assessments Policy
- 18-08 Board Meeting Accessibility Policy
- WIOA Adult and Dislocated Worker Services STAG July 2015
- One-Stop certification – Las Cruces

STRATEGIC PLANNING ELEMENTS

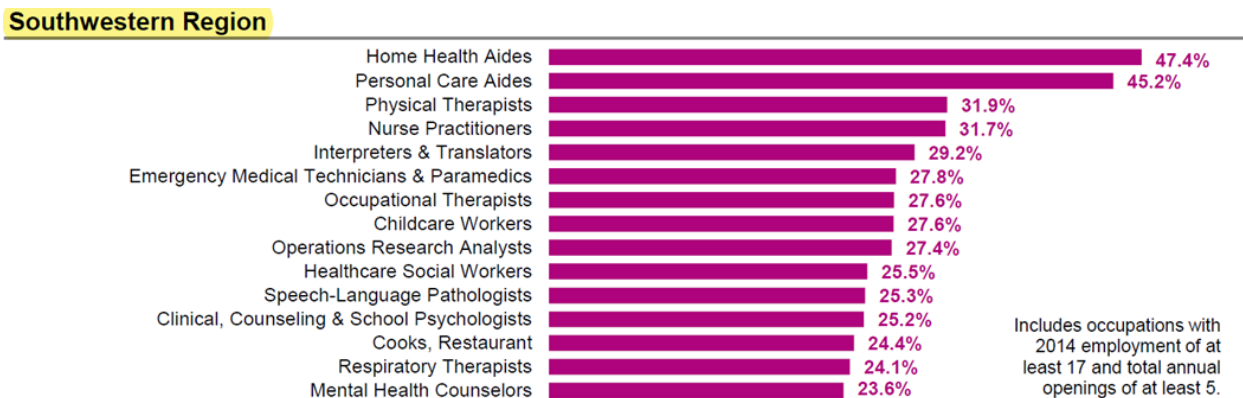
Economic and Workforce Analysis

| | |
|-------------------|--|
| §679.560(a)(1)(i) | Include a regional analysis of economic conditions including existing and emerging in-demand industry sectors and occupations. |
|-------------------|--|

Current labor market information is utilized to create effective workforce and economic development strategies. Using information about existing and projected labor force, industries, and population, the SAWDB can enhance services to guarantee we meet expected demands of the labor market.

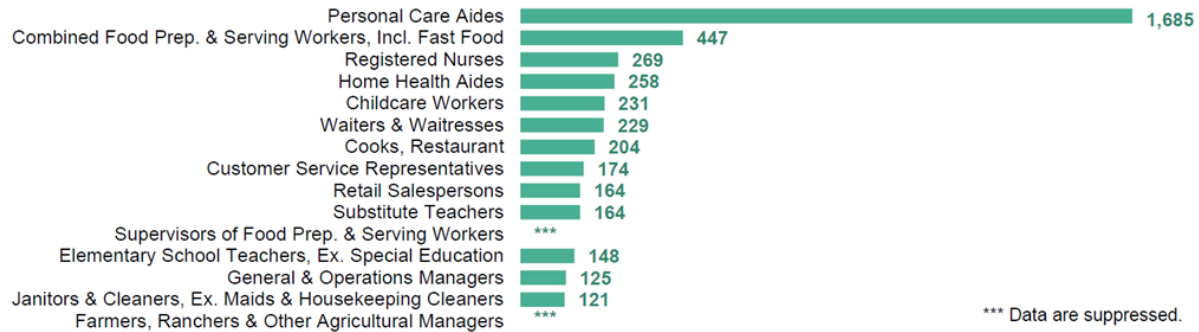
The Southwest region is projected to have the highest percentage of growth in employment (8.8 %) between the years 2014 to 2024. This progress will exceed the growth of all other regions in 11 of the 23 major job sectors. The largest gain is projected to be in the health care and social assistance sectors with transportation, warehousing, agriculture, and forestry service being comparatively strong as well. The slowest growth is projected in the financial, wholesale, and real-estate sectors with the utility, manufacturing, and information sectors expected to shrink during this time. The Southwestern region is the only region in which employment in agriculture is projected to increase.

Specific occupations with the highest projected % employment growth



Specific Occupations with the most projected numeric employment growth 2014-2024

Southwestern Region



Analysis of Employment Needs

| | |
|--------------------|---|
| §679.560(a)(1)(ii) | Include a regional analysis of employment needs of employers in existing and emerging in-demand industry sectors and occupations. |
|--------------------|---|

The economy in New Mexico has seen significant improvement over the last year with projected moderate growth expected for the next several years. New Mexico's seasonally adjusted employment rate was 4.7% in July of 2018 down from 6.1% in July of 2017.

In the Southwest region, the highest growth will be attributed to health care and social assistance in line with the rest of the state. With the expansion of the border region, the Southwestern region will see 8.6% growth in transportation and warehousing. The City of Las Cruces will see a 12.6% increase in the professional, scientific, and technical service sectors. This growth will demand a workforce that has more skills than is currently available in the region. The Southwestern area is below the state average in high school and college attainment, leading to a large skills gap for our employers. Almost half of all future jobs will require skills that our current workforce doesn't possess. Addressing this need will require attention not only to education of our future workers but also to those already in the workforce, as almost 65% of our current workers are working adults that have passed the traditional high school-to-college pipeline.

**The City of Las Cruces
will see a 12.6% increase
in the Professional,
Scientific, and Technical
Service sectors**

The following table shows the past and projected skill attainment levels for the working population in New Mexico aged 20 to 64. The amount of middle and high skilled employees is not expected to meet the demand of the labor market in the next decade. This will leave many high paying jobs unfilled thus causing employers to seek opportunities in other states to fill the gap.

| | 1990 | 2005 | 2020 | Change 1990-2005 | Change 2005-2020 |
|--------------|---------|---------|-----------|---------------------|---------------------|
| Low-Skill | 34.9% | 24.0% | 27.2% | -10.9% | 3.2% |
| Middle-Skill | 38.6% | 41.8% | 45.7% | 3.2% | 3.8% |
| High-Skill | 26.5% | 34.2% | 27.2% | 7.7% | -7.0% |
| Low-Skill | 248,451 | 220,314 | 307,262 | -28,137 | 86,948 |
| Middle-Skill | 274,973 | 383,757 | 516,547 | 108,784 | 132,790 |
| High-Skill | 188,468 | 313,497 | 307,458 | 125,029 | -6,039 |
| Total | 711,891 | 917,569 | 1,131,267 | 205,676 | 213,699 |

Source: Current and past attainment calculated by National Skills Coalition using December 1990 and 2005 CPS data. Current and past total labor force estimated by the New Mexico Department of Workforce Solutions. 2020 attainment projected by National Skills Coalition using demographic data from the December 2005 CPS and population projections calculated by RAND California Statistics.

STAR Occupations are occupations that are projected to be in-demand as well as having a competitive wage amongst all occupations.



High-Demand occupation and a Top Wage occupation



Either a High-Demand occupation and a High-Wage occupation
OR an In-Demand occupation and a Top-Wage occupation



Either a High-Demand occupation and an Education-Wage
occupation OR an In-Demand occupation and a High-Wage
occupation

The following is a list of New Mexico's STAR occupations sorted by openings and wage.



5-Star Occupations

| | Projected Annual Job Openings | Median Annual Wage | Typical Minimum Education Needed |
|------------------------------------|-------------------------------|--------------------|----------------------------------|
| Registered Nurses | 660 | \$64,710 | Bachelor's |
| Electricians | 100 | \$46,250 | High School Diploma |
| Medical & Health Services Managers | 90 | \$87,810 | Bachelor's |
| Insurance Sales Agents | 80 | \$39,080 | High School Diploma |
| Industrial Machinery Mechanics | 80 | \$45,130 | High School Diploma |



4-Star Occupations

| | Projected Annual Job Openings | Median Annual Wage | Typical Minimum Education Needed |
|--|-------------------------------|--------------------|----------------------------------|
| Supervisors of Office & Admin. Support Workers | 230 | \$45,310 | High School Diploma |
| Social & Human Service Assistants | 90 | \$32,480 | High School Diploma |
| Management Analysts | 70 | \$63,220 | Bachelor's |
| Physical Therapists | 70 | \$87,930 | Doctorate/Prof. Degree |
| Education Administrators, Elementary & Secondary School | 60 | \$79,450 | Master's |
| Computer User Support Specialists | 60 | \$43,220 | Some College |
| Pharmacists | 60 | \$119,660 | Doctorate/Prof. Degree |
| Administrative Services Managers | 50 | \$71,900 | Bachelor's |
| Social & Community Service Managers | 50 | \$63,580 | Bachelor's |
| Health Specialties Teachers, Postsecondary | 50 | \$112,680 | Doctorate/Prof. Degree |
| Speech-Language Pathologists | 50 | \$74,120 | Master's |
| Nurse Practitioners | 50 | \$101,990 | Master's |
| Bus & Truck Mechanics & Diesel Engine Specialists | 50 | \$40,580 | High School Diploma |
| Software Developers, Applications | 40 | \$77,590 | Bachelor's |
| Environmental Scientists & Specialists, Including Health | 40 | \$63,530 | Bachelor's |
| Fitness Trainers/Aerobics Instructors | 40 | \$34,890 | High School Diploma |
| Education Administrators, Postsecondary | 30 | \$80,890 | Master's |
| Personal Financial Advisors | 30 | \$95,140 | Bachelor's |
| Computer Systems Analysts | 30 | \$71,040 | Bachelor's |
| Dentists, General | 30 | \$163,040 | Doctorate/Prof. Degree |
| Occupational Therapists | 30 | \$78,790 | Master's |
| Respiratory Therapists | 30 | \$53,730 | Associate's |
| Dental Hygienists | 30 | \$84,940 | Associate's |
| Heating, Air Conditioning & Refrigeration Mechanics & Installers | 30 | \$40,590 | Non-Degree Award |
| Machinists | 30 | \$47,200 | High School Diploma |
| Machine Feeders & Offbearers | 30 | \$42,860 | No Formal Education |



3-Star Occupations

| | Projected Annual Job Openings | Median Annual Wage | Typical Minimum Education Needed |
|--|-------------------------------|--------------------|----------------------------------|
| Elementary School Teachers, Except Special Education | 240 | \$56,750 | Bachelor's |
| Secondary School Teachers, Except Special/Career/Technical | 200 | \$52,920 | Bachelor's |
| Middle School Teachers, Except Special/Career/Technical | 120 | \$50,900 | Bachelor's |
| Child, Family & School Social Workers | 60 | \$38,200 | Bachelor's |
| Clinical, Counseling & School Psychologists | 50 | \$63,850 | Doctorate/Prof. Degree |
| Educational, Guidance, School & Vocational Counselors | 50 | \$50,070 | Master's |
| Healthcare Social Workers | 50 | \$48,700 | Master's |
| Kindergarten Teachers, Except Special Education | 50 | \$52,870 | Bachelor's |
| Medical & Clinical Laboratory Technologists | 50 | \$47,020 | Bachelor's |
| Emergency Medical Technicians & Paramedics | 50 | \$32,380 | Non-Degree Award |
| Mental Health Counselors | 40 | \$33,440 | Master's |
| Mental Health & Substance Abuse Social Workers | 40 | \$37,050 | Bachelor's |
| Loan Officers | 30 | \$46,480 | Bachelor's |
| Special Education Teachers, Secondary School | 30 | \$51,050 | Bachelor's |
| Medical & Clinical Laboratory Technicians | 30 | \$38,520 | Associate's |

Knowledge and Skills Needed

| | |
|----------------|--|
| §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. |
|----------------|--|

Over the next 10 years, employers' needs will be formed by technological advances and changes in our demographics within Southwestern New Mexico. Addressing these needs will require taking a spotlight on the skills and preparation of the workforce, particularly our ability to adapt to changes as they emerge. Tomorrow's workforce will not only need to be trained at a skill but will also need to continue to train for their entire working career to stay employed.

Area Profile for Southwestern, NM

Advertised Job Certifications Table

The table below shows the top advertised certification groups found in job openings advertised online in Southwestern, NM in July, 2018.

| Rank | Advertised Certification Group | Advertised Certification Sub-Category | Job Opening Match Count |
|------|--|---------------------------------------|-------------------------|
| 1 | Basic Life Support (BLS) Certification | Medical Treatment and Therapy | 772 |
| 2 | Certification in Cardiopulmonary Resuscitation (CPR) | Nursing | 594 |
| 3 | Advanced Cardiac Life Support Certification (ACLS) | Nursing | 496 |
| 4 | Commercial Drivers License (CDL) | Ground Transportation | 464 |
| 5 | Pediatric Advanced Life Support (PALS) | Medical Treatment and Therapy | 193 |
| 6 | Certified Nursing Assistant (CNA) | Nursing | 96 |
| 7 | American Osteopathic Association Board Certification | Medical Testing | 85 |
| 8 | National Board for Respiratory Care | Medical Treatment and Therapy | 50 |
| 9 | Security+ Certification | Information and Cyber Security | 43 |
| 10 | Emergency Medical Technician (EMT) | Fire Rescue | 43 |

Source: Online advertised jobs data
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Area Profile for Southwestern, NM

Work Experience of Jobs and Candidates Table

The table below shows the minimum required work experience on job openings advertised online, as well as the experience level of potential candidates in the workforce system that are looking for jobs in Southwestern, NM on August 20, 2018 (Jobs De-duplication Level 2).

| Rank | Experience | Job Openings | Percentage of Job Openings | Potential Candidates | Percentage of Potential Candidates |
|------|---------------------|--------------|----------------------------|----------------------|------------------------------------|
| 1 | Entry Level | 101 | 2.91% | 0 | N/A |
| 2 | Less than 1 year | 56 | 1.61% | 1,059 | 10.31% |
| 3 | 1 Year to 2 Years | 3,236 | 93.12% | 792 | 7.71% |
| 4 | 2 Years to 5 Years | 68 | 1.96% | 1,702 | 16.57% |
| 5 | 5 Years to 10 Years | 13 | 0.37% | 1,859 | 18.09% |
| 6 | More than 10 Years | 1 | 0.03% | 4,862 | 47.32% |

Job Source: Online advertised jobs data

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

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Analysis of Regional Workforce

| | |
|----------------|--|
| §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. |
|----------------|--|

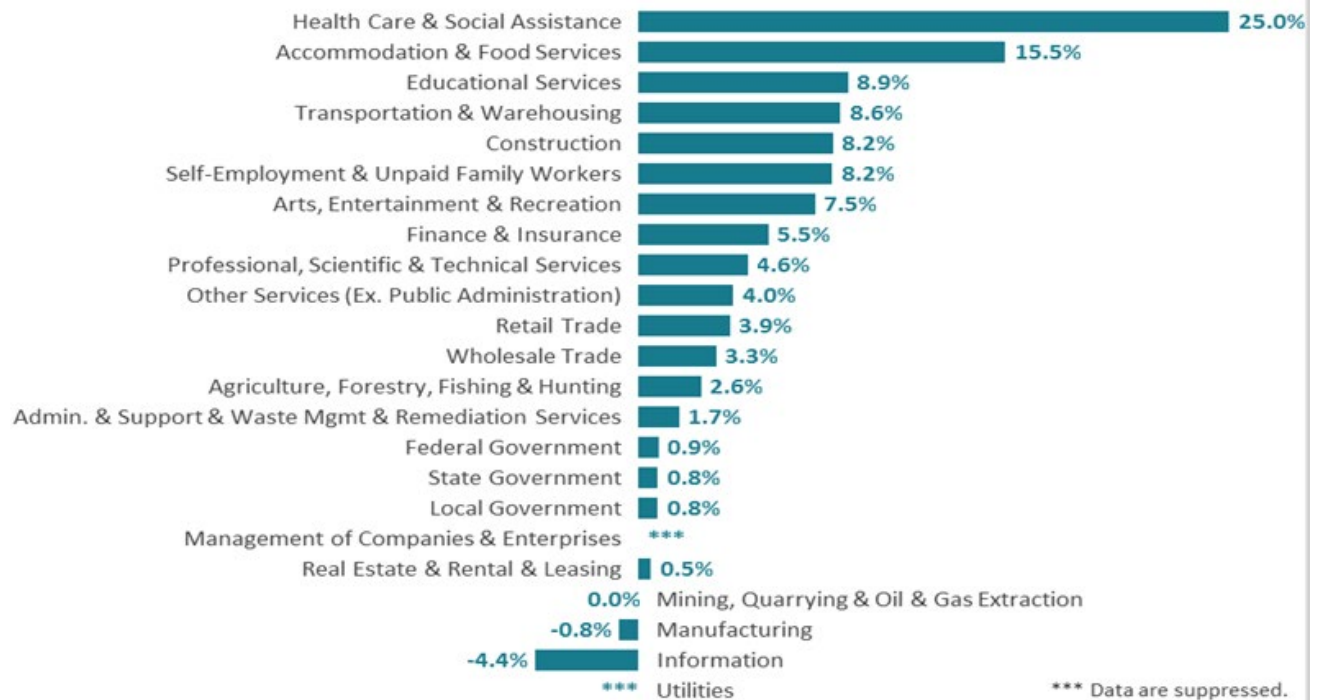
In July of 2018 the Southwestern region shows an unemployment rate of 5.9%, down from 7.6% in July of 2017. Much of the growth can be attributed to the employment increases in health care services as well as the accommodation and food services. The region has also seen slight improvement in many areas of the major industry sectors specifically in the Las Cruces MSA. As the employment growth is expected to rise over the next several years, the region will need the labor force to grow concurrently.

PROJECTED GROWTH BY REGION

New Mexico's 2014 employment of 853,914 is projected to grow to 919,743 by 2024. This increase represents an additional 65,829 jobs and 7.7 percent growth. Of the state's four workforce regions, the Southwestern Region is projected to experience the highest percentage growth (8.8 percent). Growth in the Las Cruces MSA (9.6 percent) is anticipated to be the primary driver of that region's growth. The MSA also has the highest projected percentage growth across the state's four MSAs. The largest numeric growth is, unsurprisingly, anticipated to occur in the state's most populated region (Central) and MSA (Albuquerque). The Eastern Region is projected to experience the lowest percentage growth (6.7 percent), which reflects the recent losses in the oil and gas extraction subsector. It's also interesting to note that the state's four MSAs are projected to see higher percentage growth in employment than the state overall. Growth is projected to be strongest in New Mexico's urban areas and less robust in its rural areas.

| Projected Employment Growth by Substate Area 2014–2024 | | | | | |
|---|---------------------|---------|---------|--------|------|
| | | 2014 | 2024 | # | % |
| REGIONS | New Mexico | 853,914 | 919,743 | 65,829 | 7.7% |
| | Central Region | 382,678 | 413,334 | 30,656 | 8.0% |
| | Eastern Region | 145,542 | 155,242 | 9,700 | 6.7% |
| | Northern Region | 199,269 | 214,685 | 15,416 | 7.7% |
| | Southwestern Region | 106,088 | 115,421 | 9,333 | 8.8% |
| MSAs | Albuquerque | 382,678 | 413,334 | 30,656 | 8.0% |
| | Farmington | 53,266 | 57,630 | 4,364 | 8.2% |
| | Las Cruces | 76,037 | 83,301 | 7,264 | 9.6% |
| | Santa Fe | 64,841 | 70,201 | 5,360 | 8.3% |
| | | | | | |

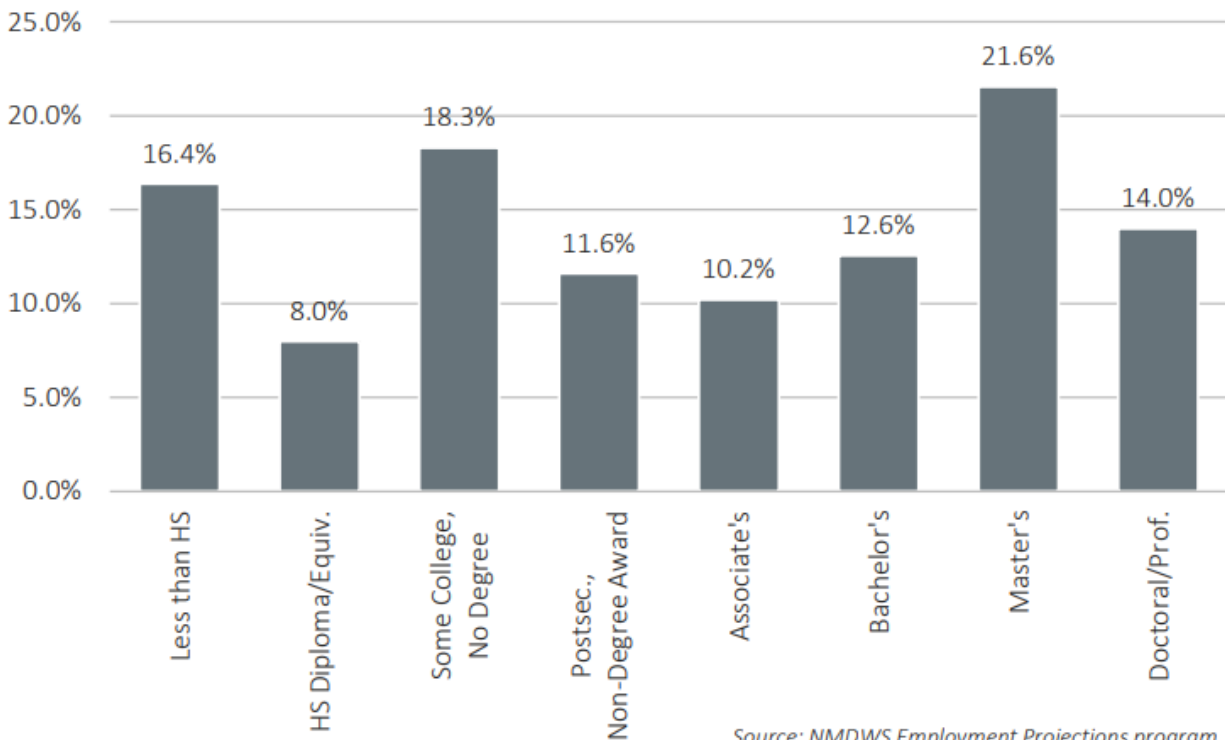
Projected Percentage Employment Growth by Major Industry Southwestern Workforce Region, 2014–2024



By the year 2022, occupations that require a high school diploma are expected to grow by 11.6%, however jobs that require a bachelor's degree will rise by 12.6% and jobs requiring a master's degree will rise by 21.6%. This trend will continue into the foreseeable future.

Educational attainment of the labor force is important to continuing economic development in the region. Businesses looking to expand in the southwest part of the state will be looking for an educated workforce before they invest in a community. The goal of the Southwestern Area Workforce Development Board is to work with our partners to achieve the needed level of education to attract and grow businesses in our region and to improve employment opportunities for our workers.

Employment Growth by Educational Attainment Required New Mexico, 2012–2022




Low-income workers in the Southwestern area face multiple barriers to career advancement. In most of our rural communities, rural workers lack supportive services that can limit them from obtaining meaningful employment. The lack of public transportation, training facilities, and affordable childcare can keep working age people out of the labor market or restrict them from career advancement jobs. Other barriers such as a lack of English proficiency, criminal record, or a lack of documentation can keep them out of the workforce altogether.

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. |
|----------------|---|

The workforce development activities delivered by the workforce partners within the region have worked to promote the New Mexico Workforce Connection as the region's workforce expert, helping hundreds of employers connect with thousands of job seekers each year. Offering innovative solutions to assist businesses with their



success in today's highly competitive workforce, while providing the tools job seekers need to find employment or advance in their current careers. Its activities, assisting thousands of customers, serve as a testament to the implementation of WIOA by the workforce partners within the workforce system.

The following analyzes the background of the system and the region's strengths in the development of services provided to customers and weaknesses.

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act by a wide bipartisan majority; it is the first legislative reform in 15 years of the public workforce system.

WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973, and took effect on July 1, 2015.

New Mexico Workforce Connection Center, formerly referred to as the Labor Department, is a one-stop center that houses an assortment of workforce partners to provide the workforce needs of the community. Not all communities have a workforce center or office, and not all workforce centers house all the workforce partners. 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.

Strengths

Throughout the years, the workforce partners have been responsive to the needs of the region and developed services that meet the needs of employers, job seekers, and youth through the collaboration of partners. As such, the following outlines the strengths of the southwest region's:

- People and talent
- Workforce staff
- Employers
- Partnerships
- Government resources and officials
- Government support systems
- Educational partners
- Eligible training providers
- Actively engaging employers
- Menu of services (listed and described below)



EMPLOYER SERVICES

New Mexico Workforce Connection's menu of employer services include, but are not limited to:

- Posting job openings and internships
- Candidate searches
- Pre-screened job applicants
- Search for veteran candidates
- Learning recruiting strategies
- Searching labor market information
- Visiting with unemployment insurance representatives
- Participating in or holding a hiring event at workforce center
- Skills assessment testing for candidates
- Using conference rooms to interview candidates
- Getting training cost reimbursement
- ACT WorkKeys® and Provelt! assessments for candidates and current employees
- Interpreter services

With the New Mexico Workforce Connection Online System (NMWCOS), employers can post job openings at no charge, 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.

Customized training is a program that reimburses employers 50% of their training costs. For example, if current staff needs to learn the new features of Microsoft Office, need to obtain OSHA certifications, or other types of training, the employer could be reimbursed for those costs.

JOB SEEKER SERVICES

New Mexico Workforce Connection's menu of job seeker services include, but are not limited to:

- Viewing available job postings
- Putting together an effective résumé
- Exploring career interests

- Learning about jobs in-demand and rates of pay
- Getting an assessment of one's skills
- Veteran employment services
- High School Equivalency (HSE) classes for those who do not have a high school diploma or equivalent
- English as a second language classes for those who want to learn English
- Computer skills classes in English and Spanish
- Transitioning support into higher education
- Military assessment preparation
- Medical, psychological, and vocational evaluations
- Medical and psychological treatment
- Helping with expenses due to participation in rehabilitation
- Transition-to-work services for high school students with disabilities
- Supported employment for those with severe disabilities
- ACT WorkKeys® and Provelt!® assessments
- Rehabilitation technology
- Occupational licenses, tools, and other equipment
- Interpreter services
- Special modifications to vehicles for vocational rehabilitation customers

The New Mexico Workforce Connection Centers are not just a place for employers to visit with unemployment insurance-related issues, but employers may also hold hiring events, interview candidates, set up skills assessment tests with potential candidates, and more.

With the Tuition Assistance program, qualified applicants could receive up to \$15,000 in tuition assistance to help for educational needs, depending on field of study. This amount can cover tuition fees, books and supplies. This is not a scholarship. The student would not receive a check for the qualified amount. Payments go directly to the student's account at the educational institution.

YOUTH SERVICES

The focus of the Youth program is to increase longer-term academic and occupational learning opportunities. The Youth program is designed to prepare youth to enter either postsecondary education, training, or employment upon completion of their secondary education. Youth will learn workforce readiness skills under the "Skills to Pay the Bills" curriculum. They will also receive Job Readiness training which consists of learning the fundamental expectations that employers have with employees such as dressing appropriately for the job, arriving to work ahead of time, notifying the employer of an absence or tardiness as well as how to work with others. Eligible Youth are offered the opportunity to gain paid or unpaid work experience with a participating employer in the community.

New Mexico Workforce Connection's menu of youth services include, but are not limited to:

- Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies
- Alternative secondary school services, or dropout recovery services, as appropriate
- Paid and unpaid work experiences
- Occupational skill training
- Education offered concurrently with, and in, the same context as workforce preparation activities and training for a specific occupation or occupational cluster
- Leadership development opportunities
- Supportive services
- Adult mentoring
- Follow-up services
- Comprehensive guidance and counseling
- Financial literacy education
- Entrepreneurial skills training



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

Activities that help youth prepare for, and transition to, postsecondary education and training

Definitions for In-School and Out-of-School Youth

An **in-school youth** is an individual who is attending school, not younger than age 14 or older than age 21, low-income, and has one or more of the following barriers:

- Basic skills deficient
- An English language learner
- An offender
- A homeless child or youth, a runaway, in foster care, or has aged out of the foster care system, or in an out-of-home placement
- Pregnant or parenting
- A youth with a disability
- An individual who requires additional assistance to enter or complete an educational program or to secure or hold employment

An **out-of-school youth** is an individual who is not attending any school, not younger than age 16 or older than age 24 and has one or more of the following barriers:

- School dropout
- Within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter
- Recipient of a secondary school diploma or its recognized equivalent who is low-income and basic skills deficient or an English language learner
- Subject to the juvenile or adult justice system
- A homeless youth, a runaway, in foster care or has aged out of the foster care system, or in an out-of-home placement
- Pregnant or parenting
- An individual with a disability
- Low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment

Weaknesses

The workforce region has experienced its fair share of barriers that limit the workforce system in its ability to reach the idealistic levels. However, those in the workforce system continuously evaluate it and act to optimize service levels despite the barriers. The following are a list of weaknesses (barriers) in the workforce system.

- 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
- Job opportunities in small communities

MASTER SUMMARY REPORT

The following table contains a summary report that provides a snap-shot 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, 2017 through June 30, 2018 for the entire seven-county area of Southwestern New Mexico.

Master Summary Report by LWIA

- Region/LWIA: Southwestern Area Workforce Development Board
- Date range: 07/01/2017 - 06/30/2018

| Summary | Total |
|---|---------|
| Total number of Individuals that Registered | 4,413 |
| Total number of Individuals that Logged In | 11,530 |
| Total number of Distinct Individuals Receiving Services | 14,313 |
| Total number of Services Provided to Individuals | 135,883 |
| Total number of Internal Job Orders Created | 4,097 |
| Total number of Internal Job Referrals | 12,704 |
| Total number of Services Provided Employers | 27,950 |

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. |
|----------------|---|

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:

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

Strategic Vision: Membership with chambers of commerce and business associations throughout our region keeps staff informed of chamber-sponsored events. Attending these events is an excellent method of engaging with multiple employers in a single setting, showing support for individual businesses at events such as ribbon cutting and grand openings, and showing support and involvement in the communities. Having a presence at job/career fairs is another method of engaging with employers to help strengthen relationships with businesses.

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.

Strategic Vision: The Southwestern Area Workforce Development Board created the Joint Economic Training (JET) Fund with Mesilla Valley Economic Development Alliance (MVEDA). The JET Fund will be deployed throughout the entire Southwestern region. When employers consider moving or developing in the region, economic development offices may use the JET Fund to help the prospective new businesses choose to locate in our area. The JET Fund will introduce employers to the WIOA On-the-Job Training program which could help employers save thousands of dollars on the training costs of their new employees. WIOA funds are utilized, economic development offices bring employers to the region, jobs are created, and the economy benefits. When employers have a successful experience with New Mexico Workforce Connection, they will return to utilize other services: posting jobs, pre-screened candidate search, customized training, and more.

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.

Strategic Vision: In addition to on-going youth programs, the Summer Youth Initiative went into play during the 2017 summer in the southwestern area. In summer of 2018, a variation of the Summer Youth Initiative, sparked the Youth Career Academy. During the concept phases for each of these programs, the SAWDB Youth and Young Adult Committee met multiple times and opened the floor to ideas from the public. Among the public were youth and adult service providers, supporting the end goal of co-enrollment of the youth participants into the adult programs.

These open communication settings have increased the collaborative relationship between the youth and adult service providers. The Southwestern Area Workforce Development Board recognizes this as an effective method and would like to continue to provide similar opportunities for future successes.

The transfer of out-of-school youth into adult service programs is not only beneficial to the service providers of both programs, but to the youth participant as well. A new workforce partner in the southwestern area is the New Mexico Youth Challenge Program with the National Guard. The program targets out-of-school youth age 16-18 with the goal of providing education and the necessary life skills to become a productive citizen with a sustainable future. This program does not assist with career exploration or job readiness. Once the youth completes the Youth Challenge Program, New Mexico Workforce Connection can receive the participant for career path assistance.



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

Strategic Vision: For the Summer Youth Initiative mentioned under Goal 3, both in-school youth and out-of-school youth were recruited for this limited-time program; many of whom were current youth participants. For the Youth Career Academy, out-of-school youth are the priority target.

The Summer Youth Initiative recruited both in-school and out-of-school youth

Both programs were structured in phases. Classroom Training involved career exploration, financial literacy training, soft skills training, computer literacy classes, and more. The Work Experience phase had participants working in different positions within a business and job shadowing. On-Site Campus Visit is another Phase. Supportive Service are available to those who need it. Monetary milestone incentives are provided throughout the program.

These short-term programs offer additional services to current youth participants beyond what they were already receiving. Recruiting existing participants helps build a stronger relationship with youth and New Mexico

Workforce Connection by showing youth that New Mexico Workforce Connection wants to do more to seek out those who qualify and provide additional education and training not offered through the regular WIOA youth programs.

Workforce partners also play a role with strengthening the relationship between youth and the workforce system. Having workforce partners knowledgeable about the services available by other partners, improving communications, and a better referral system will prevent participants from getting lost in the workforce system. With enrolling a participant in a youth program, and having the help of multiple workforce partners, New Mexico Workforce Connection can provide years of assistance: (for example) from high school to choosing a career path, to attending college, to attending job readiness workshops, to beginning a new career, to receiving any family assistance, to customized training for career advancement. There is a lifetime of assistance available through 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.

Strategic Vision: Provide classroom training, as well as online training that can be stored and replayed at www.employnm.com for the onboarding of new personnel and periodic refresher training for existing personnel, as well as providing on-going professional development workshops for board members both online and in-person settings.

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

Strategic Vision: As required in the Workforce Investment Act, migrant and seasonal farm worker initiatives will be established through collaborative efforts with other agencies to provide farm workers the opportunity to learn additional job skills for higher paying occupations.

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

Strategic Vision: The Southwestern Area Workforce Development Board will make efforts with local, state and federal agencies to obtain adequate facility space to serve its business and job seeking customers.

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

Strategic Vision: An updated, more inviting welcome area, common intake method, better referral system, a unified or shared system where all partners have access to participant information, ADA compliant facilities and equipment are some ideas envisioned for the future of southwestern area workforce centers. The workforce board, along with the One-Stop Operator, will explore options to increase the visual appeal of a more inviting facility, and technological methods to provide a faster and seamless referral system.

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.

Strategic Vision: The Alamo Navajo Reservation is in a very remote location. The Southwestern Area Workforce Development Board will make efforts to increase transportation availability from the Alamo Navajo Reservation to Socorro where participants can gain their work experience. The Board will also explore options to help increase available classes to the Reservation whether it be in-person instruction or by remote through web-based technology.

To provide services to Catron County, employees from the Silver City workforce center travel to Reserve, Quemado, and other communities, but do not have office space. The Board will communicate with the service providers and the communities in Catron County to explore options.

In Hidalgo County, the Youth service provider has a small office in Lordsburg. Staff for the WIOA Adult and Dislocated Worker programs, and for the Wagner-Peyser program travel from Luna County to provide services but do not have an office. The Board will communicate with service providers to explore options.

It has been identified that a need for workforce services in southern Doña Ana County exists. The Board will communicate with workforce partners, local, state, and federal agencies to explore options.

Goal 10 – Develop Customized Workforce Development Plan by County

Strategic Vision: The Board has passed a resolution to develop customized workforce development plans by county that will help community and state leaders, stakeholders, workforce partners and the public understand the needs of each respective county and how the needs are be addressed.

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

Strategic Vision: The Southwestern Area Workforce Development Board will make efforts to strengthen relationships with the schools educating pre-kindergarten through 12th grade throughout the region. The Board has recognized that providing youth with life skills, career exploration, financial literacy education, career path guidance, and more needs to begin at an age younger than high school age. This package of how-to knowledge is an invaluable investment to one's life success and will have a positive impact in the local workforce and economy.

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

Strategic Vision: The Southwestern Area Workforce Development Board will seek, identify, enroll and assist qualified individuals who have exhausted their financial resources and are close to the completion of their degrees or other credentials. The credentials must qualify for an in-demand occupation at the time of enrollment.

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

Strategic Vision: Bring awareness of underemployment in the economy, create a team comprised of business, economists, and workforce partners to design innovative initiatives for the workforce system to deploy

Overall Strategies with Workforce Partners

| | |
|----------------|---|
| §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 Southwestern Area Workforce Development Board's overall strategy for working with the entities that carry out the Core programs and to align the available resources in the local area to achieve the strategic vision and goals begins with the convening of Core partners, then the additional partners.

In the Southwestern area, the Core partner's priority is to evaluate where they stand in relation to the overall expectations of WIOA and how they can align their resources accordingly.

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

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

The Core partners should consider the co-location of partners at existing workforce centers, determining whether workforce centers can be comprehensive or satellite sites, assisting in the development of the partner MOU, participating in the development of outreach materials, and reviewing the following strategic areas:

- Establish a common vision
- Establish a common mission
- Establish common goals
- Identify the strategies to accomplish the common goals
- Create action steps or plans

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

OPERATIONAL ELEMENTS

Local Workforce System Structure

| | |
|-------------|---|
| §679.550(c) | 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. |
|-------------|---|

LOCAL BOARD AREA PROFILE

The Southwestern region is comprised of 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.



MAJOR EMPLOYERS

The following table shows ten employers with the highest number of job openings advertised online in Southwestern New Mexico on August 21, 2018 (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.

| Rank | Employer Name | Job Openings |
|------|---|--------------|
| 1 | LifePoint Health, Inc. | 158 |
| 2 | Community Health Systems, Inc | 157 |
| 3 | Las Cruces Public Schools | 132 |
| 4 | Gadsden Independent School District | 121 |
| 5 | The State of New Mexico | 67 |
| 6 | Gila Regional Medical Center | 63 |
| 7 | Tresco, Inc. | 56 |
| 8 | TravelCenters of America, LLC | 54 |
| 9 | Army National Guard | 53 |
| 10 | The Evangelical Lutheran Good Samaritan Society | 50 |

Source: NM Department of Workforce Solutions, Online advertised jobs data
Downloaded: 08/22/2018 10:05 AM



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/

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/

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

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

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.

TRAINING INSTITUTIONS

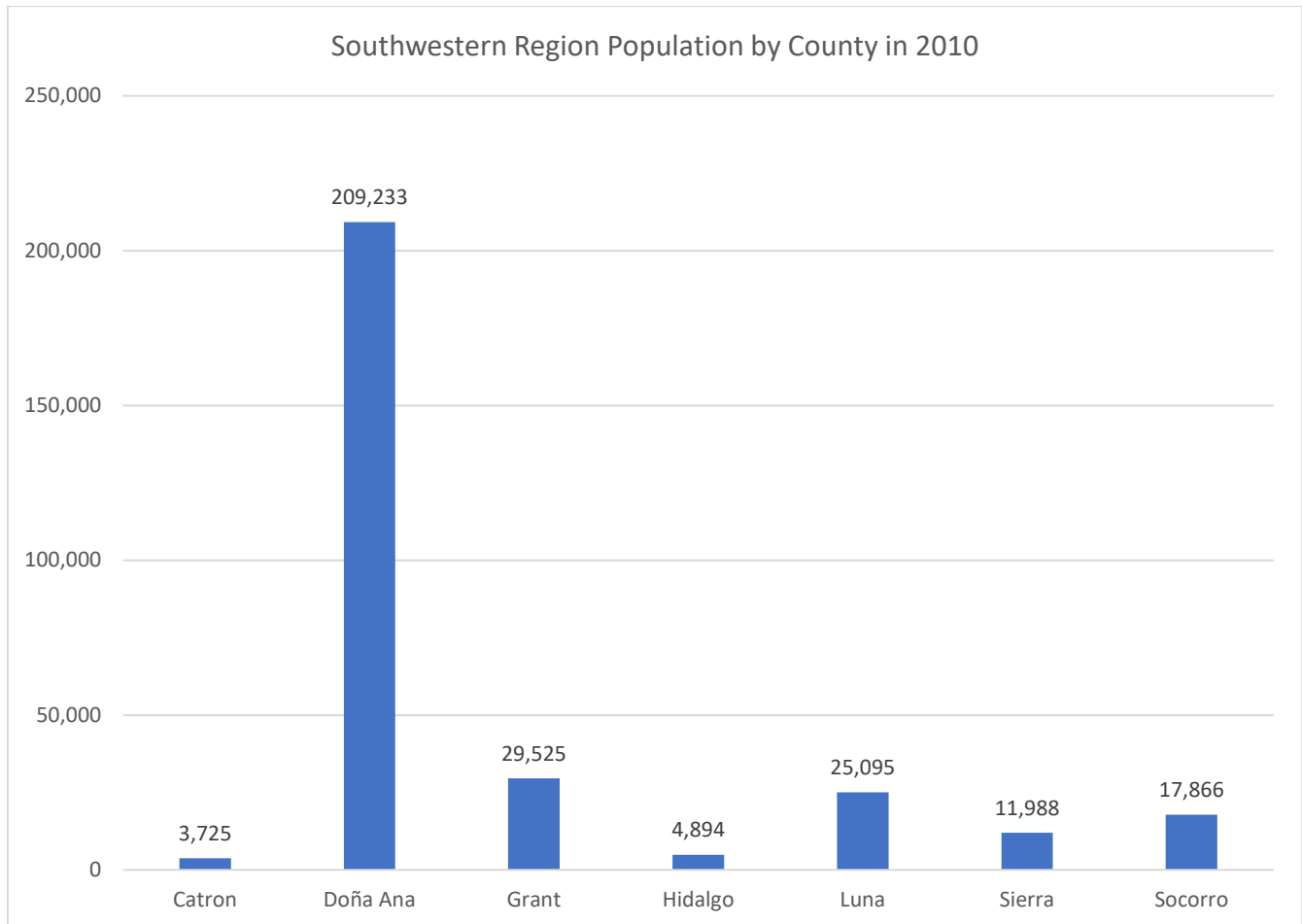
The Southwestern Area Workforce Development Board plans to continue to use the State's web-based eligible training provider lists. Prospective and current providers will access the applications to become eligible providers via the State website (<https://www.jobs.state.nm.us/>). Applications for training 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 chart is a current partial list of Eligible Training Providers for the Southwestern area.

| ID | Provider Name | Provider Address |
|------|--|---|
| 1107 | Computer Career Center - C399 | 850 N. Telshor Blvd., Ste. E, F, G Las Cruces, NM 88011 |
| 1454 | Computer Labs Inc. - C133 | 1155 McNutt Rd. Sunland Park, NM 88063 |
| 28 | Doña Ana Community College of NMSU - C16 | 3400 S. Espina St. MSC 3DA, P.O. Box 30001 Las Cruces, NM 88003 |
| 3328 | Glitz, Inc. | 2460 Missouri Ave. Las Cruces, NM 88001 |
| 46 | International Schools - C144 | 141 Quinella Rd, Sunland Park, NM 88063 |
| 3455 | Mountain View Vocational Institute | 3201 Alabama St. El Paso, TX 79930 |
| 76 | NM State University Las Cruces - C71 | 1600 University Ave., Suite B Las Cruces, NM 88003 |
| 80 | NM Tech - C318 | NM Tech Physical Plant, Buck Wolfe Socorro, NM 87801 |
| 500 | Olympian University of Cosmetology - TAA | 1460 Missouri Las Cruces, NM 88001 |
| 3392 | Southern New Mexico Project, Inc. | 209 Linda Vista Dr. Sunland Park, NM 88063 |
| 124 | Western NM University -C33 | 1000 College Ave./P.O. Box 680 Silver City, NM 88062 |
| 3536 | Western Technical College | 94551 Diana Dr. El Paso, TX 79924 |

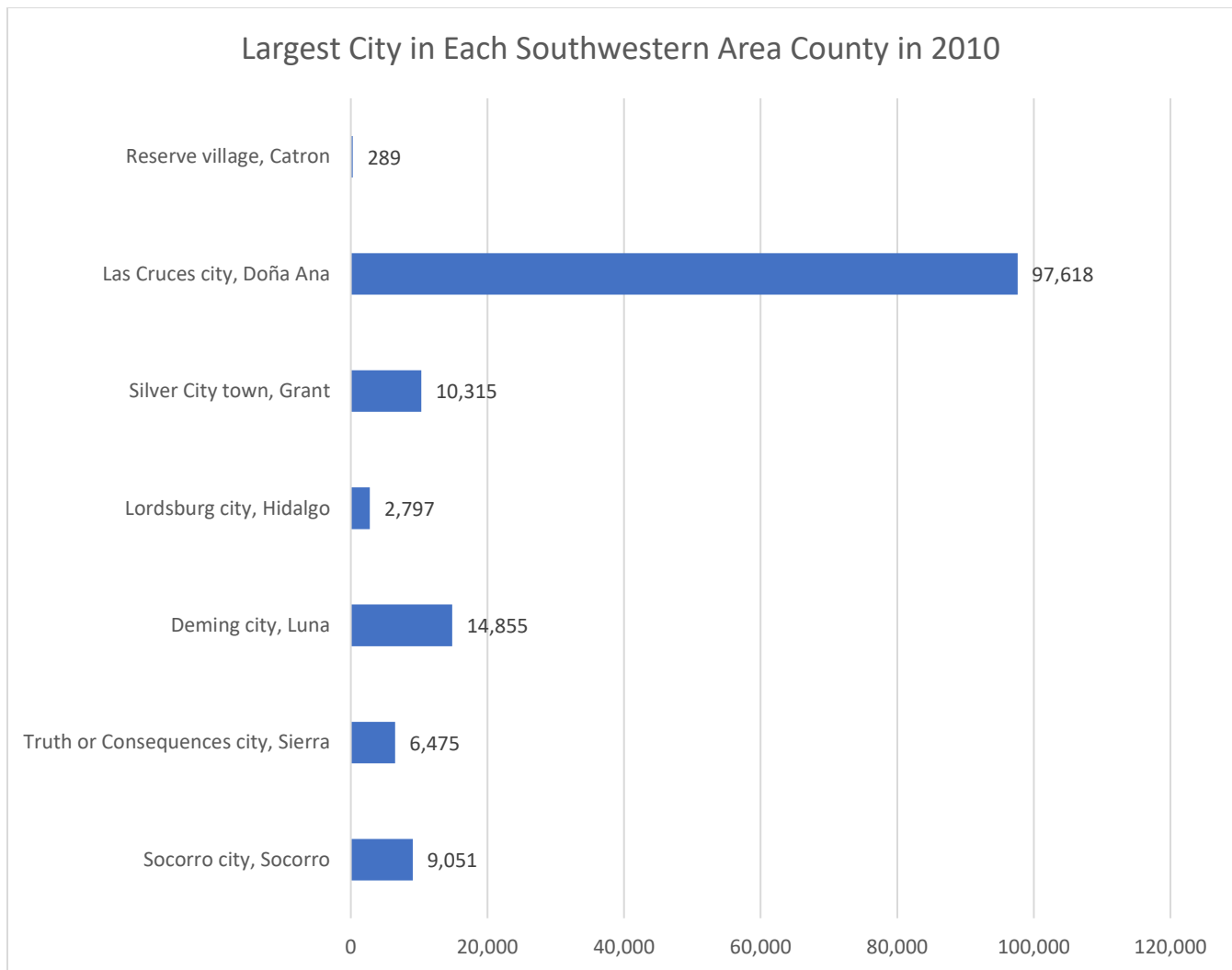
POPULATION

According to the 2010 Census, the population for the Southwestern Area was 302,315. The following chart shows all the counties by population. The 2010 Census reports Catron County with the lowest population at 3,725 while Doña Ana County had the highest population in the Southwestern area at 209,233.



Source: NM Department of Workforce Solutions, Profile Summary Census.gov American Fact Finder

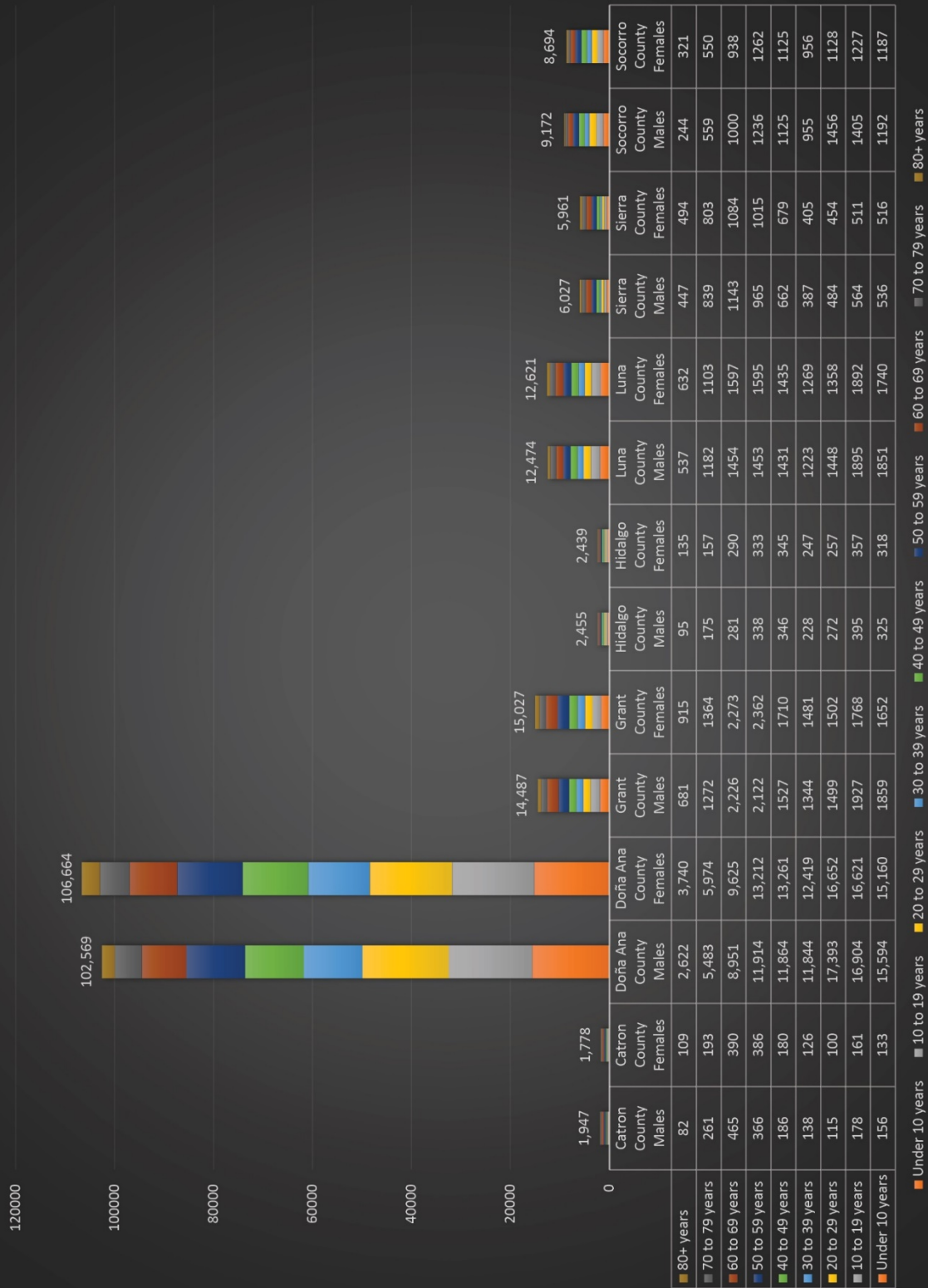
In the following graph, you will see the population of the largest city in each of the seven counties. In comparison with the previous chart, Southwest Region Population by County in 2010, you can see that nearly half of each county's population resides in the largest city as seen below, except for Catron County. With a reported population of 3,725, the village of Reserve contains the largest population in Catron County with only 289 people; that's less than one-tenth of the entire county's population residing in the largest community. The majority of the region is made up of many small rural communities.



Source: Census.gov American Fact Finder

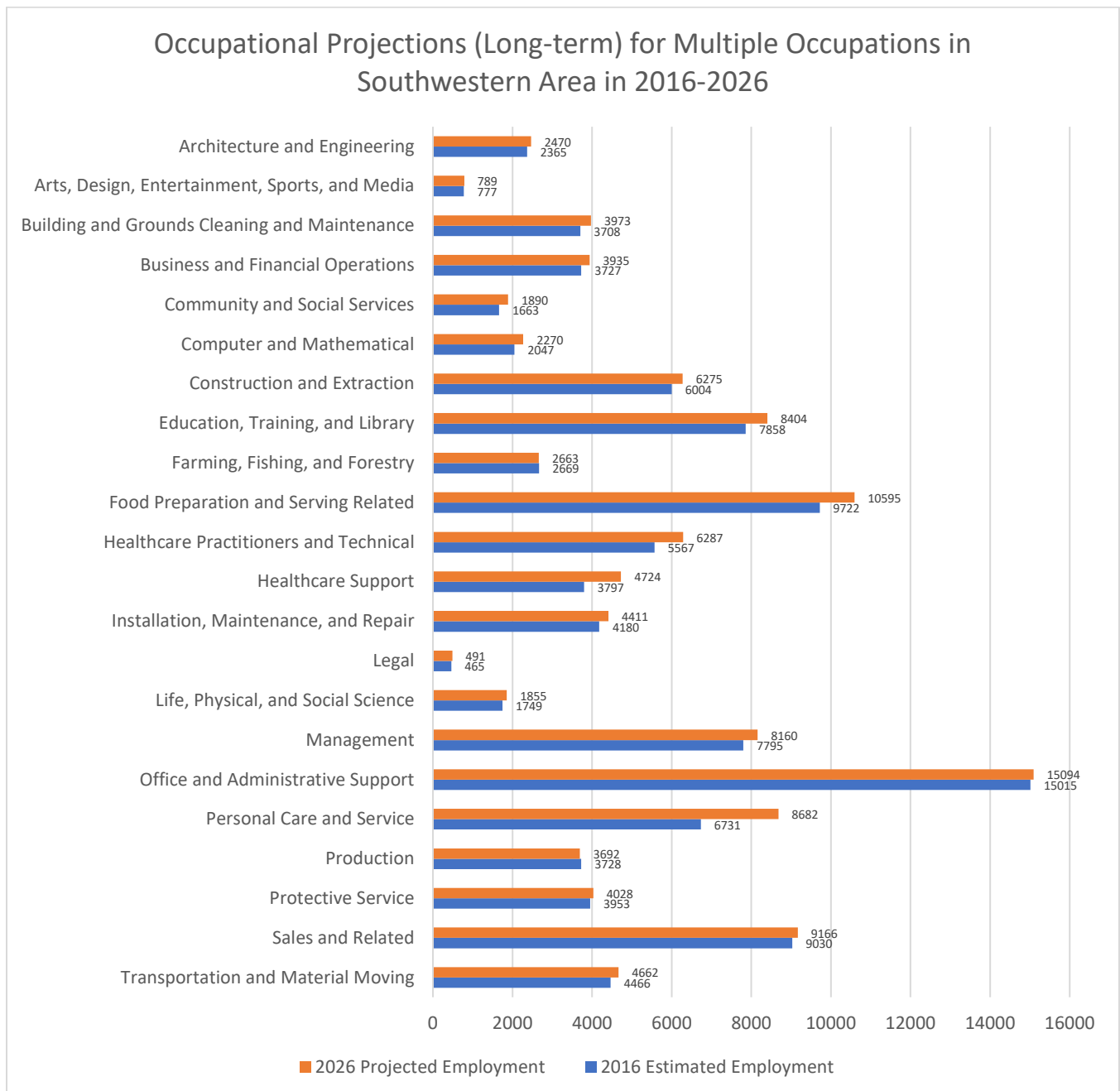
A further breakdown of the population in the Southwestern area is shown in the following chart. As reported by the 2010 Census, the chart shows the male and female population for each county and their age groups. The number of males and females in each county and within each age group is very close. In Catron County, you will see the highest population of both males and females is in the 60-69 years age group. In Doña Ana County, the highest population of males is in the 20-29 years age group, while the highest number of females is in the 40-49 years age group. In Grant County, the population of males and females are nearly equal in the 50-69 years age groups, and Hidalgo County shows the highest number of males and females are in the 40-49 years age group. In a large twist, Luna County reports that most of their male and female population are age 10-19. The counties of Sierra and Socorro report the highest numbers of their population are over the age of 50.

Southwestern Area Population In Each County By Gender and Age



With the 2010 Census a great source for population information, it is the New Mexico Department of Workforce Solutions (NMDWS) that provides statistical information on available jobs in the Southwestern region.

In a 2016-2026 long-term employment projections for multiple occupations, the estimated employment numbers for 2016 in Southwestern New Mexico are reported at 107,016. The projected employment numbers for 2026 are at 114,516. The following chart shows the estimated jobs for multiple occupations with blue bars, and the orange bars are the estimated number of jobs for the same occupations as projected for the year 2026 in the Southwest region.



Here are some highlights as reported by the NMDWS, Employment Projections program. The estimated number of all employed in the Southwestern area in 2016 was 107,016. It is projected that in 2026 there will be 114,516 total employed in the region. This represents an annual average growth rate of 0.68%.

The estimated number of Building and Grounds Cleaning and Maintenance employed in the Southwestern area in 2016 was 3,708. It is projected that in 2026 there will be 3,973. This represents an annual average growth rate of 0.69%.

The estimated number of Business and Financial Operations employed in the Southwestern area in 2016 was 3,727. It is projected that in 2026 there will be 3,935. This represents an annual average growth rate of 0.54%.

The estimated number of Computer and Mathematical employed in the Southwestern area in 2016 was 2,047. It is projected that in 2026 there will be 2,270. This represents an annual average growth rate of 1.04%.

The greatest occupational increase from the 2016 to 2026 projections is anticipated to happen in the field of Personal Care and Service. The number of employed in 2016 was 6,731. It is projected that in 2026 there will be 8,682. This represents an annual average growth rate of 2.58% percent. The second highest growth of occupations is anticipated in the field of Healthcare Support. The number of employed in this field in 2016 was 3,797. It is projected that in 2026 there will be 4,724 employed. This represents an annual average growth rate of 2.21%.

The occupational field with the lowest increase in this projection report actually saw a decrease. In the field of Farming, Fishing, and Forestry, the number employed in the Southwestern area in 2016 was 2,669. It is projected that in 2026 there will be 2,663. This represents an annual average growth rate of -0.02%.



**The only
occupational field
projected to see a
decrease rather than
a growth by 2026 is
in Farming, Fishing,
and Forestry**

in these in-demand fields and educate them about the career paths to success.

With such job growth anticipated in the coming years, the local workforce board will continue to inform youth and job seekers about the growing trends

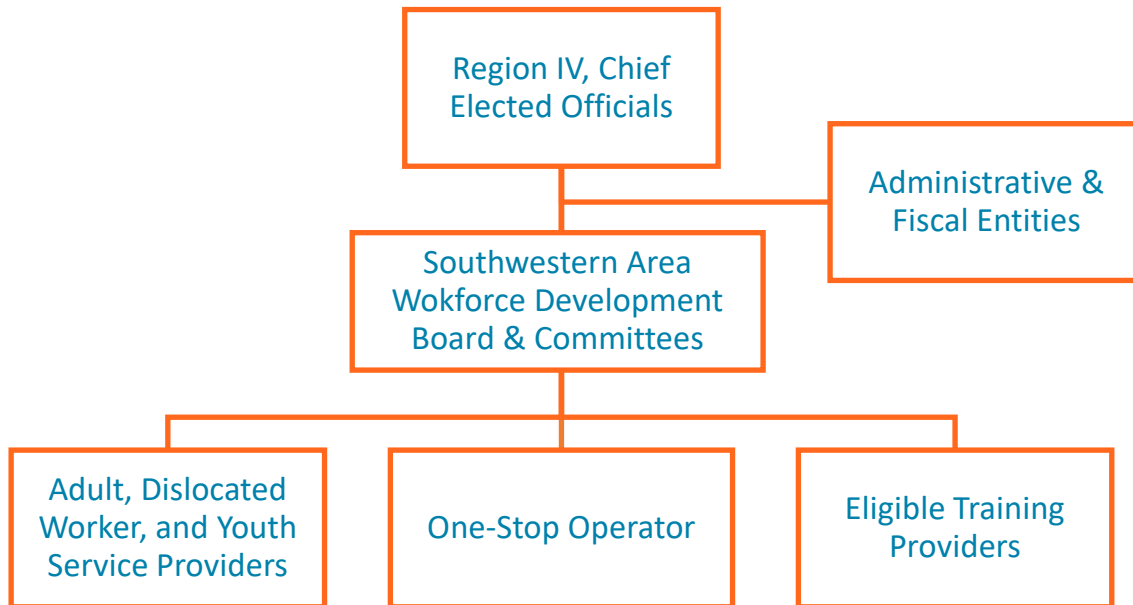


LOCAL BOARD STRUCTURE

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.

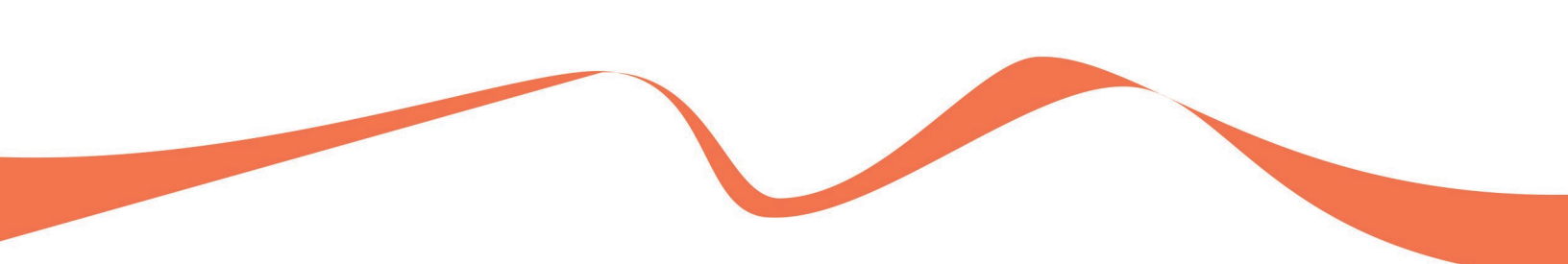
FUNCTIONAL CHART



Workforce Development System

| | |
|-------------------|--|
| §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.) |
|-------------------|--|

Under WIOA, 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.

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

| | |
|--------------------|---|
| §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. 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 of 2006. The Board's One-Stop Operator and Administrative Entity will facilitate the process through the engagement of partners. This will be accomplished by ensuring that the workforce partners understand each other's services and how they fit into the workforce system. The Carl D. Perkins Act partners are a cornerstone 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.

A Carl D. Perkins program representative serves as a board member

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)

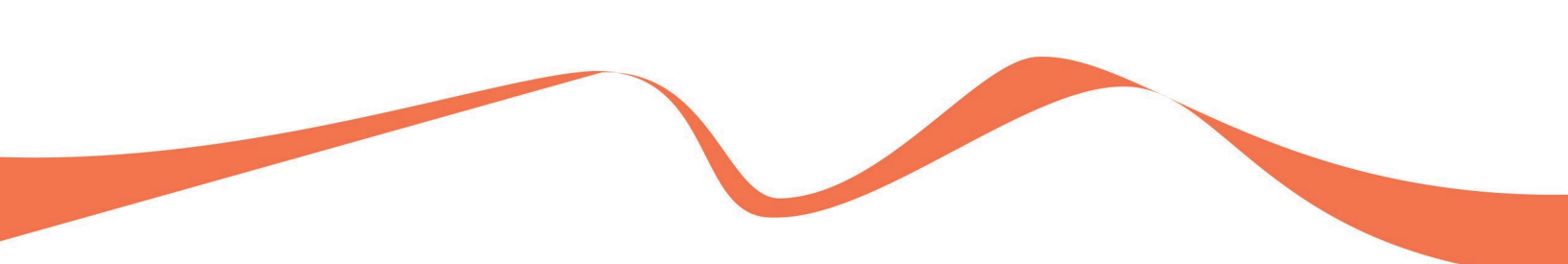
The Board will promote these programs and ensure that they are carried out by the service providers by working with core partners and service providers collectively to strategize and execute methods that are conducive with the communities' needs. Regular meetings with service providers and Core partners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

Expanding Access to Core Program Services

| | |
|-------------------|---|
| §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. |
|-------------------|---|

A priority of the Board under WIOA is to maintain 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. The existing workforce system stems from the Workforce Investment Act of 1998, as amended. 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.

Improving Access to Activities for Postsecondary Credentials

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| §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). |
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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.

Since the implementation of the Workforce Investment Act of 1998, the Board has worked with its mandated partners in carrying out activities that provide access to postsecondary credentials. During this time, the system which is comprised of eligible training providers, 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.

Local Strategy Implementation

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| §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. |
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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 in order 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.

Strategies and Services to Meet the Needs of Local Businesses

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| §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. |
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The Board's strategy is to build on WIA's foundation by incorporating the menu of services offered by all Core partners to meet the needs of businesses. Additionally, through the identification of the skill needs of industries through periodic round table work-sessions, the Board will focus its resources within specific occupations-in-demand. Board members from the respective industries will also 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

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- 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.

Strategies and Services for Workforce Programs and Economic Development

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| §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. |
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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 around the JET Fund, 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.

In 2018, the Board approved a new program called the JET Fund

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 New Mexico Economic Development Department and local economic development offices engage existing businesses for economic growth and new businesses to bring e-based jobs to New Mexico. In 2018, the Board passed a resolution that provides \$100,000 in WIOA funds to train the new employees of businesses who are recruited by economic development offices to the Southwestern Area of New Mexico – the program is called the JET Fund (Joint Economic Training Fund).

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.

Strategies and Services for One-Stop System and Unemployment Insurance

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| §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. |
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The unemployment insurance (UI) program is a life-line 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.

According to the NMDWS, Local Area Unemployment Statistics program in conjunction with U.S. Bureau of Labor Statistics, the top 10 counties in New Mexico with the highest unemployment rate (not seasonally adjusted) in July, 2018 were Luna County (8.0%), McKinley County (7.6%), Torrance County (7.1%), Cibola County (6.8%), San Miguel County (6.4%), Taos County (6.2%), Sierra County (5.9%), Doña Ana County (5.8%), Valencia County (5.8%), and Socorro County (5.7%). Of these counties Luna, Sierra, Doña Ana, and Socorro are in the Southwestern region.

As such, the need exists 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

Coordinate Local Workforce Activities and Promote Entrepreneurial Training

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| §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. |
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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 currently works to align the needs of employers with the skills needed in the workforce, facilitates career pathways, and establishes a pipeline for job seekers to enhance their skill-sets through industry-recognized and other credentials. Through the Board's Administrative Entity, the Board has representation with Borderplex 2020, a multi-regional and binational economic and workforce development task force. The task force works to improve the region's economic levels and promote entrepreneurship and innovation. In addition to Borderplex 2020, the Board will work with some of its eligible training providers and programs such as Arrowhead Park's Business Incubator, to provide access to entrepreneurial programs.

The Board will engage small business development organizations, such as the Small Business Development Centers in Las Cruces, Deming, and Silver City. It is through this engagement and activities that the Board will coordinate its regional economic activities, promote entrepreneurial skills, and small business services in the region.

Develop Training for All Core Partners

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



As WIOA now requires vocational rehabilitation services to be provided at comprehensive workforce centers, the Board is enhancing its coordination with its Core partners to improve the delivery of services under a unified approach. Under this unified approach, the One-Stop Operator will facilitate meetings with the Core partners to implement the planning process for each of the following areas: co-locating and resource sharing agreements, mapping program deliverables and methods of measurement, cross-train among partners, 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.

**A representative of
New Mexico Division of
Vocational Rehabilitation
serves as a
board member**

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.

One-Stop Delivery System

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| §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. (Please include a copy of the board's ETPL policy as a part of Attachment A.) |
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The Board has developed excellent relationships in the Southwestern area with its eligible training providers. They are comprised of public and private educational entities, both in and out of New Mexico. An important goal of the workforce system to ensure the needs of employers are met while developing a skilled and qualified workforce for the region and state of New Mexico.

The Board's plan is to meet the employment needs of local employers, workers, and job seekers by:

- Promoting one-on-one meeting with employers for a more personalized and effective customer service approach
- Conducting round-table discussions by industry with industry leaders and training providers to better understand their needs
- Analyze labor market information and industry input to modify or develop training offered by providers
- Work with training providers to upload or modify their training programs in the New Mexico Workforce Connections Online System

- Train workforce partners on the changes to the curriculum
- Advise customers on the recent changes to the curriculum available in the region

In addition, the Board will continue to improve its level of services to job seekers and youth by providing orientations on workforce services, career exploration, its other career services and training services.

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. Beginning January 1, 2017, the State centralized the administrative responsibility for certifying ETP applications.

As such, 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.

Access to the One-Stop Delivery System's Services

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| §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. |
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Distance learning has evolved at a very rapid pace with the development of the internet and faster internet speeds. 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.

Training providers, now more than ever, offer online classes leading to degrees and other credentials. Many of the Board's eligible training providers use this method to deliver their instruction to those in rural areas and to those who work day jobs. The Board will focus its efforts to promote the creation of additional courses with its training providers and promote distance learning in the rural communities through different marketing methods.

Nondiscrimination and Americans with Disabilities Act

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| §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. |
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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.

One-Stop Partner Memorandum of Understanding

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| §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.) |
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Development of the Memorandum of Understanding with workforce partners began in July 2017

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 in July of 2017. 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. A final version, ready for legal review and

signature, was sent to workforce partners on December 12, 2017. As of October 15, 2018, all of the required partners have signed the MOU and Infrastructure Funding Agreement and only a few of the additional partners remain in signing their documents for the Las Cruces Workforce Connection Center.

The workforce partners' Infrastructure Funding Agreement 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.

In addition, a notable item is the positive collaboration of the partners that were present at the meetings which resulted in a consensus on the method to identify additional cost items and the process to fund them – this section is included in the IFA.

Beyond the development of the initial MOU and IFA, the process will now be simpler for updating the terms and conditions in the documents have been vetted and accepted by most of the partners. The Board plans to 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.

Accessibility for English Language Learners

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| §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). |
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Currently, 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.”

Service Implementation of Indicated Populations

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|----------------|--|
| §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

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

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

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

Tutoring/Study Skills Training

Includes instruction and evidence-based dropout prevention and recovery strategies that lead to completion of HS diploma or equivalent (including a recognized certificate of attendance or similar document for youth with disabilities) or preparation for postsecondary credentials.

Alternative Secondary School Services

Includes referral to formal alternative education programs or formal dropout recovery services, as appropriate.

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

The participants are placed into a worksite to learn a trade and gain valuable experience while possibly earning a wage. Participants that have barriers such as a disability or access to child care, are supported by our partner organizations through a referral process to receive additional assistance. Additional programs are provided for youth such as summer employment, pre-apprenticeships, internships and on-the-job training.

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

Leadership Development Opportunities

Leadership development opportunities 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 team work 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

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

Adult Mentoring

Formal, in-person, relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to assist in the development of the competence and

character of the mentee. The activity must last for a period of at least 12 months and must be with an adult mentor other than the assigned youth case manager. Adult mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company who acts as a mentor.

Follow-Up Services

Provided for at least a 12-month period following the youth's exit from the program. These services are designed to help ensure that the youth is successful in employment or postsecondary education/training.

Comprehensive Guidance & Counseling

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

Financial Literacy

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.

Entrepreneurial Skills Training

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.

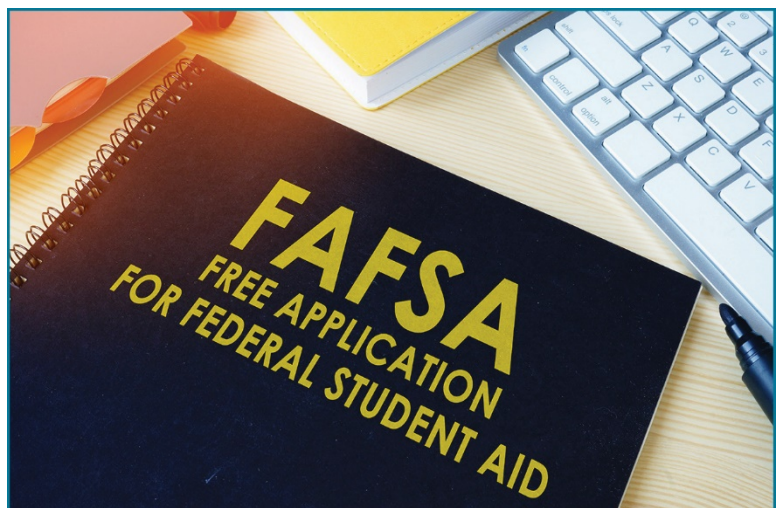
Labor Market & Career Awareness Information

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

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.

The SAWDB Youth providers builds strong partnerships with regional programs that serve persons with barriers that would prevent or limit their access to the workforce. A focus on youth with disabilities and homelessness is handled with our partnerships with Division of Vocational Rehabilitation, juvenile Justice system, schools and other community organization.



Fulfilling Youth Requirements

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| §679.560(c) | <p>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:</p> <ul style="list-style-type: none"> 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. Each provider may provide only some of the required 14 services, so a referral system is utilized to make sure that the elements not delivered at one provider can be completed with our other partners.

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 our relationship with the State Apprenticeship Program and work closely with our regional employers to develop ongoing apprentice programs.

c) The key approach to meeting the 75% OSY requirement will be for workforce partners to network with Adult Education Service providers and community-based organizations for recruitment. Additionally, individuals will be recruited by searching the employment services online database, as well as screening those who walk into the workforce center for services. The 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) Our service provider has met its performance obligations in the past but are starting to have trouble maintaining the 75% Out-of-School youth in this last program year. The board is working with the provider to establish objectives and targets to further expand outreach services and increased coordination with other network partners by developing a centralized referral system. The SAWDB has also created the Youth Career Academy to operate in the summer and fall of 2018. The Youth Career Academy will focus on OSY and will develop a new system of career exploration and work experience that can be shared across the region.

e) The SAWDB has a Communications and Graphic Design staff person that coordinates outreach activities in the seven-county region. The outreach materials are disseminated in our schools and community centers. The board has also increased our social media presence to reach our priority participants in outlying rural communities. The board has several members that participate in community groups (boards, councils & committees) that deal with youth issues and share our programs with an audience that may not be familiar with all services offered in our region. All outreach activities are applied in conjunction with our adult programs to strengthen a co-enrollment activity.

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

Services for Adult and Dislocated Workers

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| §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 WIA. There are three types of “career services”: Basic career services, Individualized career services, and Follow-up services. These services can be provided in any order; there is no sequence requirement for these services. Career services, under this approach, provide local areas and service providers with 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)¹; 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 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; and
- 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 work place 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.

OJT - On the Job Training

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

Customized Training

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

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 crossed trained and case management that will meet their needs, will be identified.



Individuals with Disabilities

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| §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 U.S. Census Bureau reports that 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.

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.

¹ (Bureau, 2012)

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.

Veterans

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| §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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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.

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.

Migrant Seasonal Farmworkers

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| §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. |
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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.

Native Americans

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| §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 provide community awareness of services to adults and dislocated workers and to expand the work experience opportunities for youth that are limited on the reservation to Magdalena and the City of Socorro. Partnerships with the public and private sector will be explored within the communities to expand the academic and employment opportunities to Native Americans.

Along with its service providers, workforce partners, local governments, and other community-based organizations, the Southwestern Area Workforce Development Board shall examine the barriers to training, to include

transportation needs. Based on the examination, the workforce partners and service providers will create a feasible plan and implement it into the services provided.

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

Poverty and unemployment have been insurmountable obstacles to Alamo Community members who have not been in the mainstream and have no experience interacting with mainstream society. Historically, clients who went off-reservation for employment and/or postsecondary education had difficulty in completing these programs due to barriers created by lack of transportation, affordable housing, childcare, and basic-skill deficiencies, and other support resources. A majority of clients requesting assistance in postsecondary education or training are single parents with young children or older clients with families. They do not have the support services to live off-reservation, maintain their program of education, and maintain their family responsibilities. In addition, mainstream institutions do not have services of personal counseling, etc. that assist clients in maintaining their educational program as well as accessing the support services 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 (1982) connects the Reservation with the nearest town, Magdalena. Magdalena (pop. 800) is located 32 miles south of the Alamo Navajo Chapter. Socorro, New Mexico is the county seat and only nearby town of appreciable size. Socorro is 70 miles away. To seek services, clients must travel to Albuquerque or Socorro. Travel time to Albuquerque alone is 5 hours roundtrip. The lack of cars or cars in good repair and the rising costs of fuel also contribute to this problem significantly. Geographic separation from the mainstream of the state has caused a communications and services gap for the Alamo Navajo people. The distance to services for postsecondary education, staff development, and curriculum diversity is financially and physically prohibitive for community members who are already educationally and financially disadvantaged.

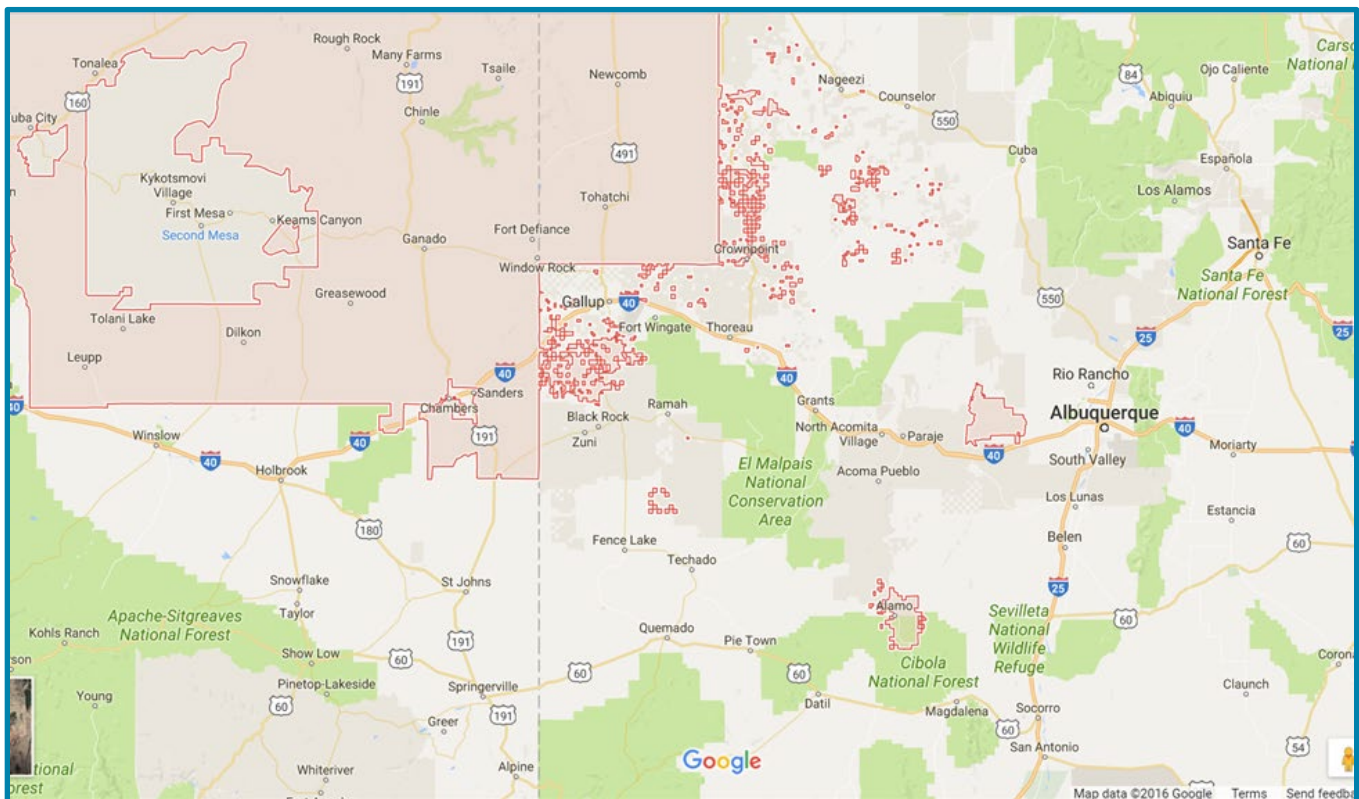
| | Alamo | Socorro | New Mexico | Navajo Nation | USA |
|----------------|--------------------|----------|------------|---------------|-------------|
| Population | 2,035 ¹ | 17866 | 2,059,179 | 178,100 | 308,745,528 |
| Per Capita | \$8,481 | \$18,206 | \$23,537 | \$10,248 | \$27,915 |
| % | 14.5% | 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% |

¹ Source: Census 2010.

| | Alamo | Socorro | New Mexico | Navajo Nation | USA |
|-------------|-------|---------|------------|---------------|-------|
| % 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 |

As seen on the previous table, the population of Alamo represents over 11% of the total county population and the Native American population in the county primarily resides on the Alamo Navajo Reservation. The data documents the isolation and poverty of the Alamo Community in its relation to the rest of the county, the rest of the state, and the rest of the Navajo Nation. Alamo is one of the poorest Reservation communities in the State of New Mexico with a 14.5% unemployment rate, with an additional 63.5% of the population not in the labor force, and 43% of the population living under the poverty level.

The following map of Alamo Navajo is a comparison of the Greater Navajo Nation, with the Albuquerque as the closest major city, and the city of Socorro.



Low-Income Individuals

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|------------------------------------|---|
| §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 and the workforce partners continue to enhance their service delivery model to identify and work with low-income individuals. 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.

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

The Workforce Innovation and Opportunity Act requires a priority of service to low-income individuals. Policy has been established and partnerships with human services 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.

Older Individuals

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| §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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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.

Individuals with Low-Literacy Levels

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| §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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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.

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. Cross-training will be developed for staff of One-Stop centers and adult education providers to learn more about existing and future partner programs to better identify those in need of literacy services and how to best manage services for the customer.

In addition to programs offered by the Adult Literacy partners, the 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.

Coordination of Services Across Programs

Coordination with Wagner-Peyser Services

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| §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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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.

**Three Functional Teams
are in place to
eliminate duplication of
services and improve
services to be delivered**

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.

Coordination with Rapid Response Activities

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| §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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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.”

Coordination with Secondary and Postsecondary Education System

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| §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 |
| §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). |

Our local 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.

The local board will be working 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. The local board will also do outreach for the portable credentials that participants have to see if there are occupations in demand either in other geographic areas, at other educational institutions, or by other industries or employing companies. The local board will do outreach to help participants with stackable credentials that can be utilized in various occupations in demand.

Coordination of Supportive Services

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

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
- Dependent care
- Educational testing
- Fees for applications, test, certifications
- Housing
- Medical and counseling services
- Transportation
 - Bus
 - Gas
- Other

- Auto insurance
- Auto repair
- Utilities
- Youth services
- Work attire or related costs
- Workplace accommodations

Coordination of Follow-Up Services

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| §679.560(c) | 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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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.

ADULT/DISLOCATED WORKERS

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

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

- Additional career planning and counseling
- Contact with the participant’s employer including assistance with work-related problems
- Peer support groups
- Information about additional educational opportunities
- Referral to supportive service to meet the participant’s employment goals



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

YOUTH

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

Follow-up services for youth 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.

Coordination of Service Priorities

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| §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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The Southwestern Area Workforce Development Board, in accordance with WIOA sec. 134(c)(3)(E) and 680.600 of the WIOA DOL Rule, establishes the Priority of Service that is given to the One-Stop Operator for participants that are low-income, on public assistance, or who are basic-skills deficient. The Board establishes a Priority of Service for veterans or eligible spouses of veterans, who are followed by other individuals who are NOT low-income, on

public assistance, basic-skills deficient, veterans or spouses of veterans, but meet WIOA’s eligibility requirements. The priority of services exists at all times, not only when funds are limited.

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

ORDER OF PRIORITY

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

- 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.

Coordination of Outreach Efforts

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| §679.560(c) | Describe how the board will coordinate outreach efforts across partner programs for shared customers and target populations. |
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The Southwestern Area Workforce Development Board’s focus is to provide an efficient delivery of outreach to individuals and employers. The One-Stop Operator, along with the workforce partners, will establish an Outreach Plan that outlines their objectives and the coordination across the partners’ programs and targeted populations.

The Plan will concentrate on four populations:

- Youth
- Job Seekers

- 
- Employers
 - Agricultural Employers and Farmworkers

The One-Stop Operator will invite workforce partners and receive their input for the Plan and provide the necessary content that supports their services effectively to the targeted populations.

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

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

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

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

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

Coordination of Professional Development Activities

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| §679.560(c) | Describe how professional development activities will be coordinated across all partner programs staff. |
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The Southwestern Area Workforce Development Board's One-Stop Operator will gather and facilitate the cross-training process among the workforce partners. Ultimately, the One-Stop Operator will publish a cross-training and workforce development plan that 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.

Coordination of Referrals

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| §679.560(c) | Describe how the board will coordinate customer referrals across partner programs. |
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The Southwestern Area Workforce Development Board, through its One-Stop Operator, will work with its workforce partners to enhance the existing customer referral process across partner programs. The referral process is one of the cornerstones to how services are delivered to a customer through the workforce system. Internal referrals within the workforce center are a simpler process in comparison to the referrals to workforce partner programs outside of the workforce center. Since the inception of the Workforce Investment Act of 1998, the workforce center programs have referred customers to programs both within and outside of the center.



The current referral process that is in place within various programs at the workforce centers is made through the New Mexico Workforce Connection Online System's software system. This process works well, however, a different method is used with workforce partners that are not co-located at the workforce centers. This process involves hand-carried referrals by the customers from one program to another, telephone referrals, or faxed referrals. Federal regulations require confidential information, including identifiable information, to be transmitted through a secure site and/or process. Various Core partners and additional

partners do not use the same secure online software system to manage customers. Therefore, they do not interface, and workforce staff does not have access to partners' systems. As such, the customer referral process is not entirely efficient and can result in a customer dropping from the system and not receiving the needed services.

Moving forward beyond the existing referral process, the Board's One-Stop Operator will facilitate the workforce partners' ideas for an enhanced system that will work within their agencies and be compliant with federal and state security regulations. The Board will encourage the partners to explore systems that are used by other workforce systems in the country and to focus on technology-based online software for its customer referrals. Service providers have the authority and responsibility for recommendations and referrals to, and coordination of, activities with other programs and partners to better leverage limited resources. Service providers will develop uniform assessment tools and referral processes to ensure customers are referred to the appropriate services in a prompt manner and will align services across multiple service delivery systems/partners through a unified plan, and performance outcomes in all Core programs.

Coordination with Other Partner Programs

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| §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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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

Fiscal and Performance Management

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

Fiscal and Performance Management

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| §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.”

Fiscal and Performance Management

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| §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. (Refer to Section III of these guidelines, Process for Plan Modifications, for information on required updates to this section.) |
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LOCAL PERFORMANCE LEVELS

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

| Performance Measures – PY 2018 & 2019 | Adult | Dislocated Worker | Youth |
|--|---------|-------------------|----------|
| 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% |

High-Performing Workforce Development Board

| | |
|-----------------|--|
| §679.560(b)(17) | <p>Describe the actions the LWDB will take toward becoming or remaining a high-performing workforce development board.</p> <p><i>Helpful Resource:</i></p> <ul style="list-style-type: none">• <i>Strategic Board Toolkit:</i> https://ion.workforcegps.org/resources/2016/06/27/09/30/Strategic_Board_Toolkit_Vision |
|-----------------|--|

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.

How Training Services Will Be Provided

| | |
|-----------------|---|
| §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.



Planning for Pay for Performance Contracts

| | |
|-------------|---|
| §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.

Minimum Training Obligation and Training Requirements

| | |
|-------------|--|
| §679.560(c) | The local board grant agreements require boards to achieve or exceed a Minimum Training Expenditure Requirement of 40%. 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 2016. |
|-------------|--|



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

The Southwestern Area Workforce Development Board has traditionally used at least 50% of its Adult and Dislocated Worker funds for training. It is anticipated that the board will maintain at least the 50% level for PY2016. The Board plans to achieve this requirement by establishing at least a 50% minimum expenditure level in its service providers'

contract. The Board will also use its monthly desk review process to ensure that expenditures are consistent with the contractual level. The Board plans to have this information reviewed by its Monitoring Committee, which will report the information to the Board at its regular board meetings. If the service provider is not meeting the minimum requirements, the Board's Administrative Entity will request an Action Plan outlining the service provider's steps to remedy the deficiency.

Planning for Integration of One-Stop Partners

| | |
|-----------------|--|
| §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 Southwestern Area Workforce Development Board currently has the Workforce Innovation and Opportunity Act's Adult, Dislocated Worker, and Youth (Title IB) programs integrated with the Wagner-Peyser program in the One-Stops located in Deming, Las Cruces, Silver City, and Socorro, New Mexico.

The Adult Education Services (AES) and Division of Vocational Rehabilitation (DVR) programs are currently co-located in the Las Cruces One-Stop center, and AES is currently co-located at the Truth or Consequences One-Stop location with Adult, Dislocated Worker, and Youth programs. It is the intent of the Southwestern Area Workforce

Development Board to work with Wagner-Peyser, AES and DVR to explore strategies, policies, and methods that will be in place for full implementation on or before July 1, 2019.

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



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

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

Definitions

Additional Assistance

| | |
|-------------|---|
| §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 Southwestern Area Workforce Development Board will establish a policy that addresses “additional assistance” as it relates to WIOA Youth program eligibility. The policy will address: A gifted individual who provides evidence of high-achievement potential in intellectual, creative, artistic, or an academic area, and who needs services that are not effectively provided by the individual’s school to advance.

LIMITATION

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

EXCEPTION

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

Basic-Skills Deficient

| | |
|-------------|--|
| §679.560(c) | <p>The state defines “basic skills deficient” for Adults and Youth as follows.</p> <ul style="list-style-type: none">• 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. <p>Please describe the process the board uses to test individuals for basic skills deficiency.</p> |
|-------------|--|

The Southwestern Area Workforce Board authorizes its service providers to use WorkKeys for determining basic-skills deficient (BSD) for Adult and Dislocated Worker individuals. A score of 3 or below is considered basic-skills

deficient. For youth, the Test for Adult Basic Education (TABE) is used and anything below 8.0 is considered basic-skills deficient.

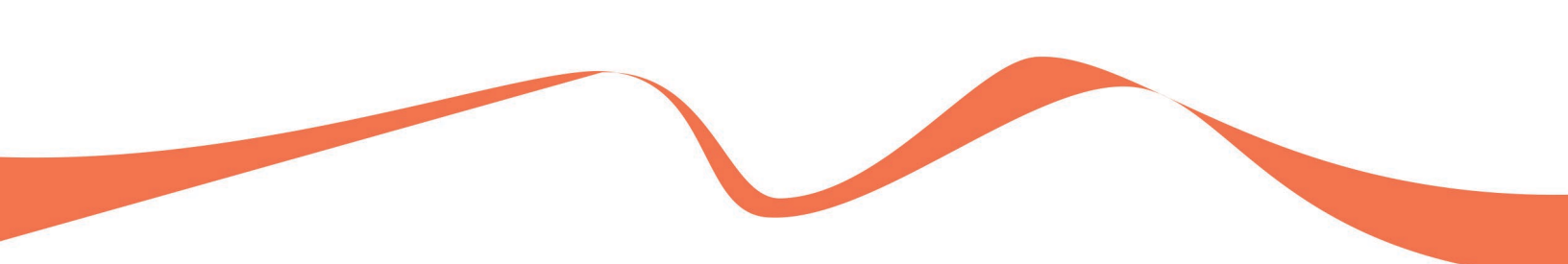
Note on Regional Planning

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

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 administering the Core programs and other programs included in the Plan, other primary stakeholders, and the general public, and the Local Plan is available and accessible to the general public. | Yes |
| 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. A local conflict of interest document exists for board members. | Yes |
| 3. | The LWDB has established a policy to provide to the public (including individuals with disabilities) access to meetings of local boards, and information regarding activities of local boards, such as data on board membership and minutes. | Yes |
| 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. | Yes |
| 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. | Yes |
| 6. | Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate. | Yes |



| # | Assurance | Indicate Yes or No |
|-----|---|--------------------|
| 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. | Yes |
| 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. | Yes |
| 9. | Priority of Service for covered persons is provided for each of the Title I programs; and | Yes |
| 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). | Yes |

ORIGINAL RECORD OF ASSURANCES AND SIGNATURES ON FILE AT 600 HWY 195, ELEPHANT BUTTE, NM 87935

Local Board Chair

Date

CEO Chair

Date

Attachments

Attachment A – Local Policies

Our program manager is currently finalizing a few pending policies. These policies will be presented to the Board at their January 2019 meeting for approval. Input from workforce partners, participants, training providers, and service providers will be sought in the revision of existing policies and the creation of new policies.

The following policies are current in the southwestern area and can be found on the New Mexico Workforce Connection Southwestern Area regional website: www.employnm.com

Each policy listed below is a hyperlink to that policy housed on the website:

- [12-02 Eligibility Policy](#)
 - [STAG – Attachment to Eligibility](#)
 - [Basic Skills Deficiency for Adults/DW and Youth](#)
- [13-01 Contract Signature Authority Policy](#)
- [15-01 Contract Procedure Policy](#)
- [17-01 Oversight Monitoring Policy](#)
- [17-03 On-the-Job Training Policy](#)
- [17-08.2 ITA Policy](#)
 - [SWAGL 15-1 ITA Waiver Request Letter](#)
 - [SWAGL 17-02 Occupation in Demand/Labor Market Analysis](#)
- [17-09.1 Supportive Services Policy](#)
- [17-11 Eligible Training Provider List Policy](#)
- [17-12 Technical Assistance and Training Policy](#)
- [17-16 Self-Sufficiency Policy](#)
- [17-17 One-Stop Delivery System Policy](#)
- [17-18 Follow-Up Policy](#)
- [17-19 Electronic Files Content Management](#)
- [17-20 Incumbent Worker Training Activities](#)
- [17-21 Performance Policy](#)
- [17-22 Conflict of Interest Policy](#)
- [18.01 Contract Approval Authority](#)
- [18-02 Co-Enrollment Policy](#)
- [18-03 Youth Additional Assistance Policy](#)
- [18-04 Youth Activities Policy](#)
- [18-05 Referral Process Policy](#)
- [18-06 Veteran's Referral Process Policy](#)
- [18-07 Use of Assessments Policy](#)
- [18-08 Board Meeting Accessibility Policy](#)
- [WIOA Adult and Dislocated Worker Services STAG July 2015](#)

Attachment B – Local Board Membership and Standing Committees

Presently, the local board consists of 23 board members. The following is a full roster of the local board membership including the group each member represents. You will also find a list of all standing committees, the standing committee membership, and a description of the purpose of each committee.

Southwestern Area Workforce Development Board Board Membership List and Representation

| NAME & TITLE | SECTOR, COUNTY |
|--|---|
| Cassie Arias Economic Development Coordinator | Mandated Partner Economic Development Luna County |
| Chris Boston President and CEO | Dual Mandated Partner Labor, Private-Health Care and Social Assistance Doña Ana County |
| Mary Ann Chavez-Lopez Executive Director | Mandated Partner HUD Socorro County |
| Deborah Dean Manager | Private Accommodation and Food Services Socorro County |
| Alisa Estrada Administrator | Private Health Care and Social Assistance Catron County |
| Jacqueline S. Fryar Owner | Private Other Services Catron County |
| Alonzo Gonzales Owner | Private Other Services Socorro County |
| Joe Gristy Business Agent Organizer | Mandate Partner Labor Doña Ana County |
| Marlene Herrera Community Service Director | Dual Mandated Partner Education, Labor ANSB Native American Grants Socorro County |
| Marcos Martinez Business Services | Mandated Partner Wagner-Peyser DWS All Counties |

| NAME & TITLE | SECTOR, COUNTY |
|---|--|
| Rod Matcham Vice-President and CEO | Private Manufacturing Socorro County |
| Michael Olguin, Jr. Personal Lines Manager/Commerical Lines Manager (Board Chair) | Private Finance and Insurance Socorro County |
| Joshua Orozco Project Manager | Mandated Partner Economic Development Doña Ana County |
| Erik Padilla Program Manager for DVR, Area 3 | Mandated Partner DVR Doña Ana County |
| Antón Salome Owner | Private Other Services Socorro County |
| Debbie Schoonover | Dual Mandated Partner Education Postsecondary K-12 Private Education Services Doña Ana County |
| Steve Siañez Uniserv Director | Mandated Partner Labor Doña Ana County |
| Kim Skinner Vice President/Co-Owner | Private Other Services Sierra County |
| Mary Ulrich Director of DACC Workforce Development and Career Readiness | Mandated Partner Carl D. Perkins Doña Ana County |
| Angelo Vega Job Placement Specialist | Mandated Partner Labor Doña Ana County |
| Leona Wagner Owner | Private Other Services Sierra County |
| Gary Whitehead Owner (Board Vice-Chair) | Private Other Services Sierra County |

The Southwestern Area Workforce Development Board has six standing committees:

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

Southwestern Area Workforce Development Board Committee Membership List

| | |
|---|---|
| Disabilities Committee Chris Boston Alisa Estrada Marlene Herrera Erik Padilla – <i>Vice-Chair</i> Debbie Schoonover *Susana Santillan Chair currently vacant | Planning Committee Cassie Arias Joshua Orozco Angelo Vega Gary Whitehead *Kathie Davis – <i>Chair</i> |
| Monitoring / Performance Committee Marlene Herrera Anton Salome Kim Skinner – <i>Chair</i> Leona Wagner *Susana Santillan | Youth & Young Adult Committee Cassie Arias Alisa Estrada (CBO) Marlene Herrera (CBO) Debbie Schoonover – <i>Chair</i> Anton Salome Steve Siañez *Kathie Davis *Myriam Martinez |
| One-Stop / Agency Coordination Committee Cassie Arias Mary Ann Chavez-Lopez Jacqueline Fryar Marcos Martinez – <i>Chair</i> Erik Padilla *Myriam Martinez Vice-Chair currently vacant | Executive Committee Michael Olguin - <i>Chair</i> Erik Padilla Debbie Schoonover Kim Skinner Gary Whitehead *Kathie Davis |

* Non-board member appointee

COMMITTEE DESCRIPTIONS:

Disabilities Committee

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

Executive Committee

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

Monitoring/Performance Committee

The responsibility of this committee is to oversee and evaluate workforce development areas and local programs for compliance with rules and regulations to determine program success or failure. Additionally, it will review and approve state and local performance goals, review monitoring and performance reports, make recommendations for recognition, award incentive grants for program success, take corrective action, and/or impose sanctions for non-compliance or program failure. The goal of this committee is to assure the continuous improvement of State training programs.

One-Stop/Agency Coordination Committee

This committee will facilitate the integration of all the One-Stops/Workforce Connections Centers in the southwestern area. They will make efforts to minimize program duplication, as well as facilitate coordination and communication between agencies, employers, and training providers. This committee is responsible for researching and identifying employment and training activities, services available, and facilitating the interaction between the government and private sector to assure they do not overlap and are effective and efficient in promoting a clear strategy leading to program success.

Planning Committee

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

Youth and Young Adult Committee

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

Attachment C – One-Stop Centers and Partners

Southwestern Area Workforce Development Board One-Stop Centers and Partners

| OFFICE LOCATION | PARTNER AGENCIES | KEY SERVICES PROVIDED BY AGENCY PARTNERS |
|--|---|---|
| Alamo Navajo Reservation Alamo Navajo School Board Highway 169, Mile Marker 26 Alamo, NM 87825 575-584-2543 ext. 1403 Managed by Alamo Navajo School Board DESIGNATION TYPE: Satellite | <ul style="list-style-type: none"> Alamo Navajo School Board | <ul style="list-style-type: none"> Job candidate search Learn strategies for finding a job Prepare for job interviews Effective résumé writing Posting a résumé Learn how to start your own business Explore your career interests Learn about jobs and careers suitable for you Learn about jobs in demand and rates of pay Get information about employer in local area Learn what employers expect from their employees Get an assessment of your skills Job referral and placement Veteran employment services ACT WorkKeys ACT Career Ready 101 Individual Training Accounts On-the-job training Occupational training Labor market information Out-of-area job search assistance Pre-screened job applicants Search for veteran candidates Training cost reimbursement for your business Recruiting strategies Job Corps services WIOA youth services Adult Education and Literacy services Vocational Rehabilitation services |
| Deming Workforce Connection Center 322 E. Oak St. Deming, NM 88030 575-546-0192 One-Stop Operator: ResCare Workforce Services DESIGNATION TYPE: Satellite | <ul style="list-style-type: none"> New Mexico Department of Workforce Solutions HELP-NM, Inc. ResCare Workforce Services | |
| Las Cruces Workforce Connection Center 226 S. Alameda Las Cruces, NM 88005 575-524-6250 Ext. 1002 One-Stop Operator: ResCare Workforce Services DESIGNATION TYPE: Comprehensive | <ul style="list-style-type: none"> New Mexico Department of Workforce Solutions HELP-NM, Inc. ResCare Workforce Services Doña Ana Community College Division of Vocational Rehabilitation Job Corps | |
| Lordsburg Workforce Connection Center 206 Main Lordsburg, NM 88045 575-542-9895 Managed by HELP-NM, Inc. DESIGNATION TYPE: Satellite | <ul style="list-style-type: none"> HELP-NM, Inc. | |
| Silver City Workforce Connection Center 410 W. Broadway St. Silver City, NM 88061 575-538-3737 One-Stop Operator: ResCare Workforce Services DESIGNATION TYPE: Satellite | <ul style="list-style-type: none"> New Mexico Department of Workforce Solutions HELP-NM, Inc. ResCare Workforce Services | |
| Socorro Workforce Connection Center 109 Faulkner Socorro, NM 87801 575-835-0067 One-Stop Operator: ResCare Workforce Services DESIGNATION TYPE: Satellite | <ul style="list-style-type: none"> New Mexico Department of Workforce Solutions HELP-NM, Inc. ResCare Workforce Services | |
| Truth or Consequences Workforce Connection Center 601 Sunset St. Truth or Consequences, NM 87901 575-894-0077 One-Stop Operator: ResCare Workforce Services DESIGNATION TYPE: Satellite | <ul style="list-style-type: none"> HELP-NM, Inc. ResCare Workforce Services Western New Mexico University | |

Attachment D – Cooperative Agreements, Resource Sharing Agreements, and MOUs

The cooperative agreements, resource sharing agreements, and memorandums of understanding created in PY17 are provided below as hyperlinks. Any revisions will be incorporated into this plan upon approval by the Southwestern Workforce Development Board.

- [PY17 Infrastructure Funding Agreement for Las Cruces Workforce Center](#)
- [Memorandum of Understanding between the Southwestern Area Workforce Development Board and American Job Center Partners](#)

Attachment E – Negotiated Performance Levels

The negotiated performance levels for the 2018 & 2019 Program Years are shown in the following table.

| Performance Levels | PY18 & PY19 Negotiated Goals | | |
|------------------------------------|------------------------------|-------------------|----------|
| | Adult | Dislocated Worker | Youth |
| Entered Employment or Ed (2nd Qtr) | 77.0% | 72.0% | 65.0% |
| Entered Employment or Ed (4th Qtr) | 78.0% | 59.0% | 81.0% |
| Median Earnings (2nd Qtr) | \$ 7,500 | \$ 7,100 | Baseline |
| Credential rate | 60.0% | 67.0% | 58.3% |

Public Comment

The public comment period began on September 2, 2018. The legal notice for public comment were published in the following newspapers of general circulation and sent to WIOA service providers within the Southwestern region of New Mexico:

- Albuquerque Journal
- Deming Headlight
- El Defensor Chieftain
- Hidalgo County Herald
- Las Cruces Sun-News
- Sierra County Sentinel
- Silver City Daily Press
- The Herald

There were no comments received during the 30-day public comment period.



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Workforce Connection
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