Adult Education Local Provider Annual Report   2019-2020

Annual Program Report
Cover Page

Program Name:	DACC Adult Education (Renamed for FY21: DACC Centers for Education and Career Development)
Institution or Organization:	Doña Ana Community College/NMSU

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Fiscal Year:	2019-2020
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09/04/2020

DATE

<mark>**Signature of the Chief Executive Officer or Designee**</mark>

Monica F. Torres, President

Typed Name and Title:

Section I. Program Narrative Report

Directions: *Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to answering the questions.*

1. *Please list your program's three highest priority goals for the 2019-2020 program year. Discuss your program's progress on each of these goals, as well as any additional program year highlights you care to share. If you encountered significant goal-related challenges that were NOT due to the COVID pandemic, please cite them here; pandemic-related program impacts will be addressed separately in question #4 below.*

The highest priority for DACC Adult Education at the start of FY20 was to increase the capacity with our instructional staff to meet the shifts to the intensity and rigor of course work required to meet the demands of WIOA. We invested in providing professional development to all instructors, and ran a cohort of instructors through an instructional leadership program. We sought to train this group of senior teachers, who volunteered to participate, to become a resource for other instructors and improve the overall instructional quality at DACC Adult Education. The focus of our instructor training shifted mid-year, to align more closely with state career pathways initiatives. In the course of working through the career pathways training provided to the state, we determine that it was necessary to shift our attention to instructional practices that support career pathways. We decided that not only does DACC Adult Education need to provide the high-quality content instruction but to contextualized this instruction to the world of work. In addition to adding this career focus in context with traditional adult education content, we also developed a career pathways program.

The Atlas Career Pathways Program is a four-day course that allows students to explore careers that they are interested in pursuing, to identify transferable job skills that they have acquired through their lived life experiences, and create a college and career plan. We hope to not only use this program as a driver for contextualization of the learning in our content classes, but also to help facilitate transition to post-secondary education and training. We will launch this program in Fall 2020.

DACC adult education also made several administrative changes to support the instructional changes we began in FY20. We changed the name of the program to the DACC Centers for Education and Career Development to demonstrate the focus on education and career to our community. We also worked to change our instructor compensation model to use a credit hour equivalency modeled after DACC's adjunct faculty salary scale. This change allows us to be competitive with other departments in the college. We changed the name of our High School Equivalency program to be called the Foundational Skills program, as we wanted to illustrate through our program names that the foundational skills program is more than a high school equivalency preparation program. The foundational skills program shifts the end point of the program from earning an HSE diploma to a more nebulas end point, that it goes beyond and is more than an few classes to get someone ready to sit for a test.

2. *Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Please specify degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals?*

DACC Adult Education undertook a partnership with Las Cruces Public Schools to provide adult education services for LCPS parents in connection with their 21st century program which provided activities for the children. We served approximately 60 students in this partnership, and we combined adult education content with instructional content intended to assist the adult students help their k-12 student. This was an informal partnership, but we feel that it is an important pilot and will provide information to build a more formal and

structured family literacy project as part of our next grant proposal. We are continuing this partnership in FY21 but is a more limited capacity in response to the pandemic.

3. *Describe your participation in any statewide initiatives and how that participation has affected your program's goals. (For example: Justice Initiative, Career Pathways Initiative)*

DACC Adult Education participated in both the Justice Initiative and the Career Pathways Initiative. The justice initiative was very important to the development of our career pathways initiative, we found early on that there were many areas of intersection between the work we were doing developing our project under the justice initiative and the career pathways work we undertook.

The work we did to develop a set of operating procedures to support justice involved individuals provided important insight into the needs of students who have been involved in the court system. What we found is that students may have very different needs depending on their status with the criminal justice system, but one consistent thread through all of our work over the year was that students needed to improve their employment opportunities. We anticipated writing procedures to facilitate communication with parole and probation, providing flexible learning environments for students who are re-entering the larger community, which we did do, but what we determined was even more important was to work to develop ways to address the needs of students with past criminal convictions in the context of the Career Pathways Program.

We included the program specialist working in the justice initiative project with our career pathways project to specifically address the needs of students involved in the criminal justice system. We developed some procedures to provide general information about different career fields that may not be open to someone with a felony conviction. We decided to include this information in all Atlas Career Pathways classes because we know that we likely have students who have not disclosed that they have been involved with the criminal justice system.

DACC Adult Education changed almost every aspect of our program in response to our participation in the career pathways program. We developed a new career pathways program, changed our name, changed the name of our HSE program, changed the vertical alignment of our classes. It was transformative to our program.

4. *Please describe the impact of the COVID pandemic on your program. How were goals, timelines, and collaborative arrangements affected? Describe any substantial changes your program made to both general service delivery and to specific policies or procedures, including testing.*

The Corona Virus pandemic had a swift and severe impact on our program. Prior to the start of the pandemic in March we had very few students accessing any digital curriculum, we had 200 seats in Burlington English but we only had 50 regular student users. A handful of instructors were actively using this digital curriculum, courses were offered in a traditional face to face model, where student hours outside of the classroom were not captured. All services were offered in person, and students only had to come to one of our learning centers to have access to open computer labs, tutoring, advising, assessment, registration, and orientation. This all changed dramatically, DACC/NMSU extended spring break, and during this time the decision was made to close campus to most of the campus community, only security and facilities continued to work in person on campus.

Adult Education pivoted to a 100% at a distance program in the span of two weeks. We moved quickly to acquire more Burlington English seats, and purchased essential education seats for our students in the foundational skills program. The program developed a way of recording student hours, revamping our student sign in sheets to accommodate necessary pandemic related program changes. We developed a methodology to ward instructional hours in the teacher verification model using the college and career readiness standards, Webb's Depth of Knowledge, student level, and the volume of work to determine how much time a particular assignment would take to complete. Instructors were provided with written instructions in how to use the teacher verification model to award instructional hours to students, and we also provide workshops to instructors in how to determine attendance hours at a distance. We were as flexible as possible, we shipped textbooks to students who could not

access the digital curriculum, we allowed instructors to work individually with students over the phone when they could not use zoom. There was a steep learning curve for students, instructors, and staff. One area that was greatly affected by the pandemic was our assessment processes. Early in the campus closure all assessment was suspended, both internal TABE assessments and official HSE assessments. When remote assessment proctoring was made available our program quickly adopted this new assessment options. Unfortunately, remote assessment was very difficult for both students and staff, one of the main challenges for our program was the system specifications required for students to assess remotely.

At the outset of fiscal year 20, DACC adult education set an ambitious goal to post test 75% of our qualified students, and of those post tested students to see 80% of students make an EFL gain. This creates a mathematical function that regardless of the population size if both conditions are met your overall EFL gain for the year will be 60%. We were on track to meet this goal until March. Overall our post test success rate almost hit our 80% target, but we did not make our target of assessing 75% of our students. Our overall MSG by EFL was dramatically impacted by our ability to conduct remote assessment. In addition to the challenges of internal TABE assessment, the number of HSE completers was dramatically lower than in previous years because of the statewide shut down of HSE assessment centers. The DACC assessment center was not opened until July, and students did not have the ability to complete their assessment sequence to be include in our NRS data tables. This will continue to effect TABE 5 for the next calendar year. We are still not able to assess students face to face, and do not anticipate a return to campus until Spring 2021.

Section II. Student Data 2019-2020

Please enter the following information regarding student count/hours for:
- your total program
- each satellite site

	Total Program	Site: QLC	Site: CLC	Site: MLC	Site: GLC	Site: SLPLC
Total count of students with fewer than 12 hours (Table 2A)	381	137	72	77	33	62
Total count of students with 12 + hours	1213	386	114	220	207	283
Total contact hours for students with 12 + hours	88,152.61	25,061.61	7643.32	13730.3	17315.72	24288.91
Average contact hours for students with 12 + hours	72.67	65	67	62	84	86
Average contact hours for students with 12 + hours experiencing level gains	117.16	118	95.5	52.1	122.25	129.13
Count of all HSE graduates with 12 + hours	16	6	1	6	3	0
Count of HSE en Español graduates with 12 + hours	3	0	0	3	0	0
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	31%	35%	48%	33%	18%	43
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	48.5%	36%	55%	51%	61%	240
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column G ABE Total on Table 4 by Column B ABE Total on Table 4)	59%	58%	54%	56%	68%	63%
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total on Table 4)	42%	33%	38%	39%	34%	35%
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	52%	53%	45%	54%	63%	19
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	75%	68%	66%	75%	79%	198
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.						
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.						

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested

Section III. Evaluation of Program Effectiveness

In this section please address program performance and demonstrated effectiveness. Look at the data for individual sites, as well as for your program as a whole.

1. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?

DACC Adult Education uses a systematic data analysis system to evaluate the effect of changes in the program in a continuous improvement model. In fiscal year 20 we decided not to make more the administrative changes, and to continue to collect data on the effect of the changes made in the previous two fiscal years. These changes included:

- Increased the intensity of our classes, increasing the class hours from 4-6 hours per week to 9-20 hours per week.
- Post-testing every student when they accumulate enough hours to post test, rather than waiting until the end of the semester.
- Testing ESL students in all four domains of language acquisition – reading, writing, listening, and speaking.
- Migrating all HSE testing to TABE 11/12 online.
- Requiring all students to be registered and attending a comprehensive adult education course.

 The program felt it important to have consistency across all program sites and we have slowly integrated program operations across all program sites in this way we are able to share promising practices, pilot programs at single site locations and evaluate the programs for implementation program wide.

We also analyze point in time data across the program, in the chart below you can see a comparison of program data taken from March 2019, and March 2020 representing the pre-pandemic program performance. The post test rate between the years is similar, but they post test success rate improved in FY20.

	3/25/2019					3/2/2020				
	Participa	Tested	Rate	Table 4	Table 4b	Participa	Tested	Rate	Table 4	Table 4b
Whole	1110	472	42.5%	30.2%	69.5%	1115	449	40.3%	31.9%	77.5%
QLC	332	161	48.5%	29.9%	60.9%	341	118	34.6%	28.1%	78.8%
CLC	105	61	58.1%	45.9%	85.2%	103	54	52.4%	36.5%	68.5%
MLC	184	58	31.5%	25.7%	75.9%	204	71	34.8%	26.7%	74.6%
GLC	216	106	49.1%	37.3%	74.5%	190	101	53.2%	46.8%	84.2%
SLPLC	273	86	31.5%	20.6%	64.0%	268	105	39.2%	29.5%	76.2%

2. *When you look at your program data, how effective do you gage your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.*

Our review of program data demonstrates that we are an effective program. We have continued to improve student outcomes, and were on track to meet our goal of reaching 60% MSG by the end of the fiscal year. Unfortunately, the pandemic disrupted our ability to post test students and we were not able to achieve this goal. At the end of FY19 our post test success rate was 75.3%, we improved this to 79.3% in FY20. The post test success rate demonstrates that our instructional program is sound, and that students who persist to the post test threshold are able to improve their educational functioning level. Another indicator of our effectiveness of serving the community is demonstrated in our overall student population. Over the last five fiscal years program enrollment had trended downward, our student population in FY17/18 was over 1,500 students. We were able to stop this downward trend and we even saw a small increase our student enrollment levels from fiscal year 19.

3. *When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.*

As discussed above, student enrollment has trended down, but we improved our student enrollment this fiscal year. We believe that the changes to the rigor and intensity in the program has resulted in higher levels of student satisfaction and lead to strong word of mouth promotion of the program.

Student Enrollment by Year
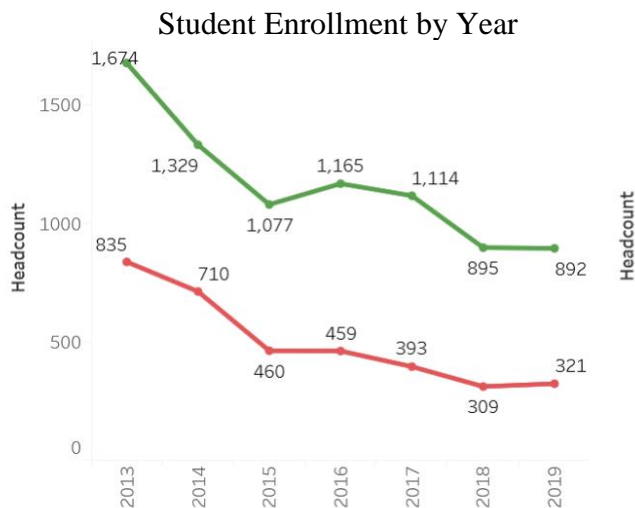
The enrollment demographics of our program are skewed. We tend to enroll a larger percentage of women in the program than we see in the greater community population. We are working to develop programing that traditionally attracts more men, such as our building and construction technology IET program. We would like to see our program enrollment more closely match the

demographics of our community, and are exploring ideas to market programs toward specific under represented populations.

4. Describe any program improvement initiatives you plan to pursue that were not already discussed in question #3 above.

The program improvement initiatives we plan to pursue are largely in response to the disruption of the pandemic and is largely contingent upon public health orders and access to in person assessment. In fiscal year 21 we anticipate lower than normal MSG due to the use of provisional EFL assignment. We prioritized serving students and providing instruction over our ability to make measurable skill gain. It was a difficult decision to make but ultimately we felt it was more important to provide instruction and help students who are not able to take an official preassessment even though we recognize that this will cause us to lose MSGs that may have been made had we been able to appropriately assess all students at entry.

5. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.

The pandemic immensely disruptive to our program operations, instruction and assessment. Between March and June in FY19 we administered 172 post assessments, in the same period in FY20 we administered only 86 post assessments. The post test rate directly relates to our MSG rate. Even though we saw an increase in the overall post test success rate in FY20 our MSG rate fell by 9% when compared to FY19. This decrease is a direct result of our inability to post assess students. Additionally, in FY18 and FY19 we reported approximately 40 students received a High School Equivalency diploma, but in FY20 we had 19 students achieve their diploma. This is the direct result of the testing center closures in New Mexico. We were anticipating seeing the number of HSE diplomas to increase this fiscal year, but the pandemic made it impossible for students to complete their assessments.

Section IV. WIOA Partner Activities, including Integration with One-Stop Partners

For this section, please describe how the program has provided or supported services in the workplace development, career, employment and training arena.

1. *Please provide an estimate of FEDERAL FUNDS used during the 2019-2020 fiscal year to support Title I WIOA related activities and services through the One-Stop system.*

$0

2. *Describe how services provided are aligned with the local workforce development area plan (Section 108 of WIOA), including how concurrent enrollment is promoted in programs and activities under the Workforce Development Activities (Titles I, III, and IV of WIOA, and as listed in New Mexico's Combined State Plan). Include information on the activities your organization*

provides in response to the regional needs as identified in the local workforce development area plan under section 108 of title I of WIOA.

Adult education services are aligned with the state plan and the local workforce development plan, we provide basic skills instruction, this upskilling improves not only the employment prospects for our participants but also helps meet the need for a qualified workforce in our region. We are hopeful that the new four-year plan, being drafted in the current fiscal year will be more inclusive of Title II as part of the workforce system. We have worked to establish relationships with individual board members, the WIOA administrative entity, and our other core partners.

DACC adult education worked to develop a strong relationship with the core partners in the southwestern workforce development region. We have had several successes, we worked with our Title II partners to pressure the local workforce development board to establish a separate seat on the board for a Title II representative as required under WIOA. Debbie Maldonado was designated to represent Title II, this change to the board composition was a significant accomplishment in the Southwest Region and it took the concerted effort of all the local providers of adult education in the Southwestern region to get this representation. Additionally, we were able to lobby the local WIOA administrator to present to the board a change to the supportive services policy to allow adult education participants to access supportive services to facilitate their participation in adult education programs. While there is still more work to be done, we are extremely pleased with the progress made this fiscal year – we were able to further solidify the position of adult education as a full core partner under WIOA.

3. *Describe activities and strategies your organization has implemented to demonstrate partnership with the Local Workforce Development Board (LWDB) and one-stop operators to plan, develop, and evaluate adult education and literacy activities for the area you will serve.*

We have strived to develop a strong working relationship with both the workforce board and the one stop operator to develop projects to support specific student populations this fiscal year. One such example is the work we did with our Justice initiative grant, we were able to establish strong partnerships with Title I representatives who work with re-entry students to help them transition back to community life. Additionally, we have worked with the current one-stop operator to develop IET programs to support both Title I adult and Title I youth participants. We are still in the development phase of this project, but hope to implement some IET programs that blend funding from Title I and Title II to access ITA dollars to pay for the training component of the IET, and Title II funds to pay for the required adult education program. We have proposed a project to support employer engagement – we are able to fund specific adult education classes to a specific employer's incumbent workforce. We hope to partner with the Title III employment engagement team to be able to offer this type of programing as a service to employers in Doña Ana County. This should be a value-added proposition for the employers and furthers the goal of adult education of developing workplace skills to help students find and keep family sustaining employment.

4. Include a copy of your program's MOU and IFA with the Local Workforce Board(s) in the area(s) in which you provide service. In the event that the MOU or IFA are not complete, please discuss.

Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2019-2020 program year.

1. Please attach your original Career Pathways Initiative Action Plan + final Progress and Sustainability Plan to this report.

2. *Describe how your organization's activities provide learning in context, including through integrated education and training (IET)*, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency. *If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)*

DACC adult education created three IET pathways and served approximately 24 students in full IET programs or pre-IET programs. The pre-IET programs were designed to prepare students to be successful upon acceptance into an IET program. We had the most success in our IET partnership with the Building and Construction Technology team. This IET program integrated professional training in construction leading to an NCCER Core credential, adult education improving student foundational skills in math, reading, and writing as well as serving ESL students, and soft skills training using a common set of course outcomes. In this program the adult education instructor, the training provider, as well as department leadership in the Building and Construction Technology department collaborated closely to develop a truly integrated program which supported student growth academically and in their career development. The training provider was dedicated to assisting our students and during the pandemic made individual appointments with students to provide them an opportunity to complete required lab time to complete their certificate.

We also ran an IET program with the medical assistant program, focusing on the first credential – certified nursing assistant- in the long list of possible career pathways in the medical field. This program was co-taught with the clinical supervisor, and training instructor also taking on the role of adult education provider. The classes linked the training content, adult education content, and specific soft skills required in the medical field. Adult education staff carefully monitored the adult education content of the course to ensure that students where receiving appropriate standards based adult education programing in addition to the training. The goals of both the adult education component and the training component were identical, and were presented as one single set of instructional goals and communicated to students. The main challenge we found with the CNA program was access to clinical sites for students to earn the required clinical study hours to sit for the state licensing exam. In March all the clinical sites were closed to students and there was no way for students to complete the program until recently. We are pleased to report that several students were able to complete the clinical hours in July and August and will sit for their licensing exam this September. It was only through the dedication of the instructors and the health sciences department leadership that our students were able to continue to pursue their goal during this global pandemic. A CNA license and an NCCER Core credential are both the first step into careers in their respective fields, and we believe that there are several students that will continue to progress

in these fields, earning more stackable credentials leading to greater and greater access to employment.

The third IET program was the most challenging program. The first responder program started as a pre-IET, but never progressed to a full IET program. Students struggled to complete the pre-IET requirements, and while students did start the training program in January, the program struggled to find traction after the campus was closed in response to COVID-19. We are reviewing this IET program to determine if there is enough interest from the adult education student population to sustain an IET program long term. One avenue of investigation is to determine the need to basic skills integration, and First responder certification in the volunteer fire departments in the area. There is anecdotal evidence that there is a population of volunteer fire fighters lacking a high school credential who need some foundational skills acquisition to start the process of becoming a first responder in New Mexico, and possibly eventually becoming an emergency medical technician, or a paid fire fighter. The first responder IET may be better suited to this specific community rather than looking for recruits in the larger community of adult education students.

3. *If your organization is currently in the process of actively developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.*

We are working with the one stop operator and the local WIOA administrator to develop an IET project which blends ITA funds from Title Ib adult, dislocated worker, and youth programs, and adult education funds to provide learning opportunities for students in information technology, and are exploring other in demand industries. We have established the need and benefit of these types of programs and are currently developing the participant requirements and responsibilities of each partner. We have been engaged in this conversation over several years, but are starting to see our efforts make progress in the development of this program. We have temporarily suspended our plans to expand IET offerings in health care due to the limitations for in person learning and clinical practicum hours due to the pandemic.

4. *If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.*

DACC does not currently have a formal work-based learning program.

Section VI. College and Career Readiness Standards

For this section, please describe the program's progress toward implementation of adult education college and career readiness standards (CCRS). Of course we understand that your answers to the questions below will necessarily include both pre-and-post pandemic realities. We trust you will capture both and organize your responses in a way that makes most sense to you and adds helpful perspective to information already supplied in earlier sections of this report.

1. *Describe how your organization's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.*

Continuing our program improvement plan from fiscal year 18/19 we monitored the changes to class intensity to ensure that they were sufficient to meet student academic needs. Our post test success rate of 79.3% indicates that our programs were rigorous enough to meet students' academic needs. The program provided professional development in instructional planning using the college and career readiness standards, instructors were provide an electronic copy of the college and career readiness standards and the ELP standards. The program communicated with instructors about the resources available to them to facilitate rigorous standards-based instruction. This focus on standards-based instruction shifted to promoting and maintaining student's relationship to the program after we moved to a remote delivery model. This shift was intended to support students and keep students engaged with the program so they would return to the program after we restarted face to face classes. It was soon determined that we would not be able to return to campus for the remainder of the fiscal year, as a program we tried to shift to a more rigorous academic program as we did not want students to regress in their academic skills due to the educational disruption caused by the pandemic. It was extremely difficult to balance the relationship building and the academic requirements needed for a successful distance education program.

2. *Describe how your organization's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.*

Technology integration continues to be an area of growth for DACC adult education, but we have found that while the program could rapidly respond to the pandemic and move courses to an at a distance format the digital divide that is faced by our students due to their economic realities or the availability of adequate internet services was a larger challenge than we anticipated. We choose to use Essential Education and Burlington English as the digital curriculum in our program because they are optimized for use on a smart phone, but even with the ability to use a smart phone many students were left without a way to access material online. Our intention to pilot Burlington English in a few ESL classes changed to full program integration in March and we found that students still needed analog support for instruction. Digital literacy is an area that we will focus on in fiscal year 21. We developed asynchronous videos to provide instructions for students to download zoom on their phone, and instruction on how to access digital curriculum. Our tutoring staff largely switch from academic content-based tutoring to digital literacy tutoring providing on demand real time assistance to students struggling with the technology needed to access their instruction. Our efforts to use technology to improve program performance and enhance face to face instructional programs shifted to using technology for program survival. We are continuing to navigate the complex issue of access for students at all NRS levels, and anecdotally we have noticed a shift in our student demographics with much higher percentages of our student body arriving with and entering educational functioning level of NRS 4 or above. This shift in our student population to higher NRS levels is concerning because it seems that students at lower entering EFLs who would have typically sought out our program are staying away. We are continuing to evaluate our student population EFL distributions to inform actionable steps to serve those missing students.

We currently provide digital literacy programs through classroom integration but we are seeking to maximize the efficacy of our digital literacy programs.

VII. Integrated English Language and Civics Education (IELCE) Activities

For this section, if the program received IELCE funding for 2019-2020, please describe IELCE activities and services provided by the program so far this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

1. Please indicate the number of IELCE students (12+) served:

   280

2. *Describe how the local areas in which your organization is located have demonstrated a need for additional English language acquisition programs and civics education programs.*

   DACC adult education serves Doña Ana county in southern New Mexico. Our geographic proximity to Mexico, as well as historical transnational movement between communities in the board region, creates a unique environment where social systems are adept at providing services in Spanish. However, English is still the language of work. Upskilling the workforce of Doña Ana county to meet the needs of employers requires a robust and comprehensive English as a Second Language program. Census data indicates that there are 30,000 individuals who 'speak English less than very well' in Doña Ana County, and 29% of first language Spanish speakers over 18 'speak English less than very well'. Doña Ana Community College is a Hispanic serving institution and recognizes the assets of a bilingual workforce.

3. *Describe how your program has provided Integrated Education and Training (IET) for your IELCE students and how they fulfill the three requirements for an IET program (34 CFR 463)*

   In FY 20 DACC adult education offered three IET programs in the Spring Semester. We offered an IET program leading to a CNA certification, a program which leads to an industry recognized credential in building and construction technology, and a program for those seeking a first responders' certificate. Overall the programs were successful, the CNA program and BCT program lead to students earning their credentials. The IET programs were open to all students at NRS level 4 or above, and we structured our classes to have aligned goals with our IET programs that become increasingly more aligned with the training as the students move through the program.

VIII. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2019-2020

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Ethier	Maria	Director	Full	MA	9	MPAEA & NMAEA 2020 Conference	2/24-27/2020	Hyatt Regency Tamaya Resort
Ethier	Maria	Director	Full	MA	9	NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Dueñas	Carlota	Facilitator	Full	BA	10	I-9 Training	8/01/2019	NMSU,Las Cruces
Dueñas	Carlota	Facilitator	Full	BA	10	Teacher –In Service	8/24/2019	DACC, Las Cruces
Dueñas	Carlota	Facilitator	Full	BA	10	TABE Webinar-Updates need to Know	8/29/2019	Online Webinar
Dueñas	Carlota	Facilitator	Full	BA	10	Adult Education Leadership Meeting	10/31/2019	
Dueñas	Carlota	Facilitator	Full	BA	10	TABE THURSDAY Webinar: TABE CLAS-E Online Release	02/06/2020	Online

Dueñas	Carlota	Facilitator	Full	BA	10	I –9 Training	02/21/2020	NMSU, Las Cruces
Dueñas	Carlota	Facilitator	Full	BA	10	MPEA & NMEA Conference	2/24-2/27,2020	Hyatte Regency Tamay Resort
Dueñas	Carlota	Facilitator	Full	BA	10	NEDP Discussion with DACC	3/13/2020	Online
Dueñas	Carlota	Facilitator	Full	BA	10	Career Pathways w/Jeff Fantine	4/20/2020	Online
Dueñas	Carlota	Facilitator	Full	BA	10	Career Pathways w/Jeff Fantine	4/27/2020	Online
Dueñas	Carlota	Facilitator	Full	BA	10	Career Pathways w/Jeff Fantine	5/04/2020	Online
Dueñas	Carlota	Facilitator	Full	BA	10	Productive Struggles w/Complex Texts Webinar	06/03/2020	Online
Dueñas	Carlota	Facilitator	Full	BA	10	BE Webinar 3 Part Session	06/09/2020	Online
Dueñas	Carlota	Facilitator	Full	BA	10	Essential Education Webinar	06/11/20	Online
Dueñas	Carlota	Facilitator	Full	BA	10	LACES Training Webinar	7/29/2020	Online

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Freeman	Elizabeth	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Villa	Angelica	Admin Ass't	Full	AA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Herrera	Annalee	Tutor	Part	Student		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Weeks	Rosanne	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Lara	Emma	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Borah	Anjula	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Samak	Soad	Instructor	Part	JD		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Garcia	Karl John	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Aguayo	Norma	Instructor	Part	BA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Munoz	Joseph	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Gomez	Gloria	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus

Soto	Pablo	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Oderkirk	Gloria	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Shack	Eric	Instructor	Part	BA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Kindig	Gloria	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Guerrero	Gerardo	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Trujillo	Maribel	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Garza	Michelle	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Escarsega	Julia	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Torres	Ramon	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Evaro	Heidi	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Trejo	Hector	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus

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Blocher	Jill	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Garcia	Deana	Instructor	Part	BA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Teresa Tellez	Maria	Instructor	Part	BA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Munoz-Cedeno	Goretty	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Martinelli	Enrique	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Alvarez	Vanessa	Tutor	Part	Student		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Tarango	Olga	Tutor	Part	AA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Hijar-rivera	Huberto	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Coryell	Bruce	Instructor	Part	MA		NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Andow	Graciela	Instructor	Part			Adult Education Instructional Leadership Institute	10/3-4/19	DACC East Mesa Campus
Trujillo	Maribel	Instructor	Part			Adult Education Instructional Leadership Institute	10/3-4/19	DACC East Mesa Campus

Samak	Soad	Instructor	Part			Adult Education Instructional Leadership Institute	10/3-4/19	DACC East Mesa Campus
Evaro	Heidi	Instructor	Part			Adult Education Instructional Leadership Institute	10/3-4/19	DACC East Mesa Campus
Kindig	Gloria	Instructor	Part			Adult Education Instructional Leadership Institute	10/3-4/19	DACC East Mesa Campus
Garcia	Daena	Instructor	Part			Adult Education Instructional Leadership Institute	10/3-4/19	DACC East Mesa Campus
Gomez	Gloria	Instructor	Part			Adult Education Instructional Leadership Institute	10/3-4/19	DACC East Mesa Campus
Munoz-Cedeno	Goretty	Instructor	Part			Adult Education Instructional Leadership Institute	10/3-4/19	DACC East Mesa Campus
Garcia	Karl John	Instructor	Part			Adult Education Instructional Leadership Institute	10/3-4/19	DACC East Mesa Campus
Trejo	Hector	Instructor	Part			Adult Education Instructional Leadership Institute	10/3-4/19	DACC East Mesa Campus
Ethier	Maria	Director	Full	MA	9	NRS training	7/22-25/19	San Francisco
Ethier	Maria	Director	Full	MA	9	Minds that Move Career Pathway Fesitival	8/7-8/19	Miami
Ethier	Maria	Director	Full	MA	9	NM Career Pathways Institute	10/16-17/19	ABQ
Ethier	Maria	Director	Full	MA	9	NM Career Pathways Institute	12/12/19	ABQ

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Ethier	Maria	Director	Full	MA	9	NM Career Pathways Institute	3/26/2020	Zoom
Ethier	Maria	Director	Full	MA	9	NM Career Pathways Institute	4/10/2020	Zoom
Ethier	Maria	Director	Full	MA	9	NM Career Pathways Institute	4/17/2020	Zoom
Hernandez	Denisse	Admin Asst	Full	HS	2	MPAEA & NMAEA 2020 Conference	2/24-27/2020	Hyatt Regency Tamaya Resort
Hernandez	Denisse	Admin Asst	Full	HS	2	NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Portillo	Lydia	Administrative Assistant	Part time		3	Strategies for Teaching Online	06/17/20 to 07/01/20	Online Course
Robinson	Barbara	Prog Coord/Data	Full	Assoc of Arts	19	Education – Excel Spreadsheets	07/22-09/15/2020	Western Governors University
Robinson	Barbara	Prog Coord/Data	Full	Assoc of Arts	19	Strategies for Teaching Online	07/01/2020	NMSU Teach Academy
Robinson	Barbara	Prog Coord/Data	Full	Assoc of Arts	19	Burlington English Core	08/07/2020	BE
Robinson	Barbara	Prog Coord/Data	Full	Assoc of Arts	19	Creating a Course Training	7/21/2020	NMSU

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Robinson	Barbara	Prog Coord/Data	Full	Assoc of Arts	19	Burlington English Pt Core Workshops	7/14/2020	BE
Robinson	Barbara	Prog Coord/Data	Full	Assoc of Arts	19	How to be an Antiracist: Book Discussion	09/01/2020	NMSU
Flores	Maritza	Customer Service Asst.	Full	A.A.	3	NMAEA Teacher Institute	11/8/2019	DACC Espina Campus
Ballesteros	Frank	Program Specialist	Part-time	MA	2	Adult Education Teacher Leader Training	10/3/19 &10/4/19	Las Cruces, NM
Ballesteros	Frank	Program Specialist	Part-time	MA	2	Career Pathways (Jeff Fantine)	5/20-6/20	Las Cruces, NM
Ballesteros	Frank	Program Specialist	Part-time	MA	2	Burlington English	6/20	Las Cruces
Ballesteros	Frank	Program Specialist	Part-time	MA	2	TABE Training 11 & 12, Parts 1 & 2	7/7/20	Las Cruces, NM
Ballesteros	Frank	Program Specialist	Part-time	MA	2	Adult Education Teacher Leader Training	10/3/19 &10/4/19	Las Cruces, NM
Martinez	Bonnie	Program Coordinator	Full	BA	10	I-9 Training	08/01/2019	NMSU, Las Cruces
Martinez	Bonnie	Program Coordinator	Full	BA	10	TABE-nology	08/16/2019	Online Webinar
Martinez	Bonnie	Program Coordinator	Full	BA	10	Teacher In-Service	08/24/2019	DACC, Las Cruces

Martinez	Bonnie	Program Coordinator	Full	BA	10	Adult Education Leadership Meeting	10/31/2019	
Martinez	Bonnie	Program Coordinator	Full	BA	10	Borderland Summit	11/07/2020	El Paso
Martinez	Bonnie	Program Coordinator	Full	BA	10	New Mexico Adult Ed Association	11/08/2020	
Martinez	Bonnie	Program Coordinator	Full	BA	10	TABE THURSDAY WEBINAR: TABE CLAS-E ONLINE RELEASE	2/6/2020	Online
Martinez	Bonnie	Program Coordinator	Full	BA	10	I-9 Training	2/21/2020	NMSU, Las Cruces
Martinez	Bonnie	Program Coordinator	Full	BA	10	MPAEA & NMAEA 2020 Conference	2/24-27/2020	Hyatt Regency Tamaya Resort
Martinez	Bonnie	Program Coordinator	Full	BA	10	Partnering Adult Education and Apprenticeship	3/4/2020	Online
Martinez	Bonnie	Program Coordinator	Full	BA	10	NEDP Discussion with Dona Ana Community College	3/8/2020	Online
Martinez	Bonnie	Program Coordinator	Full	BA	10	Conflict and Communication for Managers	3/26/2020	NMSU, Las Cruces
Martinez	Bonnie	Program Coordinator	Full	BA	10	DACC Online CP Planning Session - Part 1 (Jeff Fantine)	4/20/2020	Online

Martinez	Bonnie	Program Coordinator	Full	BA	10	DACC Online CP Planning Session: Part 2	4/27/2020	Online
Martinez	Bonnie	Program Coordinator	Full	BA	10	Invitation: DACC Online CP Planning Session: Part 3	5/4/2020	Online
Martinez	Bonnie	Program Coordinator	Full	BA	10	Arizona's response to COVID-19 with Sheryl Hart Part One	5/8/2020	Online
Martinez	Bonnie	Program Coordinator	Full	BA	10	Arizona's response to COVID-19 with Sheryl Hart Part Two	5/9/2020	Online
Hernandez	Denisse	Admin Asst	Full	HS	2	DACC Online CP Planning Session	4/20,4/27 & 5/4/2020	Online
Hernandez	Denisse	Admin Asst	Full	HS	2	TABE Clas-E/ Remote proctoring	4/21/2020	Online
Rodriguez	Annette	Administrative Assistant	Full	Associate	5	Essential Education	3/19/20	online
Rodriguez	Annette	Administrative Assistant	Full	Associate	5	DACC Online CP Planning Session: Part 1	4/20/20	online
Rodriguez	Annette	Administrative Assistant	Full	Associate	5	DACC Online CP Planning Session: Part 2	4/27/20	online
Rodriguez	Annette	Administrative Assistant	Full	Associate	5	DACC Online CP Planning Session: Part 3	5/4/20	online
Rodriguez	Annette	Administrative Assistant	Full	Associate	5	LACES	6/29/20	online
Rodriguez	Annette	Administrative Assistant	Full	Associate	5	Burlington	05/2020	online

Rodriguez	Annette	Administrative Assistant	Full	Associate	5	Burlington	02/2020	online
Rodriguez	Annette	Administrative Assistant	Full	Associate	5	Remote Proctoring with TABE Training Webinars	4/28/20	online
Rodriguez	Annette	Administrative Assistant	Full	Associate	5	NMAEA SW Teacher Institute Training	11/8/19	DACC
Rodriguez	Annette	Administrative Assistant	Full	Associate	5	Canvas	05/2020	online
Hernandez	Dora	Admin Assistant	Part-time			Introduction to LCAES NexGEN	8/5/2019	DACC
Hernandez	Dora	Admin Assistant	Part-time			Using LACES for Program Improvement	8/6/12019	DACC
Hernandez	Dora	Admin Assistant	Part-Time			Troubleshooting with LACES	8/6/2019	DACC
Hernandez	Dora	Admin Assistant	Part-Time			Guide For Improving Data Quality for Data Collation and Training	8/7/2018	DACC
Hernandez	Dora	Admin Assistant	Part-Time			Learning to Be an NRS Data Detective; The five Sides of the NRS	87/2019	DACC
Hernandez	Dora	Admin Assistant	Part-Time			Linking Data Quality with Action: Evaluation and Improving DATA	8/7/2019	DACC
Flores	Maritza	Customer Service Asst.	Full	A.A.	3	Tabe Clas-E Proctor	April, 21,2020	Online
Flores	Maritza	Customer Service Asst.	Full	A.A.	3	NMAEA Teacher Institute	November 8, 2020	DACC Campus

Valenzuela	Aurora	Admin. Asst. Assc.	Full			24	NMAEA-Teacher Institute -DRC training	11/08/2019	DACC
Valenzuela	Aurora	Admin Asst. Assc.	Full			24	MPAEA & NMAEA 2020 Conference	02/24-27/2020	Hyatt Regency Tamaya Resort
Valenzuela	Aurora	Admin Asst. Assc	Full			24	Career Pathways Planning Session Part-1 to 3 Jeff Fantine	04/20/2020 04/27/2020 05/04/2020	Online
Lara	Elizabeth	Administrative Assistant	Part	BA		1	Time Management	3/23/20	Training Central
Lara	Elizabeth	Administrative Assistant	Part	BA		1	LACES Software Training	3/25/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA		1	DRC Training & Certification Pt. I	4/6/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA		1	DRC Training & Certification Pt. II	4/7/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA		1	Administrative Systems & Processes	4/13/20	Training Central

Lara	Elizabeth	Administrative Assistant	Part	BA	1	Career Pathways Planning Session Pt. I	4/20/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA	1	Career Pathways Planning Session Pt. II	4/22/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA	1	Career Pathways Planning Session Pt. III	4/27/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA	1	Remote Testing & Proctoring W/ DRC	5/1/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA	1	Career Pathways Planning Session Pt. IV	5/4/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA	1	Best Practices In Distance Learning & Creating A Culture Of Assessment In A Blended Learning Environment	5/6/20	NM DELT Online
Lara	Elizabeth	Administrative Assistant	Part	BA	1	Student Engagement: Motivation Theory	5/12/20	NM DELT Online
Lara	Elizabeth	Administrative Assistant	Part	BA	1	Canvas Training: Introduction To Canvas & Canvas Home Pages	5/20/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA	1	Canvas Training: Canvas Assignments & Rubrics & Using The Quiz Tool In Canvas	5/21/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA	1	Canvas Training: Using Canvas Modules & Navigating Student Groups & Collaborations In Canvas	5/22/20	Online
Lara	Elizabeth	Administrative Assistant	Part	BA	1	Burlington English Online Webinar Series: ACT Now	5/20/20-5/22/20	Online

Lara	Elizabeth	Administrative Assistant	Part	BA	1	Canvas Training: Using The Canvas Gradebook	5/27/20	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	ACLU Advocacy Training	1/9/2020	Community
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	EdReady 101	8/8/2019	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Technology Tools for Teachers & Administrators	08/30/2019	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Apple IPad Certification	9/1/2019	Espina Campus
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	AE Teacher Leadership Training	10/3-4/2019	EMC
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Ability to Benefit	10/21-29/2019	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	COABE Virtual Conference	10/27/2020	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	MPAEA-NMAEA 2020 Conference	02/24/-27/2020	Santa Fe
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	AE Day 2020	1/29/2020	Santa Fe
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Burlington English Teacher Training	1/25/2020	Espina Campus
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	SW Teacher's Institute	11/08/2019	Espina Campus

Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	SkillsUSA Career Essential Suite-Adult Learners	11/15/19	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Adult Literacy & Education: Strategies to Alleviate the Literacy Gap	12/12/2019	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	TABE Clas-E Online Release	2/6/2020	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	NM Delt: Teaching Online 2/OER	3/16/2020	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Transitioning to Distance Learning Classes	3/18/2020	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Burlington English, Virtual Training Onboard	3/19/2020	BE Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Five Steps to Quickly Serve Students Online	4/2/2020	BE Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Overview for Remote Learning	4/3/2020	BE Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	DACC Online CP Planning	4/20&27/2020	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	DACC Online CP Planning	5/4/2020	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Using Screencasting to Facilitate Learning From Home	4/9/2020	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	TABE Proctoring Online Training	4/21/2020	Online

Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Remote Proctoring with TABE	4/28/2020	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	ACT Now! BE Webinar	5/11/2020	BE Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Remote Services Part 1, 2, 3 Burlington English	5/19-21/2020	BE Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Arizona's Response to Covid-19	6/8-9/2020	BE Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	COABE Virtual Conference	6/29-7/3/2020	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Creating a Course Orientation	7/21/2020	Teach Acad Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	LACES Training Webinar	7/29/2020	Online
Robinson	Barbara	Prog Coord/Data	Full	Assoc	19	Virtual Town Hall – Up-skill, Re-skill or Re-enter the Workforce…	8/5/2020	Online
Luevano	Eva	College Transition Advisor	Full	BA	21	Various Google Trainings	8/6/2019-5/31/20	Webinar
Luevano	Eva	College Transition Advisor	Full	BA	21	Tabe Updates	8/29/19	Webinar
Luevano	Eva	College Transition Advisor	Full	BA	21	Academic Advisor Training	9/12/2019	East Mesa Campus

Luevano	Eva	College Transition Advisor	Full	BA	21	Various Jeff Fantine Career Pathway Training	9/20/2019 - 1/24/2020	Webinar
Luevano	Eva	College Transition Advisor	Full	BA	21	Jeff Fantine Instructor Training	10/3-4/2019	East Mesa Campus
Luevano	Eva	College Transition Advisor	Full	BA	21	NCPN Conference	10/11-10/13/2020	Orlando Florida
Luevano	Eva	College Transition Advisor	Full	BA	21	Jeff Fantine Career Training Institute	10/16-10/18/2019	Albuquerque NM
Luevano	Eva	College Transition Advisor	Full	BA	21	NCTN Conference	11/10-11/13/2019	Massachusetts
Luevano	Eva	College Transition Advisor	Full	BA	21	DACA Training	1/16/2020	East Mesa Campus
Luevano	Eva	College Transition Advisor	Full	BA	21	Burlington English	1/25/2020	Espina Campus
Luevano	Eva	College Transition Advisor	Full	BA	21	Canvas Training	1/31/2020	NMSU

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Luevano	Eva	College Transition Advisor	Full	BA	21	EAB Training	2/19/2020	NMSU
Luevano	Eva	College Transition Advisor	Full	BA	21	MPAEA & NMAEA 2020 Conference	2/24-27/2020	Hyatt Regency Tamaya Resort
Luevano	Eva	College Transition Advisor	Full	BA	21	Various SREB trainings	8/1-9/3/2020	Webinars
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Strategies for Teaching Online	06/17/20 to 07/01/20	Online Course
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Burlington English	03/26 2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Simple K-Google Classrooms	03/27/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Simple k-Google Forms	03/31/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	DRC Insights-TABE Class-E online	04/02/202	Webinar

Portillo	Lydia	Administrative Assistant	Part time	GED	3	Simple-K--Google Meet	04/09/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Simple-K –Intro to Google Meet	04/10/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Essential Ed Training	04/13/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Simple K—Google Docs	04/15/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Essential Ed—Distant Learning	04/15/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Simple K—Using Google Meet for Remote Learning	04/16/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Simple K—Google Classroom Step by Step	04/17/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Online Career Pathways Planning Sessions	04/20/2020 to 05/04/2020	Online Meetings

Portillo	Lydia	Administrative Assistant	Part time	GED	3	DRC insights-Remote Proctoring with TABE	04/22/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Burlington English	05/12/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Canvas Training	05/21/2020	Webinar
Portillo	Lydia	Administrative Assistant	Part time	GED	3	Canvas Training	05/26/2020	Webinar
Alvidrez	Guillermina	Teacher Intermediate	Full	MA	18	Jeff Fantine	October 2019	DACC
Alvidrez	Guillermina	Teacher Intermediate	Full	MA	18	NMEA/Teacher Institute	November 2010	DACC
Alvidrez	Guillermina	Teacher Intermediate	Full	MA	18	Burlington Training	February 2020	Online
Alvidrez	Guillermina	Teacher Intermediate	Full	MA	18	MPAEA & NMAEA 2020 Conference	2/23/-2/25/2020	Hyatt Regency Tamaya Resort
Alvidrez	Guillermina	Teacher Intermediate	Full	MA	18	Several Webinars	April-May 2020	Online
Alvidrez	Guillermina	Teacher Intermediate	Full	MA	18	I-BEST to Early I-BEST: Career Pathways at Earlier Levels	04/29/2020	Online

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Alvidrez	Guillermina	Teacher Intermediate	Full	MA	18	Jeff Fantine	April-May 2020	Online
Alvidrez	Guillermina	Teacher Intermediate	Full	MA	18	Introduction to Canvas	05/2020	DACC/Online
Alvidrez	Guillermina	Teacher Intermediate	Full	MA	18	Remote Proctoring	May 2020	DACC/Online
Alvidrez	Guillermina	Teacher Intermediate	Full	MA	18	TABE 11/12 Assessment On line	06/2020	DRC/Online

IX. Fiscal Survey

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

2. Please indicate FY 2019-2020 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

3. Please indicate FY 2019-2020 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

4. Please indicate total fair market value of donated supplies and materials. (e.g., books)

0

5. Please indicate total fair market value of donated equipment.

0

6. Please indicate total fair market value of donated IT infrastructure and support.

0

Please estimate the Total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) you can provide the institution's building renewal and replacement allocation (and cite the source document). At a minimum, please indicate the approximate square footage of donated space (for NMHED to calculate at an average rate).

1. Please indicate square footage of donated space (all space your program uses that you do not have to pay fees for use)

Square footage of donated space	Fair Market Value per Square foot	Total
21,747	5.75	$125,045

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1.   Please list other sources of support and their contributions for FY 2019-2020.

Source	Amount
DACC I&G Funding	$172,919.00
Kellogg Family Foundation (this is the total allocation over a four year period starting in FY18-19)	$ 864,853.00

B. Program Income Activities

2.   Please indicate the amount of PROGRAM INCOME generated from your program for the 2019-2020 fiscal year.

$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
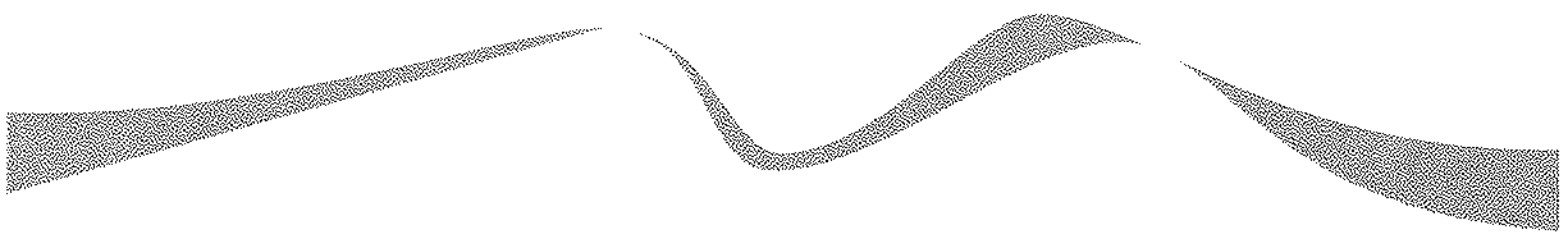
Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: adult.education@state.nm.us AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2020.

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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Contents

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.
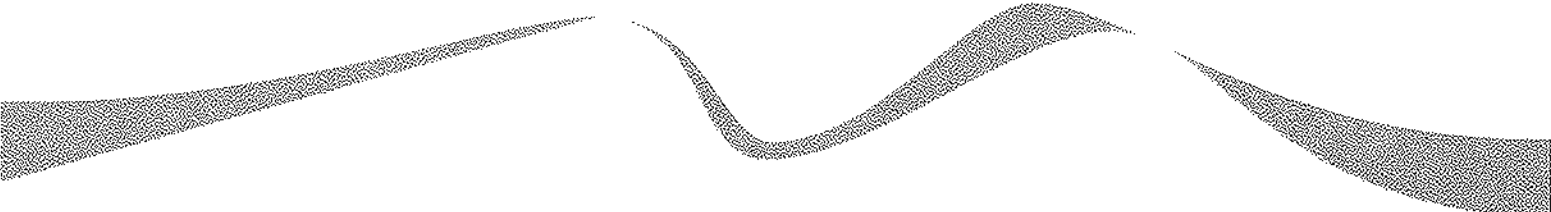
Background and Purpose

"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 heath 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.

CATRON

Employment Growth — Nov 16: 2
Nov 17 Emp. | 1,066 — Nov 17: 0.2%

Rank: %Grw — **Historical OTY Growth**
22
Out of 33 counties

Nov	2014	2015	2016
	-6.4%	4.9%	-5.8%

Wage Growth — 2Q17 Wage | S587 — -1.7%

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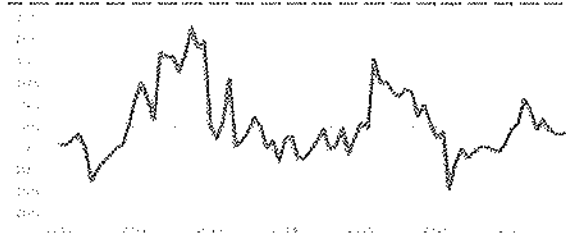
DONA ANA

Employment Growth — Nov 16: -80
Nov 17 Emp. | 89,869 — Nov 17: -0.1%

Rank: %Grw — **Historical OTY Growth**
24
Out of 33 counties

Nov	2014	2015	2016
	0.0%	-0.4%	2.8%

Wage Growth — 2Q17 Wage | S724 — 4.3%

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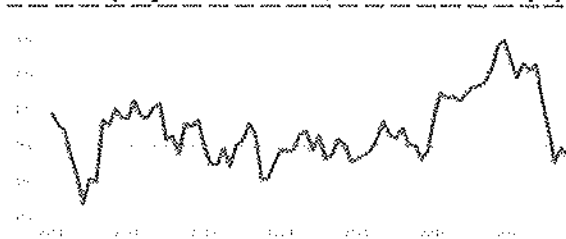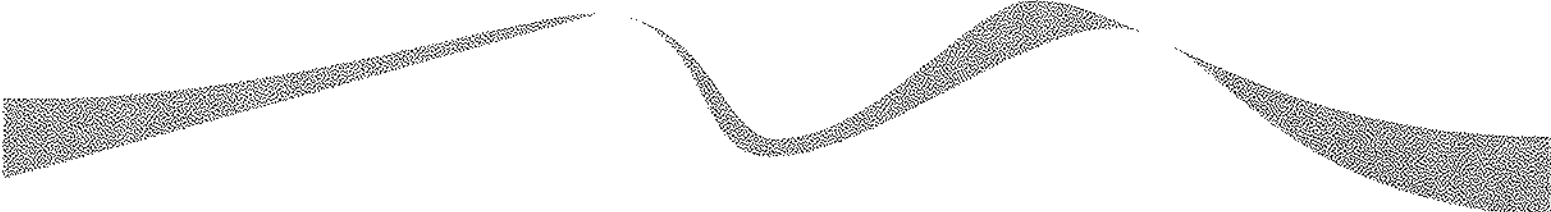
GRANT

Employment Growth — Nov 16: -46
Nov 17 Emp. | 11,679 — Nov 17: -0.4%

Rank: %Grw — **Historical OTY Growth**
25
Out of 33 counties

Nov	2014	2015	2016
	-2.8%	-0.2%	-0.2%

Wage Growth — 2Q17 Wage | S750 — -1.9%

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

LUNA

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

Rank: %Grw   **Historical OTY Growth**

5	Nov >	**2014**	**2015**	**2016**
Out of 33 counties		-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   **Historical OTY Growth**

12	Nov >	**2014**	**2015**	**2016**
Out of 33 counties		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   **Historical OTY Growth**

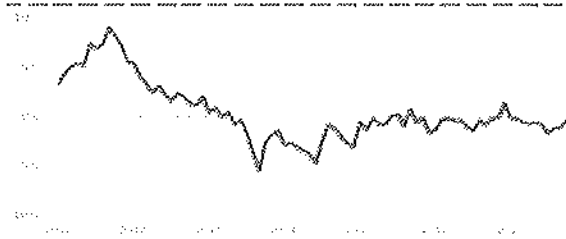| **23**	Nov >	**2014**	**2015**	**2016**
Out of 33 counties		-1.1%	0.4%	2.0%

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

(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.

	PY18 & PY19 Negotiated Goals		
Performance Levels	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
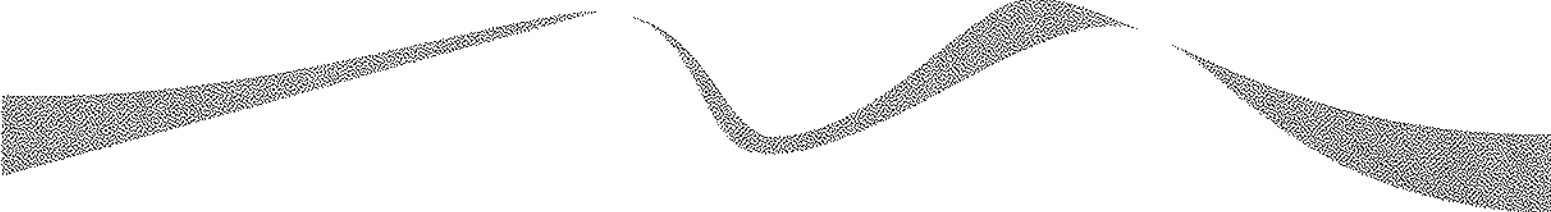
The following table includes the WIOA services provided for the Adult, Dislocated Worker, and Youth by program year. The negotiated performance levels for PY18 and PY19 are based on using PY17 actual outcomes. This method establishes a baseline and considers the service providers' delivery models for 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.

	ACTUAL		PROJECTED	
WIOA PROGRAM - INDIVIDUALS SERVED	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)	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:
	(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.

§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
Reenty 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

[1]NOT 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, no 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

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

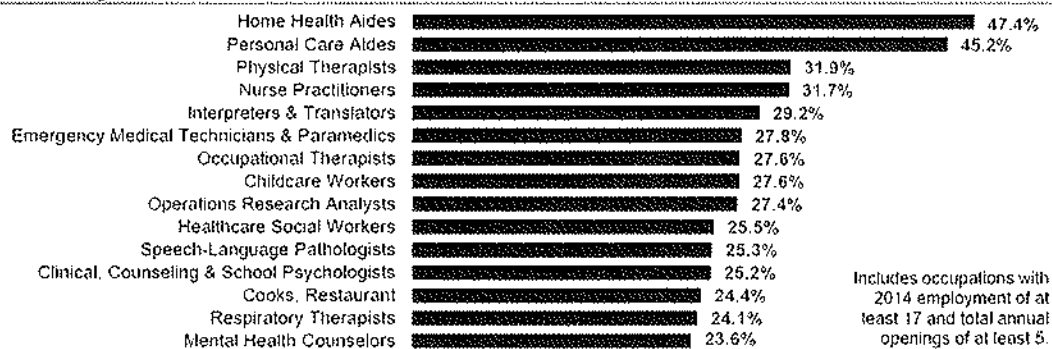# STRATEGIC PLANNING ELEMENTS

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

Southwestern Region

Occupation	Growth
Home Health Aides	47.4%
Personal Care Aides	45.2%
Physical Therapists	31.9%
Nurse Practitioners	31.7%
Interpreters & Translators	29.2%
Emergency Medical Technicians & Paramedics	27.8%
Occupational Therapists	27.6%
Childcare Workers	27.6%
Operations Research Analysts	27.4%
Healthcare Social Workers	25.5%
Speech-Language Pathologists	25.3%
Clinical, Counseling & School Psychologists	25.2%
Cooks, Restaurant	24.4%
Respiratory Therapists	24.1%
Mental Health Counselors	23.6%

Includes occupations with 2014 employment of at least 17 and total annual openings of at least 5.

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

Southwestern Region

Occupation	Value
Personal Care Aides	1,685
Combined Food Prep. & Serving Workers, Incl. Fast Food	447
Registered Nurses	269
Home Health Aides	258
Childcare Workers	231
Waiters & Waitresses	229
Cooks, Restaurant	204
Customer Service Representatives	174
Retail Salespersons	164
Substitute Teachers	164
Supervisors of Food Prep. & Serving Workers	***
Elementary School Teachers, Ex. Special Education	148
General & Operations Managers	125
Janitors & Cleaners, Ex. Maids & Housekeeping Cleaners	121
Farmers, Ranchers & Other Agricultural Managers	***

*** Data are suppressed.

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.
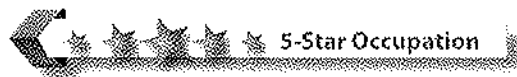
5-Star Occupation — High-Demand occupation and a Top Wage occupation

4-Star Occupation — Either a High-Demand occupation and a High-Wage occupation OR an In-Demand occupation and a Top-Wage occupation
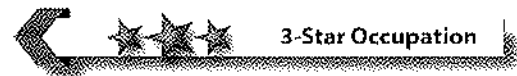
3-Star Occupation — Either a High-Demand occupation and an Education-Wage occupation OR an In-Demand occupation and a High-Wage occupation

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	$46,290	High School Diploma
Medical & Health Services Managers	90	$87,810	Bachelor's
Insurance Sales Agents	60	$39,080	High School Diploma
Industrial Machinery Mechanics	60	$45,930	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

| §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

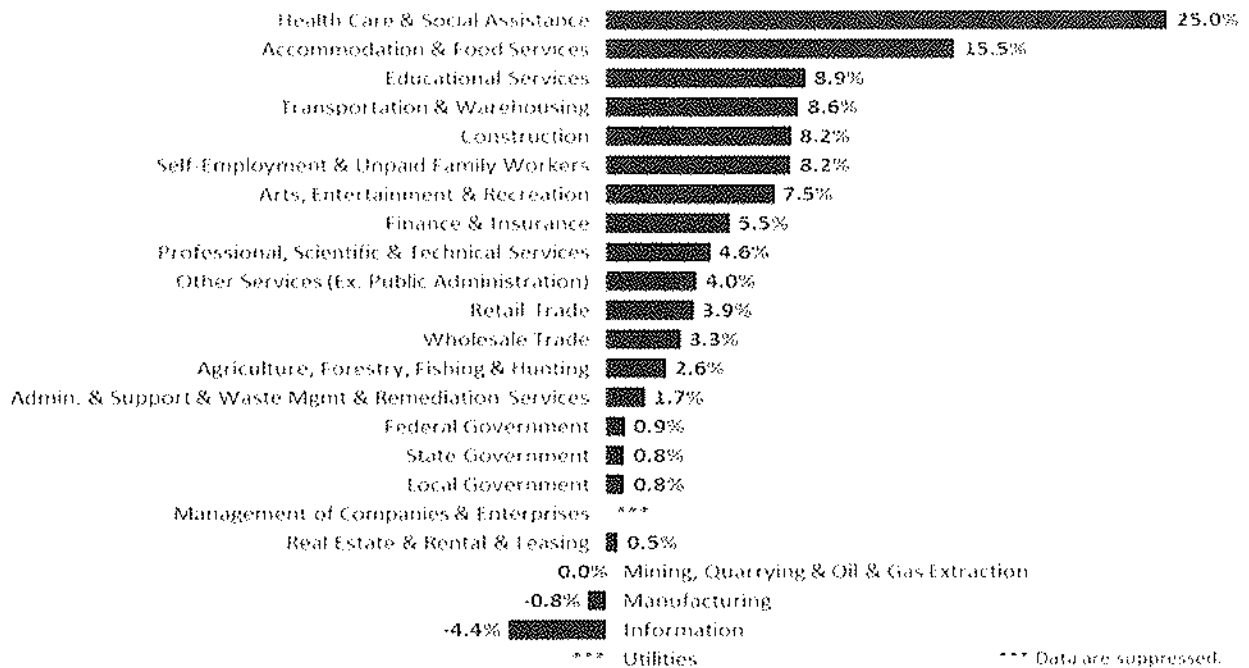| §679.560(a)(3)	An analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

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	#	%
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%
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

Industry	Growth
Health Care & Social Assistance	25.0%
Accommodation & Food Services	15.5%
Educational Services	8.9%
Transportation & Warehousing	8.6%
Construction	8.2%
Self-Employment & Unpaid Family Workers	8.2%
Arts, Entertainment & Recreation	7.5%
Finance & Insurance	5.5%
Professional, Scientific & Technical Services	4.6%
Other Services (Ex. Public Administration)	4.0%
Retail Trade	3.9%
Wholesale Trade	3.3%
Agriculture, Forestry, Fishing & Hunting	2.6%
Admin. & Support & Waste Mgmt & Remediation Services	1.7%
Federal Government	0.9%
State Government	0.8%
Local Government	0.8%
Management of Companies & Enterprises	***
Real Estate & Rental & Leasing	0.5%
Mining, Quarrying & Oil & Gas Extraction	0.0%
Manufacturing	-0.8%
Information	-4.4%
Utilities	***

*** Data are suppressed.

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*

Bar chart showing employment growth percentages by educational attainment:
- Less than HS: 16.4%
- HS Diploma/Equiv.: 8.0%
- Some College, No Degree: 18.3%
- Postsec., Non-Degree Award: 11.6%
- Associate's: 10.2%
- Bachelor's: 12.6%
- Master's: 21.6%
- Doctoral/Prof.: 14.0%
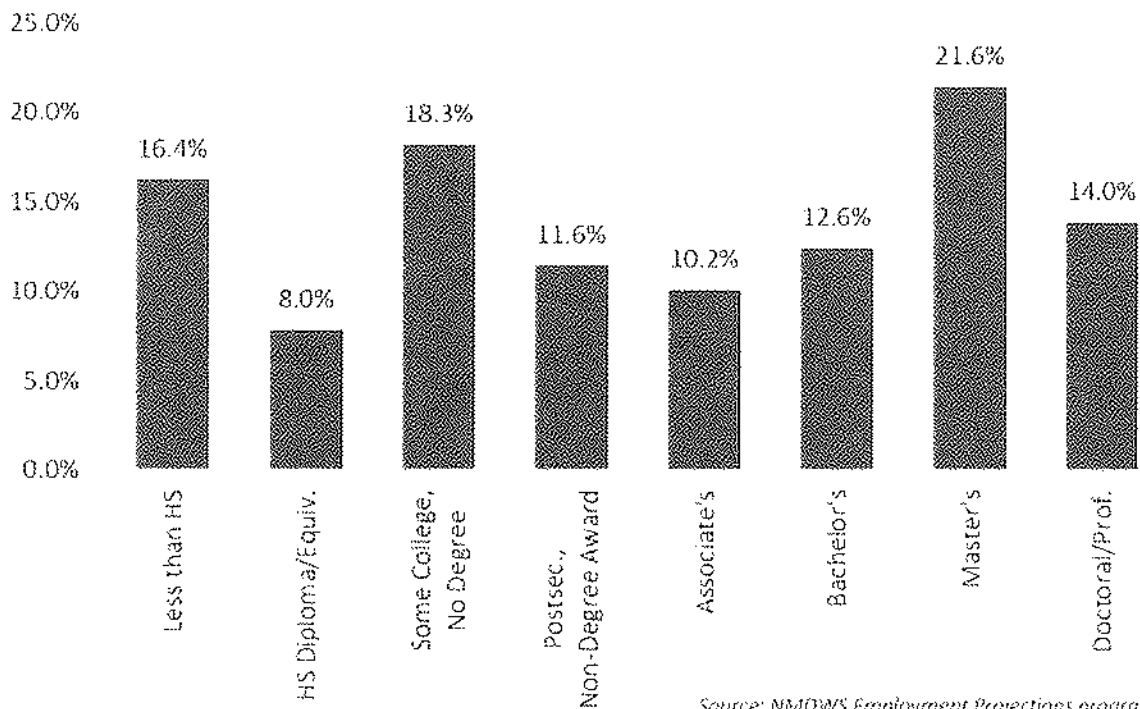
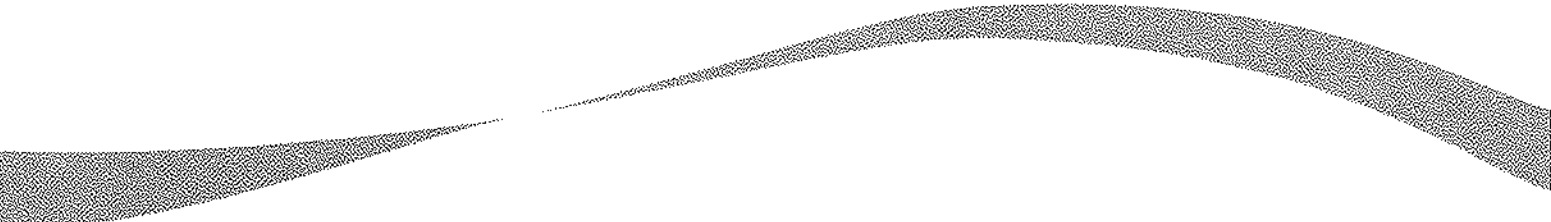*Source: NMDWS Employment Projections program*

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 ProveIt! 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 ProveIt!® 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
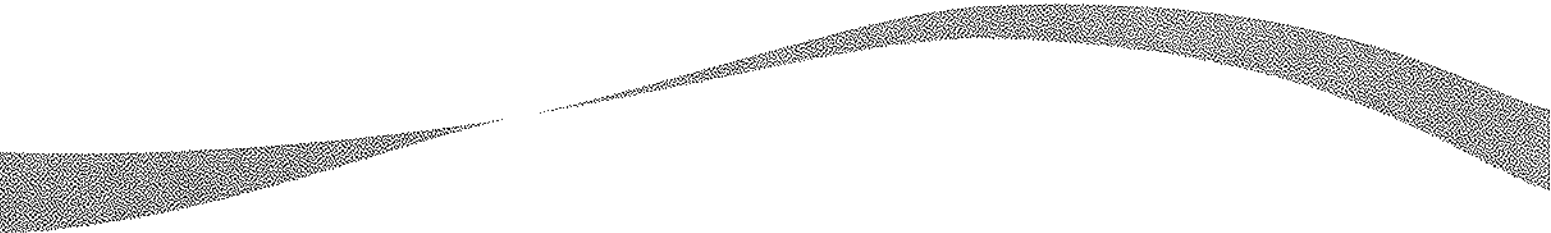- Entrepreneurial skills training
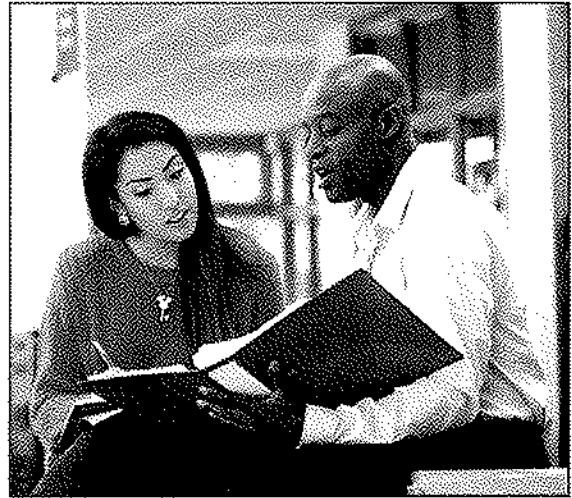
Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services

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.
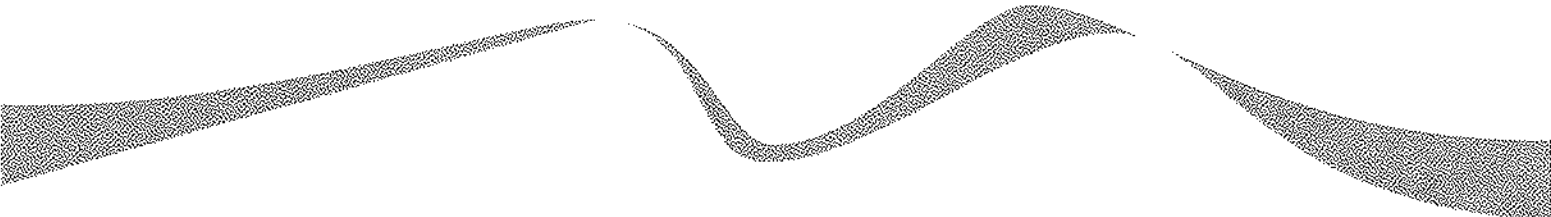
Strategic Vision: The Southwestern Area Workforce Development Board created the Joint Economic Training (JET) Fund with Mesilla Valley Economic Development Alliance (MVEDA). The JET Fund will be deployed throughout the entire Southwestern region. When employers consider moving or developing in the region, 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.
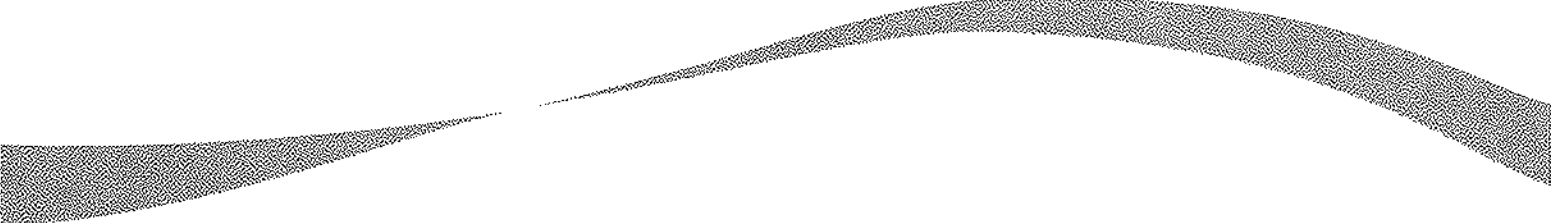
Workforce partners also play a role with strengthening the relationship between youth and the workforce system. Having workforce partners knowledgeable about the services available by other partners, improving communications, and a better referral system will prevent participants from getting lost in 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.
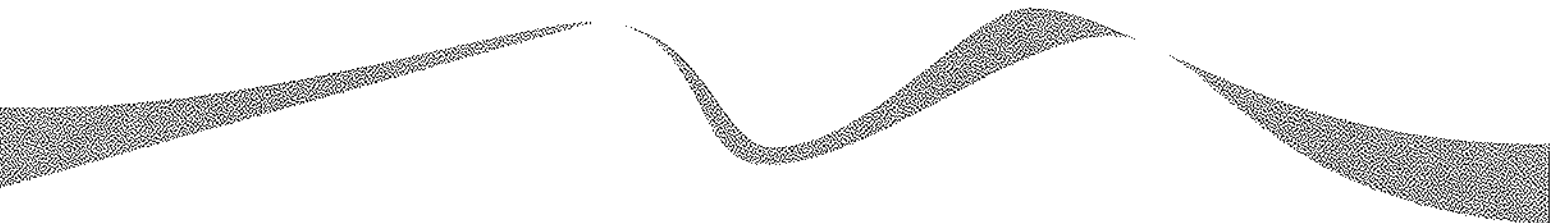
It has been identified that a need for workforce services in southern Doña Ana County exists. The Board will communicate with workforce partners, local, state, and federal agencies to explore options.

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
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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.

Southwestern Region Population by County in 2010

County	Population
Catron	3,725
Doña Ana	209,233
Grant	29,525
Hidalgo	4,894
Luna	25,095
Sierra	11,988
Socorro	17,866
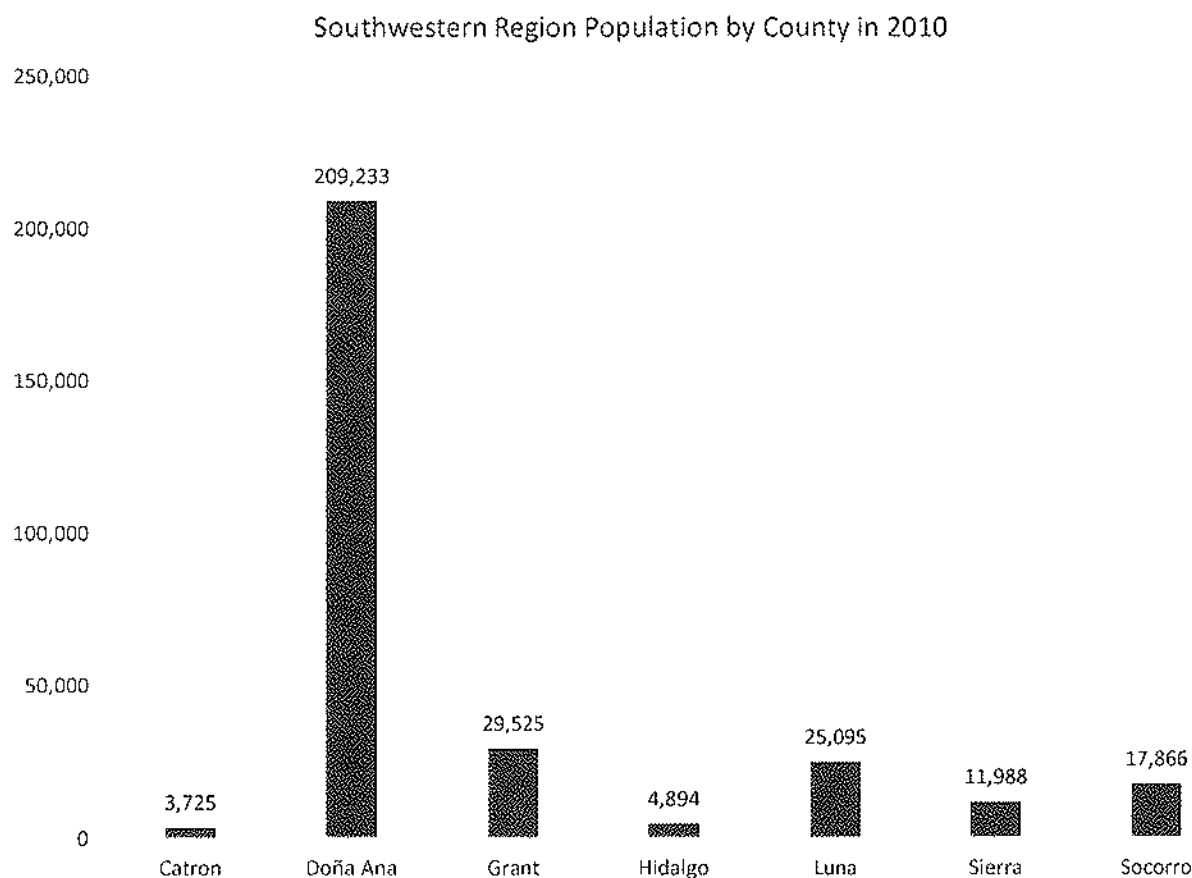
Source: NM Department of Workforce Solutions, Profile Summary Census.gov American Fact Finder

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.

Largest City in Each Southwestern Area County in 2010

City	Population
Reserve village, Catron	289
Las Cruces city, Doña Ana	97,618
Silver City town, Grant	10,315
Lordsburg city, Hidalgo	2,797
Deming city, Luna	14,855
Truth or Consequences city, Sierra	6,475
Socorro city, Socorro	9,051
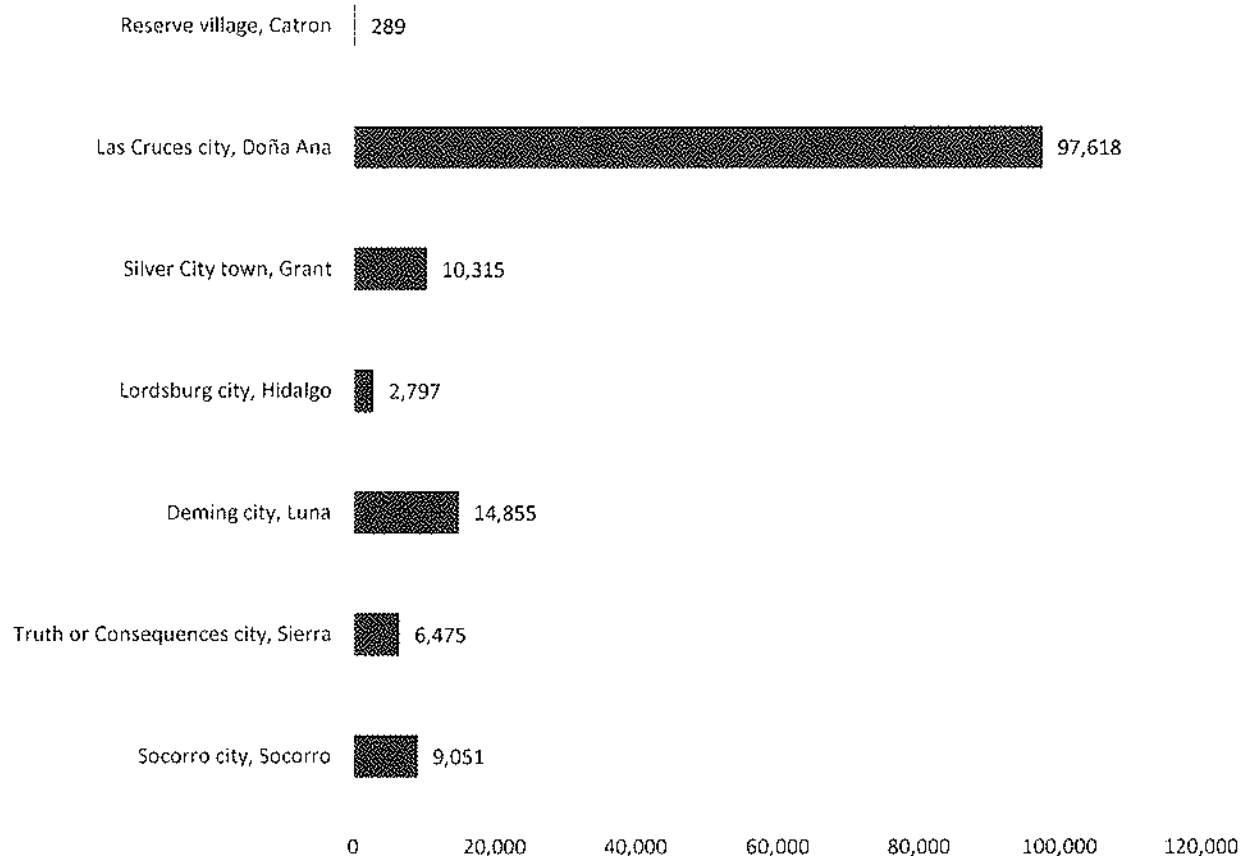
Source: Census.gov American Fact Finder

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

Age	Catron County Males	Catron County Females	Doña Ana County Males	Doña Ana County Females	Grant County Males	Grant County Females	Hidalgo County Males	Hidalgo County Females	Luna County Males	Luna County Females	Sierra County Males	Sierra County Females	Socorro County Males	Socorro County Females
80+ years	82	109	2,622	3,740	681	915	95	135	537	632	447	494	244	321
70 to 79 years	261	193	5,483	5,974	1272	1364	175	157	1182	1103	839	803	558	550
60 to 69 years	465	390	8,951	9,625	2,226	2,273	281	290	1454	1597	1143	1084	1000	933
50 to 59 years	356	386	11,914	13,212	2,122	2,362	338	333	1453	1595	965	1015	1236	1262
40 to 49 years	186	180	11,864	13,261	1527	1710	346	345	1481	1435	662	679	1125	1125
30 to 39 years	138	126	11,844	12,419	1344	1481	228	247	1223	1268	387	405	955	956
20 to 29 years	115	100	17,593	16,652	1499	1502	272	257	1448	1858	484	454	1456	1128
10 to 19 years	178	161	16,904	16,621	1927	1768	395	357	1895	1892	564	511	1405	1227
Under 10 years	156	133	15,594	15,160	1859	1652	325	318	1851	1740	536	516	1192	1187

County totals (shown above bars): Catron 1,947 / 1,778; Doña Ana 102,569 / 106,654; Grant 14,487 / 15,027; Hidalgo 2,455 / 2,433; Luna 12,474 / 12,621; Sierra 6,027 / 5,961; Socorro 9,172 / 8,694

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.

Occupational Projections (Long-term) for Multiple Occupations in Southwestern Area in 2016-2026

Occupation	2026 Projected Employment	2016 Estimated Employment
Architecture and Engineering	2470	2365
Arts, Design, Entertainment, Sports, and Media	789	777
Building and Grounds Cleaning and Maintenance	3973	3708
Business and Financial Operations	3935	3727
Community and Social Services	1890	1663
Computer and Mathematical	2270	2047
Construction and Extraction	6275	6004
Education, Training, and Library	8404	7858
Farming, Fishing, and Forestry	2663	2669
Food Preparation and Serving Related	10505	9722
Healthcare Practitioners and Technical	6287	5567
Healthcare Support	4724	3797
Installation, Maintenance, and Repair	4411	4180
Legal	491	465
Life, Physical, and Social Science	1855	1749
Management	8160	7795
Office and Administrative Support	15094	15015
Personal Care and Service	8682	6731
Production	3692	3728
Protective Service	4028	3953
Sales and Related	9166	9030
Transportation and Material Moving	4662	4466

⬛ 2026 Projected Employment   ⬛ 2016 Estimated Employment

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

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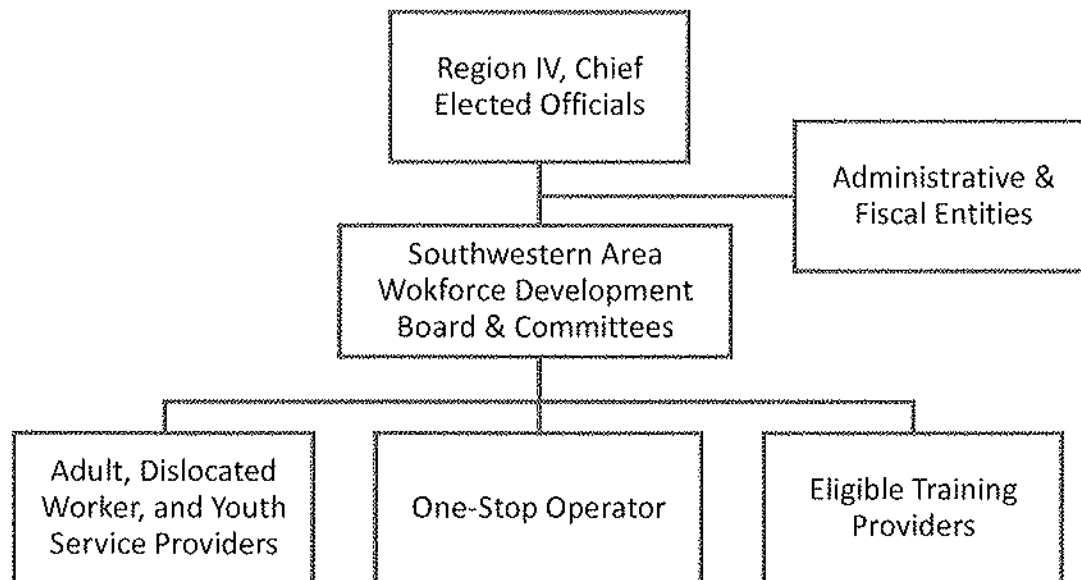
LOCAL BOARD STRUCTURE

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.
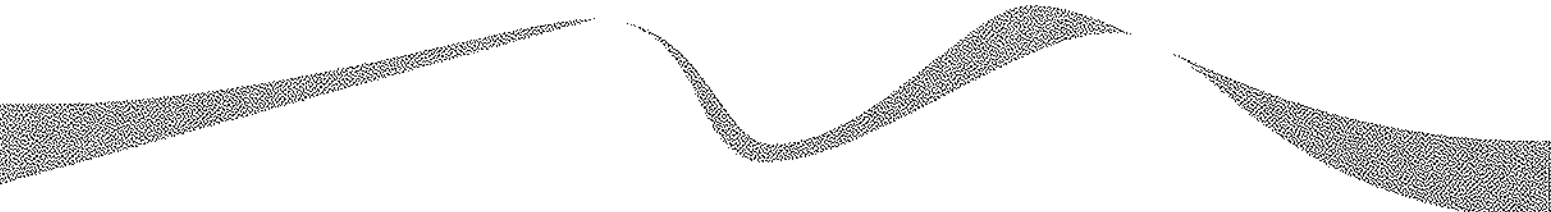
FUNCTIONAL CHART

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                    │  Region IV, Chief       │
                    │  Elected Officials      │
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                                 │          ┌────────────────────────┐
                                 │          │  Administrative &       │
                                 │          │  Fiscal Entities        │
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                    ┌────────────┴───────────┐
                    │  Southwestern Area      │
                    │  Wokforce Development    │
                    │  Board & Committees      │
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┌────────┴─────────┐   ┌─────────┴────────┐    ┌──────────┴────────┐
│ Adult, Dislocated │   │                  │    │ Eligible Training  │
│ Worker, and Youth │   │ One-Stop Operator │    │ Providers          │
│ Service Providers │   │                  │    │                    │
└──────────────────┘   └──────────────────┘    └───────────────────┘
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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)
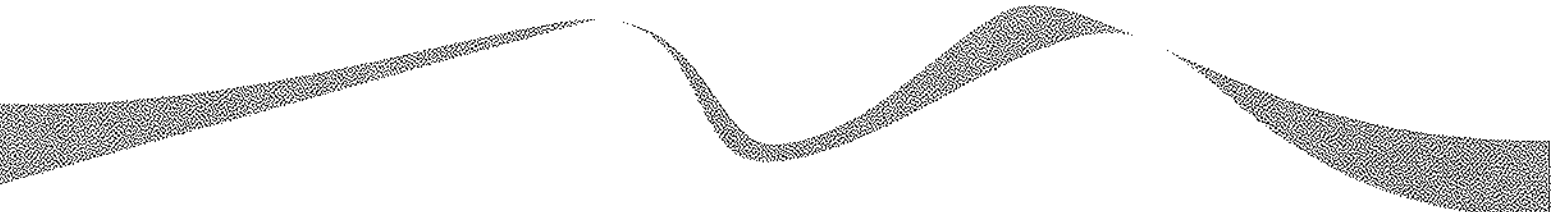
The Board will promote these programs and ensure that they are carried out by the service providers by working with core partners and service providers collectively to strategize and execute methods that are conducive with the communities' needs. Regular meetings with service providers and Core partners 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.

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

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

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.
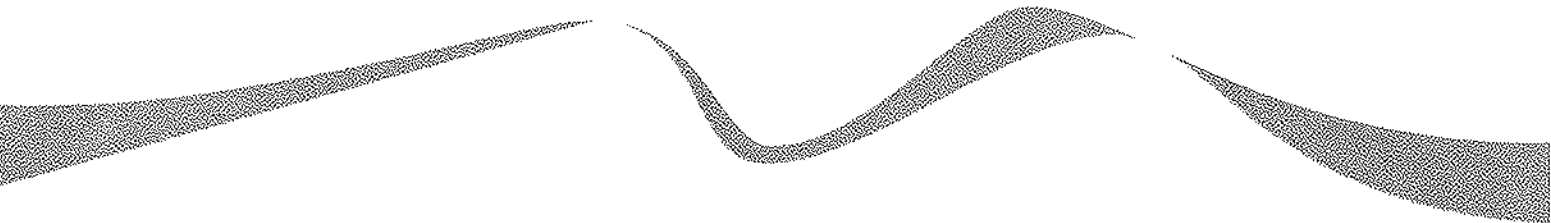
Beyond this point, and as the Board continues past the post-implementation period of WIOA, the Board seeks to follow the Combined State Plan and expand access to credentials through the coordination and collaboration of its partners. The Board's One-Stop Operator will work to streamline the region's 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

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

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

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

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

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

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

The Board's strategy is to 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

- 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.

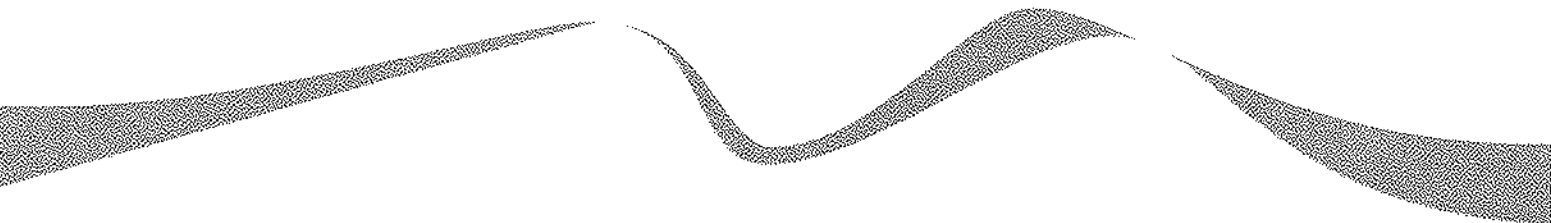### Strategies and Services for Workforce Programs and Economic Development

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

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

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

In addition, regional and county level round-table discussions will help to formulate innovative ideas and practices to benefit the economy. An objective of the Board is to build stronger bonds that lead to joint projects with economic development offices and educational institutions to meet the workforce needs of new and existing employers. By strengthening relationships, the objectives of each the economic development offices and workforce system are achieved. Through the Board's One-Stop Operator and/or Administrative Entity, in-service training with economic development offices will be offered to provide a better understanding of how the WIOA system functions. In addition to sharing information about career services and training services, the Board will offer labor market information to economic development offices in the areas of economic activity, researching employers by industry, industry profiles, regional reviews, industry spotlights, occupations bulletins, and other reports that assist with their economic strategies and services. Another important facet of working with and supporting economic development offices is to train them on the types of services that are available to businesses. Included in this training is an orientation 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

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

The unemployment insurance (UI) program is a 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

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

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

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

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

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

The Board 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.
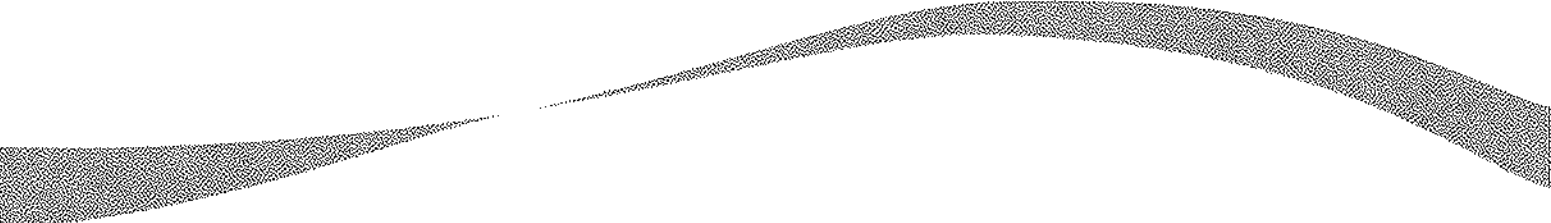
Develop Training for All Core Partners

§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.

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

§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.)

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 it 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

§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.

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

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

The 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

§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.)

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

§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).

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

§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 places into a worksite to learn a trade and gain valuable experience wile 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 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 develop of the competence and

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

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.
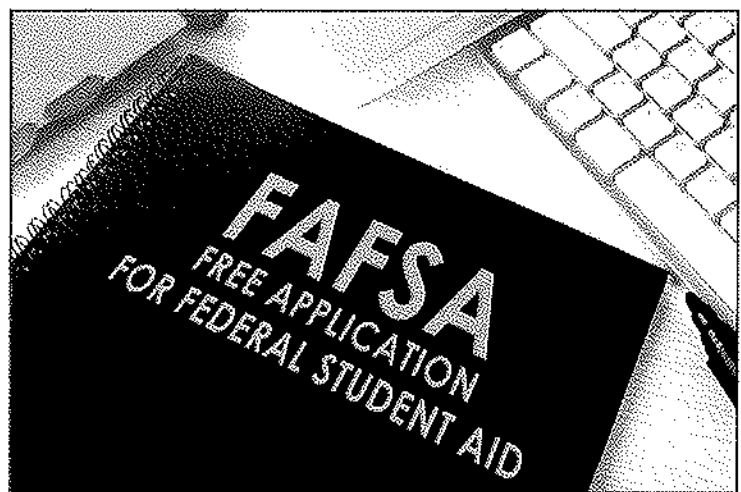
Fulfilling Youth Requirements

§679.560(c)	Describe how the local board is planning or working to fulfill specific Youth requirements, as laid out in the Workforce Innovation and Opportunity Act, including:
	a. how the board is providing for the 14 required Youth service elements; b. approach towards meeting the 20% work experience, including the use of Registered Apprenticeship as a service strategy; c. approaches toward meeting the 75% OSY minimum expenditure; d. a description of changes in the youth provider's service delivery models; e. a description of any changes in outreach activities around Youth; and f. any changes in Youth case management approach, including the use of supportive services.

a) The SAWDB necessitates all youth providers to implement the required elements in accordance with WIOA. 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

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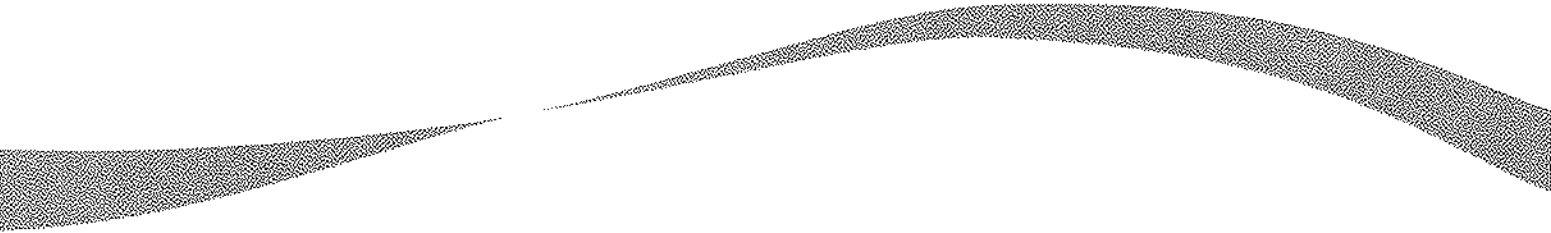
Basic career services must be made available to all individuals seeking services in the One-Stop delivery system, and include:

- 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

§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

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

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

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

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

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

The Board 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

§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.
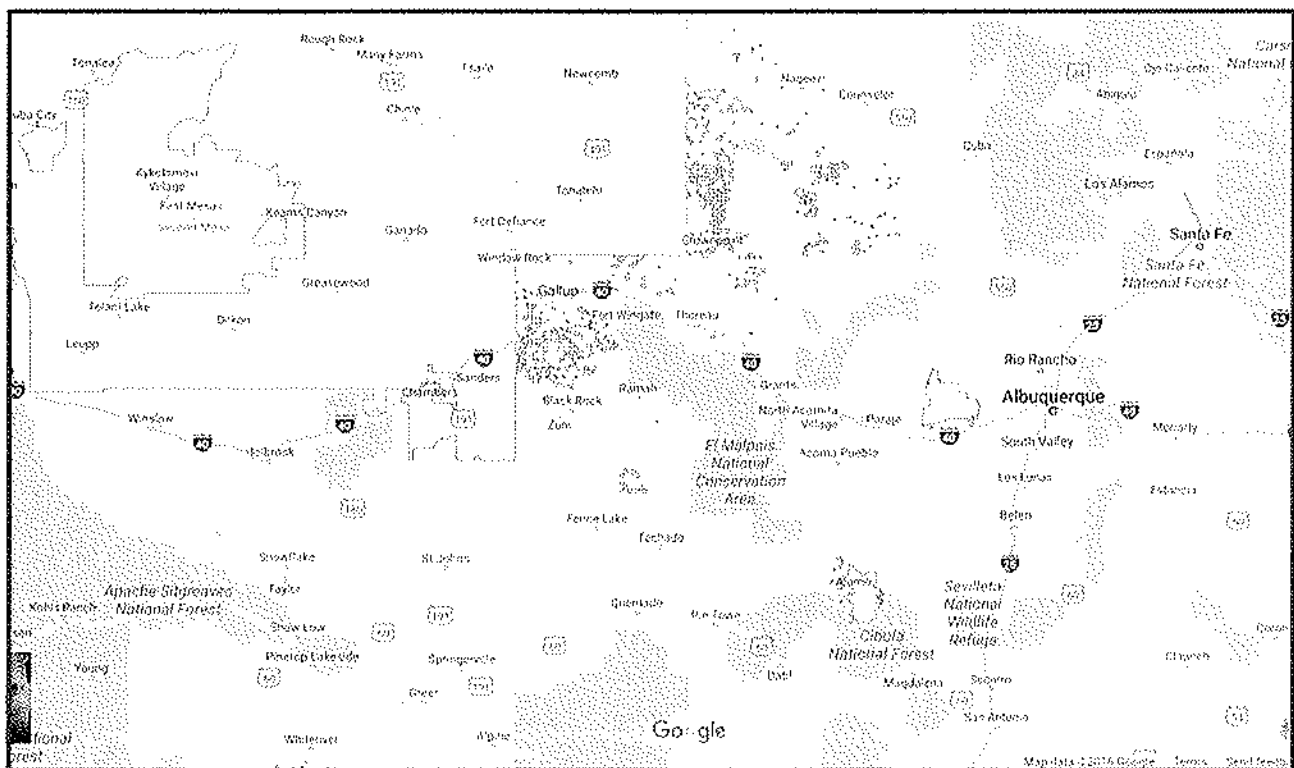
Low-Income Individuals

§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

§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.

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

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

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

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

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

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

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

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

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

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

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

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

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

Coordination with Rapid Response Activities

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

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

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

- Informational and direct reemployment services for workers, including but not limited to: information and support for filing unemployment insurance claims; information about the Trade Adjustment Assistance (TAA) program; information on the impacts of layoff on health coverage or other benefits; information on and referral to career services; reemployment-focused workshops and services; and training;

- Delivery of solutions to address the needs of businesses in transition, provided across the business lifecycle (expansion and contraction), including comprehensive business engagement and layoff aversion strategies and activities designed to prevent or minimize the duration of unemployment;

- Convening, brokering, and facilitating the connections, networks and partners to ensure the ability to provide assistance to dislocated workers and their families such as home heating assistance, legal aid, and financial advice; and

- Strategic planning, data gathering, and analysis designed to anticipate, prepare for, and manage economic change."

Coordination with Secondary and Postsecondary Education System

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

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

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

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

Coordination of Follow-Up Services

§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.

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

§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.

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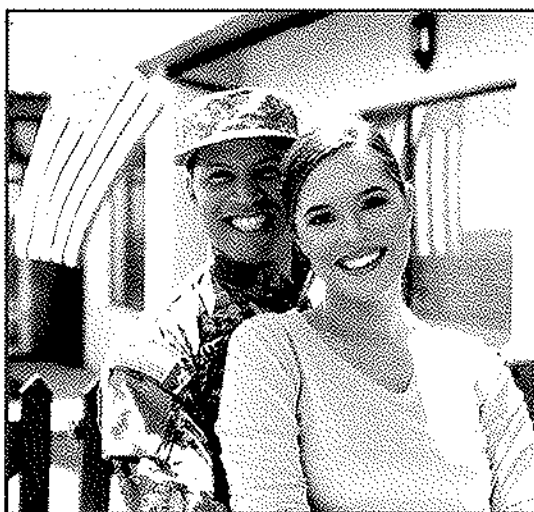
The local board has given the Service Providers direction to give priority to participants that are low-income, on public assistance, or are basic-skills deficient. This is following the WIOA sec. 134(c)(3)E and 680.600 of the WIOA DOL Rule, stating that WIOA establishes a priority requirement with respect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

Coordination of Outreach Efforts

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

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

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

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

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

The Southwestern Area Workforce Development Board, through its One-Stop Operator, will work with its workforce partners to enhance the existing customer referral process across partner programs. The referral process is one of the cornerstones to how services are delivered to a customer through the workforce system. Internal referrals within the workforce center are a simpler process in comparison to the referrals to workforce partner programs outside of the workforce center. Since the inception of the Workforce Investment Act of 1998, the workforce center programs have referred customers to programs both within and outside of the center.
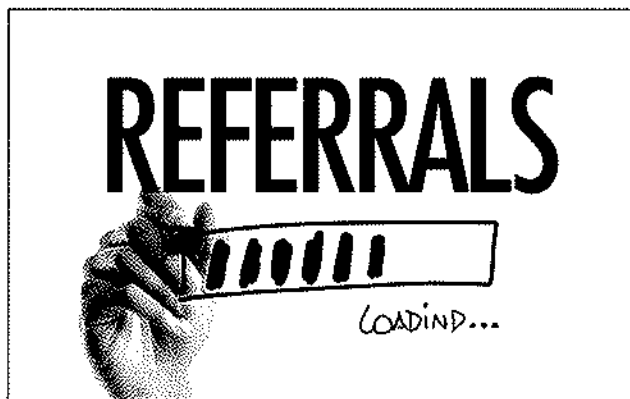
The current referral process that is in place within various programs at the workforce centers is made through the New Mexico Workforce Connection Online System's software system. This process works well, however, a different method is used with workforce partners that are not co-located at the workforce 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

§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.

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.
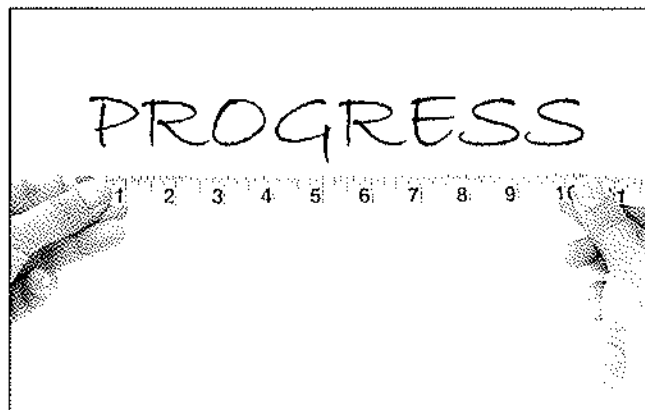
The Board's administrative entity and several of the New Mexico Workforce Connection Center partners have participated in providing technical information to The Bridge of Southern New Mexico, a community-based organization, in their development of a workforce talent strategic plan, titled the Doña Ana 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

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

DISBURSAL OF FUNDS
The South Central Council of Governments is responsible for the disbursal 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

§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

| §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.) |

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)	Describe the actions the LWDB will take toward becoming or remaining a high-performing workforce development board.
	Helpful Resource:
	• *Strategic Board Toolkit: 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.
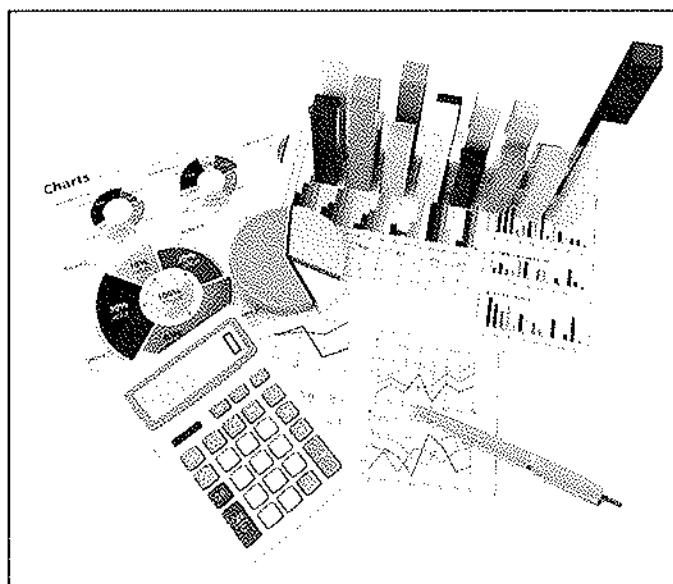
The Southwestern Area Workforce Development Board prepares a 15-month budget beginning in July and ending in September of the following year. Local boards are allowed two years to use their funds. The Southwestern Area Workforce Development Board intends to achieve or exceed the minimum training expenditure 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.
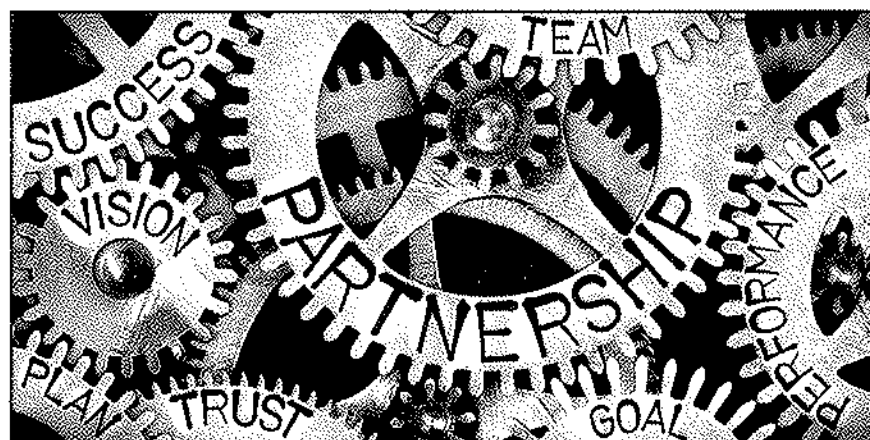
The objective for the Board is to work with its workforce partners to examine their current method for intake and case management, evaluate systems that are working in other parts of the country, and propose an interface system that will work for all partnering programs. An option to consider is Geographic 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)	The state defines "basic skills deficient" for Adults and Youth as follows.
	• For Adult – An individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.
	• For Youth – An individual who computes or solves problems, reads, writes, or speaks English at or below the eighth-grade level on a generally accepted standardized test or comparable score on a criterion-referenced test.
	Please describe the process the board uses to test individuals for basic skills deficiency.

The 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.
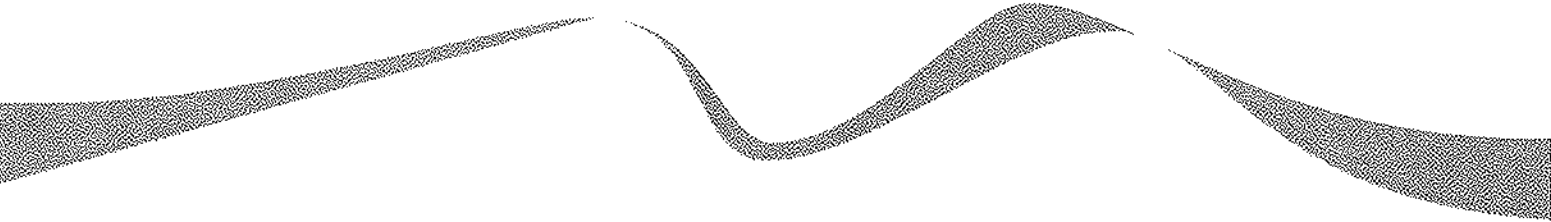
Note on Regional Planning

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 administrating the Core programs and other programs included in the Plan, other primary stakeholders, and the general public, and the Local Plan is available and accessible to the general public.	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 polices 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 Síañez 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
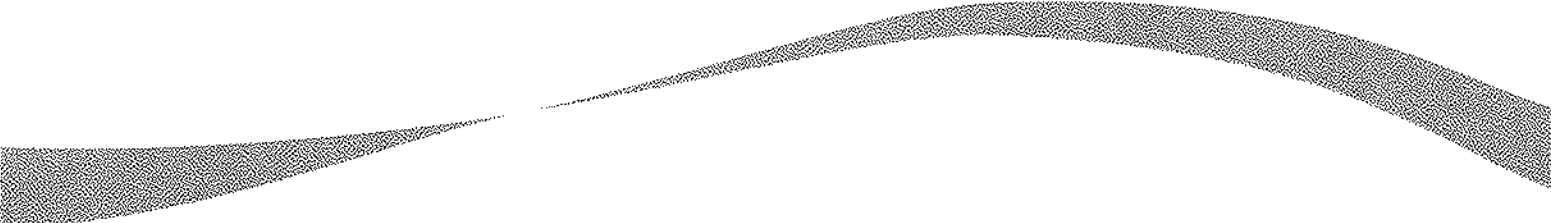
The Southwestern Area Workforce Development Board has six standing committees:

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

* 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	• Alamo Navajo School Board	• Job candidate search • Learn strategies for finding a job • Prepare for job interviews • Effective résumé writing • Posting a résumé
Deming Workforce Connection Center 322 E. Oak St. Deming, NM 88030 575-546-0192 One-Stop Operator: ResCare Workforce Services **DESIGNATION TYPE:** Satellite	• New Mexico Department of Workforce Solutions • HELP-NM, Inc. • ResCare Workforce Services	• 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
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	• New Mexico Department of Workforce Solutions • HELP-NM, Inc. • ResCare Workforce Services • Doña Ana Community College • Division of Vocational Rehabilitation • Job Corps	• 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
Lordsburg Workforce Connection Center 206 Main Lordsburg, NM 88045 575-542-9895 Managed by HELP-NM, Inc. **DESIGNATION TYPE:** Satellite	• HELP-NM, Inc.	• Individual Training Accounts • On-the-job training • Occupational training
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	• New Mexico Department of Workforce Solutions • HELP-NM, Inc. • ResCare Workforce Services	• Labor market information • Out-of-area job search assistance • Pre-screened job applicants • Search for veteran candidates • Training cost reimbursement for your business
Socorro Workforce Connection Center 109 Faulkner Socorro, NM 87801 575-835-0067 One-Stop Operator: ResCare Workforce Services **DESIGNATION TYPE:** Satellite	• New Mexico Department of Workforce Solutions • HELP-NM, Inc. • ResCare Workforce Services	• Recruiting strategies • Job Corps services • WIOA youth services • Adult Education and Literacy 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	• HELP-NM, Inc. • ResCare Workforce Services • Western New Mexico University	• Vocational Rehabilitation services

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.

Southwestern Area Workforce Development Board
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www.employnm.com
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New Mexico
Workforce Connection
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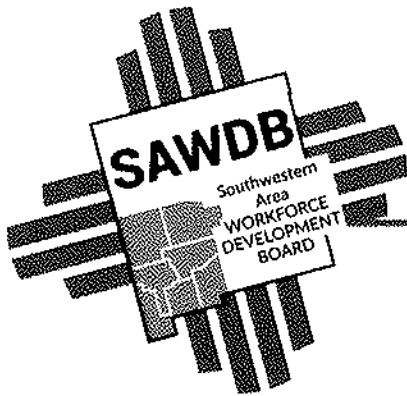
IFA Signatures

Entity	Partner	Signature Authority
NM Dept. of Workforce Solutions	Wagner Peyser, UI, TAA, VETS	Erin Thompson, Acting Secretary
ResCare Workforce Services	Title 1 Adult & DW	Michael Vu, VP of Operations
Help, NM, Inc.	Title 1 Youth	Joseph Griego, Acting CEO
NM Division of Vocational Rehab	Vocational Rehabilitation	Erik Padilla, Regional Program Manager
Dona Ana Community College	Adult Basic Education/ Carl Perkins	Renay M. Scott, President
Dept. of Human Services	TANF	Brent Earnest, Secretary
Goodwill Industries of NM	SCSEP	Mary Best, President/CEO
Alamo Navajo School Board, Inc.	Adult Basic Education	Frank Curley, Jr. Acting Executive Director
Western NM University	Adult Basic Education	Debbie Maldonado, Adult Ed Program Manager

NOTE: No YouthBuild, HUD or CSBG Programs in the region.
Job Corps of El Paseo declined to sign the IFA

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New Mexico
Workforce Connection
A Proud Partner of the American Job Center Network

SOUTHWESTERN AREA
WORKFORCE DEVELOPMENT BOARD

INFRASTRUCTURE FUNDING AGREEMENT

This Infrastructure Funding Agreement ("IFA") and its attachments sets forth the agreement between the Southwestern Area Workforce Development Board ("Board") and the Partners ("Partners") associated with the operation and occupancy of the workforce facility situated in the city of Las Cruces, located at 226 S. Alameda, Las Cruces, NM 88005.

IT IS MUTUALLY AGREED BETWEEN THE PARTIES.

I. Definitions

The following terms when used in this IFA have the meanings set forth below:

A. **New Mexico Workforce Connection Center (NMWCC):** New Mexico's network of local one-stop field offices which provides workforce programs, services and activities through partner agencies with oversight from local workforce development board.

B. **Partners:** Agencies or organizations assigned space within the New Mexico Workforce Connection Center (NMWCC) pursuant to a resource sharing agreement in order to provide services to employers, job seekers and those seeking career advancement. Partners will be defined pursuant to the Workforce Innovation and Opportunity Act (Act). Any organization not identified in the Act may be assigned space under this agreement upon the mutual agreement of DWS and the Board.

C. **Infrastructure Funding Agreement ("IFA"):** A formal agreement that defines the process by which the partners will pay the costs or the funding of shared costs for the NMWCC.

D. **One-Stop Operating Budgets and Costs:** The operating budget of one-stop centers, or AJCs, is the financial plan to which the one-stop partners, CEO(s), and Local WDB in each local area have agreed in the MOU that will be used to achieve their goals of delivering services in a local area. The MOU must contain, among other things, provisions describing how the costs of services provided by the one-stop system and how the operating costs of such system will be funded, including the infrastructure costs for the one-stop system (WIOA sec. 121(c)(2)(A) and 20 CFR 678.500(b), 34 CFR 361.500(b), and 34 CFR 463.500(b)).

   (1) The one-stop operating budget may be considered the master budget that contains a set of individual budgets or components that consist of costs that are specifically identified in the statute: infrastructure costs, defined in WIOA sec. 121(h)(4); and additional costs, which must include applicable career services and may include shared operating costs and shared services that are related to the operation of the one-stop delivery system but do not constitute infrastructure costs. These additional costs

are described in WIOA sec. 121(i).

    (2)   The one-stop operating budget must be periodically reconciled against actual costs incurred and adjusted accordingly. This reconciliation ensures that the budget reflects a cost allocation methodology that demonstrates how infrastructure costs are charged to each partner in proportion to the partner's use of the one-stop center and relative benefit received. The one-stop operating budget may be further refined by the one-stop partners, as needed, to assist in tracking their contributions. It may be necessary at times to separate the budget of a comprehensive one-stop center from a specialized one-stop center or an affiliate one-stop center.

E. **Infrastructure Costs:** Infrastructure costs of AJCs are defined as non-personnel costs that are necessary for the general operation of the one-stop center, including: rental of the facilities; utilities and maintenance; equipment (including assessment-related and assistive technology for individuals with disabilities); and technology to facilitate access to the one- stop center, including technology used for the center's planning and outreach activities (WIOA sec. 121(h)(4), 20 CFR 678.700(a), 34 CFR 361.700(a), and 34 CFR 463.700(a)). This list is not exhaustive. For example, the costs associated with the development and use of the common identifier (i.e., AJC signage) and supplies, as defined in the Uniform Guidance at 2 CFR 200.94, used to support the general operation of the one-stop center, may be considered allowable infrastructure costs.

    (1)   Non-personnel costs. Non-personnel costs are all costs that are not compensation for personal services. For example, technology-related services performed by vendors or contractors are non-personnel costs and may be identified as infrastructure costs if they are necessary for the general operation of the one-stop center. Such costs may include service contracts with vendors or contractors, equipment, and supplies.

    (2)   Personnel costs. In contrast to non-personnel costs for the one-stop system, personnel costs include salaries, wages, and fringe benefits of the employees of partner programs or their subrecipients, as described in 2 CFR 200.430 (Compensation – personal services) and 2 CFR 200.431 (Compensation – fringe benefits) of the Uniform Guidance. For example, allocable salary and fringe benefit costs of partner program staff who work on information technology systems (i.e., common performance and reporting outcomes) for use by the one-stop center as a whole would be personnel costs and would be identified as additional costs – not infrastructure costs. The cost of a shared welcome desk or greeter directing employers and customers to the services or staff that are available in that one-stop center is a personnel expense. These costs, therefore, could not be included in infrastructure costs, but are included as "additional costs" in the one-stop operating budget.

F. **Additional Costs:** One-stop partners must share in additional costs, which must include applicable career services, and may include shared operating costs and shared services that are necessary for the general operation of the one-stop center.

    (1)   Career Services. One-stop partners must ensure that at least some career services,

described in WIOA sec. 134(c)(2), are provided at the one-stop center. Additional requirements regarding career services may be found at WIOA sec. 121(b)(1)(A)(i), (c)(2)(A)(ii), (e)(1)(A), and (i)(1), 20 CFR 678.760, 34 CFR 361.760, and 34 CFR 463.760. Please also see a detailed discussion about the provision of career services at the one-stop centers in the General Guidance for the American Job Center Network in the Operation of One-Stop Centers, issued jointly by DOL and ED, via DOL's TEGL, ED's Office of Career, Technical, and Adult Education's Program Memorandum, and ED's Rehabilitation Services Administration's Technical Assistance Circular.

(2) Shared Operating Costs and Shared Services. One-stop partners also may share other costs that support the operations of the one-stop centers, as well as the costs of shared services. The costs of shared services may include initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs, referrals to other one- stop partners, and business services (WIOA sec. 121(i)(2), 20 CFR 678.760, 34 CFR 361.760, and 34 CFR 463.760). As discussed in more detail in the section pertaining to personnel costs above, such costs also may include personnel expenses associated with a shared welcome desk or greeter directing employers and customers to the services or staff that are available in that one-stop center.

(3) A portion of the costs of Local WDB staff who perform functions that are not otherwise paid with WIOA title I funds and support the general operations of the one-stop centers may also be included as additional costs. An example of such shared operating costs would be a Local WDB staff person acting as the office manager in a one-stop center. As with any additional costs paid by partner programs for the operations of the one-stop delivery system, these shared operating costs must be proportionate to the use of the partner program and consistent with the Federal Cost Principles of the Uniform Guidance set forth in 2 CFR part 200.

II. Property

The Board, DWS, and Partners agree to the following operation and maintenance terms:

A. **Property Manager.** The One Stop Operator is responsible for the functional management of the facility and the New Mexico Department of Workforce Solutions (DWS) is responsible for facility maintenance through its agreement with the General Services Department (GSD).

B. **Site Manager.** The Board, through its One Stop Operator will appoint a site manager responsible for the day-to-day operation of the one stop program activities conducted at the NMWCC.

C. **Utilities.** DWS will pay for gas, electric, refuse, sewer and water services ("Utilities") for the property. All utility charges will be allocated to all partners through the IFA.

D. **Telecommunications and Information Technology Systems.** The Partners will utilize telephone, email and information technology services from the State of

New Mexico Department of Information Technology. These will be provided to NM State employees and offered to non-state employees, who have the option to use alternative email and internet access providers. All staff will comply with State of New Mexico policies pertaining to internet and email usage. Costs for Information Technology and telephone services will be allocated through the IFA. The parties agree that the sharing of confidential information is subject to federal and state rules and regulations governing confidentiality. The Board, through its One Stop Operator, shall notify DWS immediately if a security violation is detected or if the Board has any reason to suspect that the security or integrity of any confidential data has or may be compromised in any way.

E. **Security.** DWS will be responsible for contracting for security arrangements, all security costs and the associated security contract. Security costs will be allocated to all partners through the IFA.

F. **Janitorial and Snow Removal.** DWS will be responsible for snow removal and all janitorial service costs, supplies and the associated janitorial contract. Janitorial and snow removal costs will be allocated to all partners through the IFA.

G. **Office Operational Costs.** DWS will be responsible for the day-to-day shared office operational costs, which will include but not be limited to shared office equipment and related expenses including copier leases, maintenance and supplies, postage costs and fax machines. Office operational costs will be allocated to all partners through the IFA.

    (1)   Each partner will be responsible for their employees' general desk supplies, office furniture, computers, personal printer expenses, and property/contents insurance.

    (2)   In accordance with Attachment B, One Stop Operating Budget and Costs Worksheet, partners will share in the infrastructure costs and additional costs associated with the operation of services and the facility, as prescribed in the Training and Employment Guidance Letter No. 17-16.

H. **Condition of Property.** The Board hereby acknowledges that through its One Stop Operator, it has made an on-site inspection, including a DWS facilitated Fire Marshall inspection, and knows the conditions of said property, that no representations as to the condition of the property have been made by DWS, and the Board hereby accepts the property in its present condition, excepting any latent defects not readily apparent upon a reasonable inspection. The parties have identified areas of the property in need of replacement or repair as set forth in Exhibit B of this IFA. The parties further agree that DWS, in accordance with its agreement with GSD, shall be solely responsible for the cost of repair or replacement of the areas or items identified in Exhibit B. The disposition of property will be conducted in accordance the respective Partners' property disposition policy.

I. **Alterations.** The Board will provide a written request and obtain written approval

from DWS before any alteration or permanent improvement is made to the property. DWS will obtain the written permission from the State of New Mexico, General Services Department, Property Control Division ("PCD") to proceed with alterations and improvements. DWS will not unreasonably delay their approval for the needed alteration(s) and/or their request to PCD for approval by submitting a written request to PCD within 15 business days from the Board's written request. DWS will provide the Board with copies of all correspondence relating to property alteration(s) request. Any alterations or improvements will become part of the property and will remain with the property upon expiration of this IFA.

J. **Maintenance of Building, Grounds and Site.** Shared maintenance costs will be assessed to all partners through the IFA, except as limited herein. Maintenance repairs and replacements shall be limited to a maximum of $1,000 per partner per repair or replacement. Any shared costs exceeding this limitation shall be DWS's responsibility. Notwithstanding any provision of this paragraph, each partner shall be liable for damages to the facility due to the negligence of its employees, agents or contractors.

K. **Signs and Personal Property.** The Board may place necessary and reasonable exterior signage on the property. The Board will seek approval from DWS prior to installing any exterior signage. All signs and personal property of the Board, its employees, agents, customers and invitees kept on the property will be at the sole risk of the Board. DWS will not be liable for any damage thereto. The Board will remove all exterior signage installed by the Board within 60 calendar days of the end of the term of its occupancy.

L. **Inspection.** The parties agree that the Board, its Administrative Entity or One Stop Operator, DWS and the Property Control Division of the General Services Department will be permitted to enter the property at all reasonable times in order to inspect the condition, use, safety or security of the property and any improvements thereon. The aforementioned parties will be allowed access to the property in emergency situations.

M. **Laws.** The Board and DWS will comply with all applicable federal, state and local laws and ordinances and with all applicable rules and regulations of the State of New Mexico and DWS.

N. **Expiration.** Upon termination of this IFA by reason of the expiration of the term, the Board will peaceably surrender to DWS possession of the property and all normal and reasonable improvements thereon in good condition and repair, reasonable wear and tear excepted.

III. Term and Termination

A. This IFA will be effective January 1, 2018 and will continue in effect unless terminated pursuant to Paragraph B of this Section or pursuant to Section V. Any and all amendments to this IFA will be made in writing and will be agreed to and executed by the parties before becoming effective.

B. This IFA may be terminated with or without cause by either of the parties upon written notice delivered to the other party at least 120 days prior to the intended date of termination. By such termination, neither party may nullify obligations already incurred for performance or failure to perform prior to the date of nullification.

IV. Invoices

A. The Board will prepare invoices for all pro-rata shared costs listed in Section II, Property, and in accordance with the cost allocation described in the IFA. DWS will submit on or before the 20th of the subsequent month an invoice detailing each partners' shared costs as indicated in the IFA. Each partner shall submit payment to DWS Accounts Receivable unit on or before the 20th of the following month. Disputed invoices will be resolved in good faith by DWS and the Board in a timely manner.

V. Appropriations

A. The terms of this IFA are contingent upon sufficient state and federal appropriations and authorization being made by the United States Congress and the New Mexico State Legislature for the performance of this IFA. If sufficient appropriations and authorization are not made by the United States Congress and the New Mexico State Legislature or if either body rescinds any funding previously appropriated to DWS or the Board, this IFA will terminate immediately upon written notice being given by the party initiating the termination. The initiating party's decision as to whether sufficient appropriations are available will be accepted by the other party and will be final. If either party proposes an amendment to this IFA or the IFA to unilaterally reduce funding, the other party will have the option to terminate the IFA or agree to the reduced funding, within thirty (30) days of receipt of the proposed amendment(s).

VI. Assignment

A. Neither the Board or DWS will assign or transfer any interest in this IFA or assign any claims for money due or to become due under this IFA without the prior written approval of the parties.

VII. Amendment

A. This IFA will not be altered, changed or amended except by instrument in writing executed by the parties.

VIII. Equal Opportunity Compliance

A. The parties agree to abide by all applicable federal and state laws and rules and regulations, pertaining to nondiscrimination and equal employment opportunity with respect to employment of staff and to those persons using the premises and/or

receiving services from DWS, the Board or any partner agency assigned space under this agreement.

IX. Applicable Law

A. The laws of the State of New Mexico will govern this IFA.

X. Liability and Insurance

A. The liability coverage for DWS is provided pursuant to the New Mexico State Tort Claims Act and in accordance with the rules and regulations of the New Mexico State Risk Management Division. The Board nor DWS shall not be responsible for liability incurred as a result of another party's acts or omissions in connection with this IFA. Any liability incurred in connection with this IFA is subject to the immunities and limitations of the New Mexico Tort Claims Act, Sections 41-4-1, et seq., NMSA 1978, as amended.

B. The Board, through its One Stop Operator, shall ensure that each partner has insurance in place to cover any personal property, casualty claims, damages, losses, including reasonable attorney fees, resulting from the activities of the Board, its employees, contractors, agents or clients in this facility. The Board shall provide DWS with a certificate of such insurance.

XI. Notices

A. Any notices provided for by this IFA will be made in writing and delivered either by:

(1) actual delivery of the notice into the hands of the parties thereunto entitled, including by a nationally recognized overnight common carrier; or

(2) by the mailing of the notice in the U.S. mail to the addresses set forth below of the party entitled thereto, registered or certified mail, return receipt requested.

XII. Method of Determining and Allocating Additional Costs

A. Attachment A, Acquisition of Additional Costs Resources, outlines the methodology for the partners to determine and allocate additional costs in accordance with Attachment B, One Stop Operating Budget and Costs Worksheet.

XIII. Counterparts

This IFA may be signed in any number of counterparts which, when taken together, will constitute one instrument.

New Mexico
Workforce Connection

A Proud Partner of the American Job Center Network

Authority and Signature Page
for Memorandum of Understanding Between the Southwestern Area Workforce Development
Board
and the American Job Center Partners

By Signing my name below, I _____, certify that I
have read the above information on behalf of my entity,

_____.

All of my questions have been discussed and answered satisfactory.

My signature certifies that I have the legal authority to bind my agency and that I understand
the terms and conditions outlined in:

- The Infrastructure Funding Agreement (IFA)

The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing
Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is
signed.

I understand that this IFA may be executed in counterparts, each being considered an
original, and that this MOU expires either:

a) In three years,
b) Upon amendment, modification, or termination, or
c) On June 30, 2020, whichever occurs earlier.

_____   _____
Signature   Date

_____
Printed Name and Title

_____
Agency Name

_____
Agency Contact Information

Southwestern Area Workforce Development Area
PO Box 1072, Elephant Butte, NM 87935 | www.employnm.com | (575) 744-4857

ATTACHMENT A

Acquisition of Additional Costs Resources

Additional Costs – In accordance and as stated in TEGL 17-16, "One-stop partners must share in additional costs, which must include applicable career services, and may include shared operating costs and shared services that are necessary for the general operation of the one-stop center."

Additional Resources – may consists of any equipment, supplies, human capital, facilities, or other resources not currently used or owned by the workforce partners designated under WIOA for daily operational needs.

Acquisition of Additional Resources – refers to the process by which the WIOA designated workforce partners acquire additional resources to optimize efficiency, services, and resources in assisting the clients of the workforce partners and the communities they serve.

Considerations Concerning the Policy of the Acquisition of Additional Resources – The goal of WIOA's mandated collaboration of workforce partners is to coordinate resources and services of the workforce partners to provide efficient service to individuals within the community in obtaining their employment goal, regardless, of the organization currently serving that individual. WIOA also, seeks to ensure that there is not duplication of services amongst the workforce partners for the same individual. The key factor is to ensure a fair contribution structure for all WIOA designated workforce partners per the Memorandum of Understanding and the IFA.

Due to the varying policies, procedures, goals, laws, and regulations that govern the budgets and spending of the workforce partners, it is essential that the workforce partners work as a team, are open-minded, and creative when problem solving situations arise to increase the level of service concerning the acquisition of additional resources.

Two-Step Process for Approval of Additional Resources and Costs
  1. Partners' Determination for Additional Resources
  2. Partners' Contribution for Additional Resource Cost

Partners' Determination for Additional Resources – For consideration, proposals for the acquisition of additional resources must be presented formally or informally during a workforce partner meeting or other meeting consensually agreed upon by all workforce partners. After the proposal is presented, the representatives of the workforce partners will have an open discussion providing necessary feedback for consideration concerning the acquisition of additional resources. All feedback provided by the workforce partner representatives should be considered with an open mind, while taking into account any legal ramifications of the workforce partners and local, state, and federal laws during the discussion. If additional information or feedback needs to be collected, the proposal can be tabled. Once all feedback is provided, the proposal

will be called to a vote. The proposal will carry forward if there is a unanimous vote for the proposed acquisition of additional resources. If there is not a consensus after the vote, the proposal will not carry forward.

Partners' Contribution for Additional Resource Cost - For those proposals that do carry forward, all WIOA designated workforce partners should contribute to the overall cost of the acquisition of additional resources, either financially or in-kind. However, if there is a partner who cannot contribute monetarily or in-kind, the remaining partners will determine if they will absorb the partner's costs who is not contributing.

The percentage that each workforce partner contributes is based on the Infrastructure Funding Agreement percentage allocation for additional costs. For example, if the overall cost of the proposal item is $1,000, the allocation for a partner whose percentage allocation is 12%, will be $120.00, either monetarily or in-kind. Contribution details should be discussed prior to voting to ensure that the values that each partner contributes whether monetarily and/or in-kind are agreed to.

In-kind contributions can include any equipment, supplies, human capital, or facilities of the workforce partner that may be used in the acquisition, facilitation, or implementation of additional resources. For example, a proposal for a marketing campaign where a partner cannot contribute financially, a partner could use its human capital/staff to participate in the marketing campaign as an in-kind contribution. Each hour spent by the workforce partner for the marketing campaign can be valued by their rate of pay. For instance, if the partner has 5 staff members that work on the campaign and the staff each work 20 hours and get paid $20/hour. The partner contributed an in-kind value of $2,000 in pay that was not provided by WIOA funds or other workforce partners. Values contributed in-kind can be provided in a similar fashion for other partner resources.

ATTACHMENT B
ONE STOP OPERATING BUDGET AND COSTS WORKSHEET - UMBRELLA IFA
LAS CRUCES WORKFORCE CENTER

PY2017

	ANNUAL AMOUNTS	1 Wagner-Peyser	2 WIOA Adult	3 WIOA DW	4 WIOA Youth	5 Veterans	6 UI Benefits	7 ABE-DACC	8 DVR	9 "One Stop Operator	10 "L8I	11 "UI Tax
						Co-Located Required Partners & "Other Tenants						
Staff	32	12.0	3.0	2.0	1.0	3.0	1.0	1.0	2.0	1.0	5.0	1.0
Occupied Square Footage	2,776	957.00	180.00	180.00	131.00	226.00	254.00	110.00	110.00	110.00	408.00	110.00
Common Area Square Footage	5,927	2,043.28	384.32	384.32	279.70	482.53	542.31	234.86	234.86	234.86	871.12	234.86
Total Facility Square Footage	8,703	3,000.28	564.32	564.32	410.70	708.53	796.31	344.86	344.86	344.86	1,279.12	344.86
Infrastructure Costs based on Sq Ft of Occupancy	8,703	34.47%	6.48%	6.48%	4.72%	8.14%	9.15%	3.96%	3.96%	3.96%	14.70%	3.96%
Infrastructure Costs												
Financial Management Fee	$ 2,204.20	759.88	142.92	142.92	104.02	179.45	201.68	87.34	87.34	87.34	323.96	87.34
Utilities-Electricity	10,985.68	3,787.21	712.33	712.33	518.42	894.37	1,005.17	435.31	435.31	435.31	1,614.61	435.31
Utilities-Water	326.39	112.52	21.16	21.16	15.40	26.57	29.86	12.93	12.93	12.93	47.97	12.93
Utilities-Sewer/Refuse	1,436.58	495.25	93.15	93.15	67.79	116.96	131.45	56.93	56.93	56.93	211.14	56.93
Utilities-Natural Gas	552.66	190.52	35.84	35.84	26.08	44.99	50.57	21.90	21.90	21.90	81.23	21.90
Maint - Furn, Fixt, Equipment (Copier/Fax)	2,730.84	941.43	177.07	177.07	128.87	222.32	249.87	108.21	108.21	108.21	401.36	108.21
Maint - Buildings & Structures (HVAC)	1,913.04	659.50	124.04	124.04	90.28	155.74	175.04	75.80	75.80	75.80	281.17	75.80
Maint - Supplies (Janitorial)	3,459.46	1,192.82	224.32	224.32	163.25	281.64	316.54	137.08	137.08	137.08	508.45	137.08
Maintenance Services	13,199.51	4,550.41	855.88	855.88	622.89	1,074.60	1,207.74	523.04	523.04	523.04	1,939.99	523.04
Security Cameras & monitors (alarm)	364.13	125.53	23.61	23.61	17.18	29.64	33.32	14.43	14.43	14.43	53.52	14.43
Rent Of Equipment (Copier/Fax)***	5,834.50	2,011.39	378.32	378.32	275.33	475.00	533.85	231.19	231.19	231.19	857.52	231.19
Supplies-Office Supplies	2,445.18	842.95	158.55	158.55	115.39	199.07	223.73	96.89	96.89	96.89	359.38	96.89
Supplies-Inventory -Exempt(furniture,fixtures)	994.86	342.97	64.51	64.51	46.95	80.99	91.03	39.42	39.42	39.42	146.22	39.42
Supplies-Inventory -IT	420.46	144.95	27.26	27.26	19.84	34.23	38.47	16.66	16.66	16.66	61.80	16.66
Communication (internet/Telephone)***	22,103.64	7,620.02	1,433.23	1,433.23	1,043.08	1,799.50	2,022.45	875.86	875.86	875.86	3,248.66	875.86
Subscriptions & Dues	283.25	97.65	18.37	18.37	13.37	23.06	25.92	11.22	11.22	11.22	41.63	11.22
Postage and Mail Services****	-							-				
Business cards and name tags*	1,525.00	525.73	98.88	98.88	71.97	124.15	139.54	60.43	60.43	60.43	224.14	60.43
IT Maintenance & Support	42.44	14.63	2.75	2.75	2.00	3.46	3.88	1.68	1.68	1.68	6.24	1.68
Storage Unit	703.18	242.41	45.60	45.60	33.18	57.25	64.34	27.86	27.86	27.86	103.35	27.86
Sub-total Infrastructure Costs	$ 69,320.80	$ 23,897.70	$ 4,494.86	$ 4,494.86	$ 3,271.26	$ 5,643.55	$ 6,342.75	$ 2,746.86	$ 2,746.86	$ 2,746.86	$ 10,188.36	$ 2,746.86

ADDITIONAL COSTS ONLY: Relative Benefit (RB) Calculation Basis		All registrants in VOSS to include self serve	All registrants in VOSS less DW and Youth	Total unemployed population	Total unemployed population	Total VOSS applicants between the ages of 14-24	All VOSS applicants with a Vet status and SBE	Total unemployed population	Total Graduates Annually	Total DVR Clients Job Ready			
Number of Additional Costs Based on Potential Benefit Population	34,627	11,532.00	6,956.00	4,332.00	4,332.00	242.00	781.00	4,332.00	228.00	450.00			
Percentage of Additional Costs Based on Potential Benefit Population	100%	33.30%	20.09%	12.51%	12.51%	0.70%	2.26%	12.51%	0.65%	1.30%	0.00%	0.00%	0.00%
Additional Costs													
Outreach materials ¹		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Orientation materials ¹		-	-	-	-	-	-	-	-	-	-	-	-
Career Services (Welcome Function) ²													
Subtotal Additional Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTALS	$ 69,320.80	$ 23,897.70	$ 4,494.86	$ 4,494.86	$ 3,271.26	$ 5,643.55	$ 6,342.75	$ 2,746.86	$ 2,746.86	$ 2,746.86	$ 10,188.36	$ 2,746.86

* Partners will be invoiced separately for business cards and name tags ordered on a monthly bases.
** Other non-WIOA partner tenants
*** Based on copier and postage count codes; telephone long distance charges
¹ Painters will determine needs and costs
² Painters will determine methodology for accounting for career services (in-kind and/or cash)

Complete
Awaiting Response
Not Part of Measure

ATTACHMENT B
ONE STOP OPERATING BUDGET AND COS...
LAS CRUCES WORKFORCE CENTER

PY2017

	12	13	14	15	16	17	18	19	20	21	22	23	
					Non Co-located Required Partners								
	Senior CSEP	Trade Adjustment Assistance	Reentry Opportunities	C. Perkins - DACC	HUD- City of LC	HUD-DAC	HHS-CSBG	HHS-TANF	Native American	Job Corps	YouthBuild	NFJP	TOTAL AMOUNT
Staff	-	-	-	-	-	-	-	-	-	-	-	-	32
Occupied Square Footage	-	-	-	-	-	-	-	-	-	-	-	-	2,776.00
Common Area Square Footage	-	-	-	-	-	-	-	-	-	-	-	-	5,927.00
Total Facility Square Footage	-	-	-	-	-	-	-	-	-	-	-	-	8,703.00
Infrastructure Costs based on Sq.Ft of Occupancy	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Infrastructure Costs													
Financial Management Fee													$ 2,204.20
Utilities-Electricity													10,965.68
Utilities-Water													326.39
Utilities-Sewer/Refuse													1,436.58
Utilities-Natural Gas													552.66
Maint - Furn, Fixt, Equipment (Copier/Fax)													2,730.84
Maint - Buildings & Structures (HVAC)													1,913.04
Maint - Supplies (Janitorial)													3,459.46
Maintenance Services													13,199.51
Security Cameras & monitors (alarm)													364.13
Rent Of Equipment (Copier/Fax)***													5,834.50
Supplies-Office Supplies													2,445.18
Supplies-Inventory -Exempt(furniture,fixtures)													994.86
Supplies-Inventory -IT													420.46
Communication (Internet/Telephone)***													22,103.64
Subscriptions & Dues													283.25
Postage and Mail Services***													
Business cards and name tags*													1,525.00
IT Maintenance & Support													42.44
Storage Unit													703.18
Sub-total Infrastructure Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 69,320.80
ADDITIONAL COSTS ONLY: Relative Benefit (RB) Calculation Basis	Total clients that are job ready after training	ALU applicants who were impacted by trade		Total number of CTE Graduates				Total clients that are job ready after training	Total clients that are job ready after training	Total clients that are job ready after training			
Number of Additional Costs Based on Potential Benefit Population	34.00			853.00				4,826.00		5.00		57.00	34,627.00
Percentage of Additional Costs Based on Potential Benefit Population	0.10%	0.00%	0.00%	2.46%	0.00%	0.00%	0.00%	13.94%	0.00%	0.01%	0.00%	0.16%	100.00%
Additional Costs													
Outreach materials [1]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Orientation materials [1]	-	-	-	-	-	-	-	-	-	-	-	-	-
Career Services (Welcome Function) [2]	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Additional Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTALS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 69,320.80

* Partners will be invoiced separately for busine...
** Other non-WIOA partner tenants
*** Based on copier and postage count codes; 1
[1] Partners will determine needs and costs
[2] Partners will determine methodology for accou...

Legend: Complete · Awaiting Response · Not Part of Measure

New Mexico
Workforce Connection

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Authority and Signature Page
for Memorandum of Understanding Between the Southwestern Area Workforce Development
Board
and the American Job Center Partners

By Signing my name below, I ___Erin Thompson___, certify that I
have read the above information on behalf of my entity,
___NM DWS___.

All of my questions have been discussed and answered satisfactory.

My signature certifies that I have the legal authority to bind my agency and that I understand
the terms and conditions outlined in:

- The Infrastructure Funding Agreement (IFA)

The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing
Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is
signed.

I understand that this IFA may be executed in counterparts, each being considered an
original, and that this MOU expires either:

   a) In three years,
   b) Upon amendment, modification, or termination, or
   c) On June 30, 2020, whichever occurs earlier.

_____   ___9/7/18___
Signature   Date

___ERIN THOMPSON ACTING SECRETARY___
Printed Name and Title

___NM DWS___
Agency Name

___(505) 841-8405___
Agency Contact Information

Southwestern Area Workforce Development Area
PO Box 1072, Elephant Butte, NM 87935 | www.employnm.com | (575) 744-4857

New Mexico
Workforce Connection

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Authority and Signature Page
for Memorandum of Understanding Between the Southwestern Area Workforce Development
Board
and the American Job Center Partners

By Signing my name below, I _____ MICHAEL VU _____ , certify that I
have read the above information on behalf of my entity,
_____ RESCARE WORKFORCE SERVICES _____ .

All of my questions have been discussed and answered satisfactory.

My signature certifies that I have the legal authority to bind my agency and that I understand
the terms and conditions outlined in:

- The Infrastructure Funding Agreement (IFA)

The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing
Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is
signed.

I understand that this IFA may be executed in counterparts, each being considered an
original, and that this MOU expires either:

    a) In three years,
    b) Upon amendment, modification, or termination, or
    c) On June 30, 2020, whichever occurs earlier.

_____   8.19.18
Signature   Date

_____ MICHAEL VU , VICE PRESIDENT _____
Printed Name and Title

_____ RESCARE WORKFORCE SERVICES _____
Agency Name

_____ 575.915.7432 _____
Agency Contact Information

Southwestern Area Workforce Development Area
PO Box 1072, Elephant Butte, NM 87935 | www.employnm.com | (575) 744-4857

New Mexico
Workforce Connection

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Board
and the American Job Center Partners

By Signing my name below, I ___Joseph I. Griego___, certify that I
have read the above information on behalf of my entity.

_____.

All of my questions have been discussed and answered satisfactory.

My signature certifies that I have the legal authority to bind my agency and that I understand
the terms and conditions outlined in:

- The Infrastructure Funding Agreement (IFA)

The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing
Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is
signed.

I understand that this IFA may be executed in counterparts, each being considered an
original, and that this MOU expires either:

    a) In three years,
    b) Upon amendment, modification, or termination, or
    c) On June 30, 2020, whichever occurs earlier.

_____   ___07.06.18___
Signature   Date

___Joseph Griego, Acting CEO - HELP-NM___
Printed Name and Title

___HELP-NM, Inc.___
Agency Name

___Annette Archuleta, annette.archuleta@helpnm.com___
Agency Contact Information   (505) 766-4950

Southwestern Area Workforce Development Area
PO Box 1072, Elephant Butte, NM 87935 | www.employnm.com | (575) 744-4857

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Board
and the American Job Center Partners

By Signing my name below, I __Erik Padilla__ , certify that I
have read the above information on behalf of my entity,
__NM Division of Vocational Rehabilitation__ .

All of my questions have been discussed and answered satisfactory.

My signature certifies that I have the legal authority to bind my agency and that I understand
the terms and conditions outlined in:

- The Infrastructure Funding Agreement (IFA)

The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing
Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is
signed.

I understand that this IFA may be executed in counterparts, each being considered an
original, and that this MOU expires either:

    a) In three years,
    b) Upon amendment, modification, or termination, or
    c) On June 30, 2020, whichever occurs earlier.

_____   __8/30/18__
Signature   Date

__Erik Padilla, Program Manager__
Printed Name and Title

__NM Division of Vocational Rehabilitation__
Agency Name

__Erik Padilla, (575)524-6135, erik.padilla@state.nm.us__
Agency Contact Information

Southwestern Area Workforce Development Area
PO Box 1072, Elephant Butte, NM 87935 | www.employnm.com | (575) 744-4857

New Mexico
Workforce Connection

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Authority and Signature Page
for Memorandum of Understanding Between the Southwestern Area Workforce Development
Board
and the American Job Center Partners

By Signing my name below, I ___Renay M. Scott___, certify that I
have read the above information on behalf of my entity,
___Dona Ana Community College___.

All of my questions have been discussed and answered satisfactory.

My signature certifies that I have the legal authority to bind my agency and that I understand
the terms and conditions outlined in:

- The Infrastructure Funding Agreement (IFA)

The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing
Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is
signed.

I understand that this IFA may be executed in counterparts, each being considered an
original, and that this MOU expires either:

- a) In three years,
- b) Upon amendment, modification, or termination, or
- c) On June 30, 2020, whichever occurs earlier.

___Renay M. Scott___   ___6-20-2018___
Signature   Date

___Renay M. Scott   President___
Printed Name and Title

___Dona Ana Community College___
Agency Name

___2800 Sonoma Ranch Blvd, Las Cruces, NM 88011___
Agency Contact Information   575-527-7510
            DACCPresident@dacc.nmsu.edu

Southwestern Area Workforce Development Area
PO Box 1072, Elephant Butte, NM 87935 | www.employnm.com | (575) 744-4857

New Mexico
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Authority and Signature Page
for Memorandum of Understanding Between the Southwestern Area Workforce Development
Board
and the American Job Center Partners

By Signing my name below, I _____Brent Earnest_____, certify that
I have read the above information on behalf of my entity, <u>New Mexico Human Services
Department</u>.

All of my questions have been discussed and answered satisfactory.

My signature certifies that I have the legal authority to bind my agency and that I
understand the terms and conditions outlined in:

- The Infrastructure Funding Agreement (IFA)

The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing
Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is
signed.

I understand that this IFA may be executed in counterparts, each being considered an
original, and that this MOU expires either:

    a) In three years,
    b) Upon amendment, modification, or termination, or
    c) On June 30, 2020, whichever occurs earlier.

_____
Signature

Date 10/12/13

<u>Brent Earnest, Secretary</u>
Printed Name and Title

<u>New Mexico Human Services Department</u>
Agency Name

<u>505-827-7750, PO Box 2348, Santa Fe, NM 87504</u>
Agency Contact Information

Southwestern Area Workforce Development Area
PO Box 1072, Elephant Butte, NM 87935 | www.employnm.com | (575) 744-4857

AUTHORITY AND COUNTERPART SIGNATURE PAGE
for
Memorandum of Understanding
Between
Southwestern Area Workforce Development Board
and
American Job Center Partners

By signing my name below, I, _Mary M. Best_, certify that I have read the information and understand the terms contained in the Memorandum of Understanding (MOU) on behalf of my entity,

Goodwill Industries of New Mexico (GINM)

I also certify that I have the legal authority to bind my agency (outlined below) to the terms of MOU; and understand that the current Resource Sharing Agreement (RSA) will remain in effect until the Infrastructure Funding Agreement (IFA) negotiations with each required WIOA partner are complete or on December 31, 2017.

I understand that this MOU may be executed in counterparts, each being considered an original, and that this MOU expires either by providing written notice by any party to the MOU or on June 30, 2020.

Mary A Best   _3-29-18_
Signature   Date

Mary M. Best, President/CEO
Printed Name and Title

Goodwill Industries of New Mexico
Agency Name

(505) 881-6401, GoodwillNM.org
Agency Contact Information

AUTHORITY AND COUNTERPART SIGNATURE PAGE
for
Memorandum of Understanding
Between
Southwestern Area Workforce Development Board
and
American Job Center Partners

By signing my name below, I, _Frank Curley_ , certify that I have read the information and understand the terms contained in the Memorandum of Understanding (MOU) on behalf of my entity.

Alamo Navajo School Board, Inc.

I also certify that I have the legal authority to bind my agency (outlined below) to the terms of MOU; and understand that the current Resource Sharing Agreement (RSA) will remain in effect until the Infrastructure Funding Agreement (IFA) negotiations with each required WIOA partner are complete or on December 31, 2017.

I understand that this MOU may be executed in counterparts, each being considered an original, and that this MOU expires either by providing written notice by any party to the MOU or on June 30, 2020.

Signature _____   Date _1/12/2018_

Printed Name and Title _Frank Curley, Jr.; Acting Executive Director, ANSBI_

Agency Name _Alamo Navajo School Board, Inc._

Agency Contact Information _POB5907 Alamo, NM 87825, Highway 169 Alamo Navajo Reservation_

Southwestern Area Workforce Development Area
PO Box 1072, Elephant Butte, NM 87935 | www.gmploy250.com | (575) 744-4857

AUTHORITY AND COUNTERPART SIGNATURE PAGE
for
Memorandum of Understanding
Between
Southwestern Area Workforce Development Board
and
American Job Center Partners

By signing my name below, I, Debbie Maldonado, certify that I have read the information and understand the terms contained in the Memorandum of Understanding (MOU) on behalf of my entity, Western New Mexico University Adult Educational Services.

I also certify that I have the legal authority to bind my agency (outlined below) to the terms of MOU; and understand that the current Resource Sharing Agreement (RSA) will remain in effect until the Infrastructure Funding Agreement (IFA) negotiations with each required WIOA partner are complete or on December 31, 2017.

I understand that this MOU may be executed in counterparts, each being considered an original, and that this MOU expires either by providing written notice by any party to the MOU or on June 30, 2020.

_____ 1/5/2018
Signature /Date

_____Debbie Maldonado, WNMU Adult Educational Services Program Manager_____
Printed Name and Title

_____Western New Mexico University Adult Educational Services_____
Agency Name

_____PO Box 680, Silver City, NM 88062, 575-574-5101, Debbie.Maldonado@wnmu.edu_____
Agency Contact Information

Name of Program: _____ Date Submitted: _____

New Mexico Higher Education Department
Statewide Career Pathways Initiative
Career Pathways Planning System FY20

PURPOSE OF STATEWIDE INITIATIVE:

1. To create and implement a comprehensive Career Pathways Service Delivery Model for Adult Education statewide and to promote the development of innovative, effective, and sustainable career pathways instruction, which may include Integrated Education and Training opportunities, for New Mexicans with low literacy levels and other significant barriers to employment, including individuals involved with the criminal justice system.

2. To encourage local Adult Education programs and other education providers serving similar demographics to form productive partnerships with each other, and with other agencies, organizations, businesses, and other entities who are—or might be--- meaningfully engaged with providing education, training, support, employment services, and jobs to adults with low literacy levels and other significant barriers to employment, including incarcerated and other justice-involved individuals.

RELEVANT DEFINITIONS FROM THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

Adult Education Services:

➢ Title II of the Workforce Innovation and Opportunity Act (WIOA) defines adult education (AE) to mean academic instruction and education services below the postsecondary level that increases an individual's ability to:
   A. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
   B. transition to postsecondary education and training; and
   C. obtain employment.

Career Pathways:

➢ WIOA defines career pathways to mean a series of rigorous and high-quality education and training strategies and other services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Elements of career pathways will:
   A. align with the skill needs of industries in the economy of the State or regional economy involved;

B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;

C. include advising to support an individual in achieving the individual's education and career goals;

D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

E. organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;

F. enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and

G. help an individual enter or advance within a specific occupation or occupational cluster.

Integrated Education and Training (IET):
➢ Defined in WIOA Section 203(11) as: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
➢ Required IET Components as specified in C34 CFR 463.36:
1. Adult Education and literacy activities as described in 463.30
2. Workforce preparation activities as described in 463.34, and
3. Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section 134(c)(3)(D) of WIOA.

DEFINITION OF JUSTICE-INVOLVED INDIVIDUALS:
➢ Justice-involved individuals include anyone who is currently or has been involved with the criminal justice system. This includes individuals who are awaiting trial, convicted of a crime, on probation, under home confinement, incarcerated in jail or prison, under community residential supervision, or on parole. (NATIONAL INSTITUTE OF CORRECTIONS)

PURPOSE OF CAREER PATHWAYS PLANNING SYSTEM:
➢ To ensure New Mexico's adult education programs meet the federal definitions of adult education, career pathways, and integrated education and training; as well as to meet WIOA requirements and the rigor established through the *Career Pathways in Adult Education Training*, programs will prepare and submit a Career Pathways Plan that will be approved by state staff for implementation during the second half of FY20 (January through June 2020) and beyond. This Plan should be viewed and used as a strategic planning document, that can be reviewed and revised annually, to assist programs with identifying gaps, assessing needs, developing goals, determining resources, and evaluating progress relevant to comprehensive career pathways services.

Name of Program: _____ Date Submitted: _____

Please identify members of the team who developed this plan:

Please Check: ★ Draft Plan (Due **October 31, 2019**)

☐ Final Plan (Due **December 16, 2019**)

> Maria Ethier
> Eva Luevano
> There will be additional individuals who will work through different developmental phases of this plan, we are looking at a major redesign of the program and will need to bring many different stakeholders onboard.

CAREER PATHWAYS PLAN:
This planning system is a 3-step process designed to assess a program's current status by conducting a gap analysis that identifies (1) what the program has in place and (2) what the program is missing; and to (3) create a plan with the steps needed to move forward toward delivering services within a comprehensive career pathways model. The first part is a gap analysis; the second part is developing an action plan the program will take to fill in the gaps, if all necessary components of a comprehensive career pathways model are not currently in place. **Note:** It is possible that a program may have aspects of all the components in place; in this instance, those programs are encouraged to focus on strengthening aspects within the components as a continuous improvement effort.

All programs participating in the Statewide Career Pathways Initiative are required to submit a Career Pathways Plan to the state for approval. If you have questions as you develop your Career Pathways Plan, **contact** Jeffrey A. Fantine, Ph.D., the contractor for this initiative: jeff.fantine@gmail.com. Dr. Fantine will be in regular communication with NMHED state staff to discuss specific aspects of this initiative and the planning process, and having a central contact will ensure consistency of information and process.

> **3-Step Process:**
> 1. Identify what is in place: CURRENT ACTIVITIES
> 2. Identify what is missing: PLANNED NEW ACTIVITIES
> 3. Create a plan to implement was is missing: PLAN TO IMPLEMENT NEW ACTIVITIES

NOTE: There should be a direct correlation between what is identified in Step 2 and the plan created in Step 3. Complete each section in bulleted format rather than a narrative. Save this document with your program name in the title. If the program has previously participated in a career pathways effort that resulted in a plan, please attach it along with this document when submitted.

It is highly recommended as the program develops its Career Pathways Plan, that it seeks connections to what already exists locally before creating something new to avoid duplication of efforts within the workforce development system. Please understand, no matter where you are in the career pathways process, either starting out or far along, you can make improvements and move forward. Also, in order to better ensure successful implementation of this Plan, it is recommended that a program take a few steps forward at a time and stagger its implementation timeline.

Name of Program: _____ Date Submitted: _____

<table>
<tr><td colspan="2" style="background:#1a2a5e;color:#ffff00;text-align:center;">Creating A Comprehensive Career Pathways Model
Gap Analysis and Plan</td></tr>
<tr><td colspan="2" style="background:#ffff00;">Essential Component 1: Partnerships</td></tr>
</table>

Description: Partnerships are critical to an effective career pathways system. They help align services within a community and create a seamless education and training pipeline. Partnerships should be strategic and mutually beneficial.

Considerations -
- Put relationships in writing. Create formal written agreements with partners critical to an effective career pathways system. These partners include postsecondary institutions, WIOA core and required partners, employers, community agencies, and any stakeholder relevant to the workforce development system. The agreement should include partner roles and responsibilities, services provided, expected outcomes, how resources will be shared, and when the agreement will be revisited.
- Programs may convene a Career Pathways Advisory Group with relevant stakeholder representation to guide career pathways efforts.
- Have an effective referral network in place with stakeholders to streamline services. Determine how the program handles referrals from other agencies and how the program will make referrals to other agencies.

Current Activities:	Planned New Activities:
Include a list of formal partnerships that already exist. Indicate who the partner is and the nature of the partnership.	Include a list of formal partnerships the program would like to establish or a partnership that already exists, but the program would like to strengthen (a minimum of one new or strengthened partnership is required in this Plan). Indicate who the partner is and what the program would like the nature of this partnership to be.
DACC adult education has a strong partnership with our parent organization; Dona Ana Community College. Our program goals are supported by the executive team of the college, and that support is essential in navigating the complicated intersection of adult education and a traditional community college. There are several practical advantages of this partnership for students. Through this partnership we are able to provide many services for adult education students when they transfer to the credit side of the college: adult education students have their admission fee waived, they have access to a specially trained transition advisor, they have the option to retake the ACUPLACER if they place into remedial classes at no cost to the student and students are eligible for several scholarships that are only open to former adult education students. We work closely with student accessibility services to ensure that appropriate accommodations are made for students with a disability. Adult Education is able to take advantage of the basic career services offered by our college's workforce centers, including access to experts in the field of career exploration and navigation. We are working to further strengthen this relationship by expanding our IET programing, with an ambitious goal of serving 15% of AE students in an IET in five years. We are currently negotiating with our technology governance department at DACC/NMSU to provide Banner ID's for students, and are	We feel that partnerships are a vital to provide students with a path into college or career. We are focusing our work in developing robust partnerships with our WIOA Core Partners, specifically Title I. DACC would like to develop or strengthen our partnerships with the following entities: • Title Ib Adult and Dislocated worker in the Southwestern New Mexico Workforce Development Area – ResCare (service provider) • Title Ib Youth in the Southwestern New Mexico Workforce Development Area – YDI, Inc. (service provider)

reviewing what services our students could take advantage of with these ID's. Banner ID's will also help us track students as they move through the university to more fully tell the story of adult education. We are also working to provide upper level adult education courses access to the same learning management system used by the credit classes, in this way we hope to improve our student's familiarity and comfort using the system in a low risk environment like adult education before they move to the higher risk environment of a credit baring class.

We have an existing partnership with our WIOA Core partners that we would like to reestablish and strengthen. Our vision is to have a system in place that allows for funding and services to be woven together to create a safety net for adult education students to help them meet their educational goals, our program goals, and the goals of WIOA. Currently there is a lack of a both philosophical partnerships and practical partnerships. We need to work to develop a shared understanding of the goals of WIOA. This will help frame the development of practical procedures that conduct the work of the partnership. For example, we need to work on a referral system that would help maximize co-enrollments with consistency, accuracy and effectiveness. That way, the burden of providing all the services necessary for a student to succeed is not all the responsibility of a single one partner program, but rather shared among the partners based on the needs of the participant. The current partnership has been hampered by turnover among program staff, and the natural tension between the labor side of WIOA and Adult Education.

Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include how the program will go about establishing or strengthening the partnerships listed in "Planned New Activities" above.	Timeline:
1. Develop a shared goal through analyzing program needs in Title I and then present partnership with Title II in a way that addresses the program needs creating a shared goal. This has been an ongoing influence campaign that is starting to produce a shared vision of the opportunities presented under WIOA. This is a more philosophical step, but it extremely important and drives at why they want to partner with us, because merely partnership as a requirement under the law is not sufficient. 6/2018-Current 2. Create a task force to plan how we will address the challenges of partnership, including how we will tackle co-enrollment. We are currently working on a plan specific to the development of an IET program. October 2019	**This work will be ongoing through out the rest of the fiscal year, with a targeted date for complete implementation by 8/2020**

3. Develop a responsibility tree that outlines which entity is responsible for actions under the partnership, and to help address the challenges of turn over within and organization. One of our primary goals in any partnership development is to enshrine the partnership in operating procedures that continue to direct the partnership, even if the designers of the partnership leave an organization. Turnover has been a major challenge to development of these partnerships. December 2019
4. Develop a referral system – Feb 2020
5. Develop a co-enrollment model – Feb 2020
6. Describe how funding will be braided between the title partners to expand access to IET programing. We are focusing on IET as an entry point to this partnership, but even in the early stages it is clear that we will be able to expand into other programing models with some minor modification to the systems and models developed for IET programs. Aug 2020
7. Develop a regular schedule of meetings to reflect on the partnership procedures to ensure they are still meeting the partner's needs.

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 2: Career Culture

Description: Programs should create a career pathways culture, one that promotes college and career readiness. Career Pathways should impact every aspect of a program and includes messaging, attitudes, environment and speak.

Considerations -
- The program's vision and mission statements should align with the local workforce development system and should reflect a workforce focus.
- Does the program name effectively communicate career pathways services? If not, the program might need a new name or a career pathways tagline.
- A program's promotional materials should emphasize the future beyond the program rather than the endpoint (i.e., college, career and life success over getting a HSE certificate).
- Programs should create an environment that inspires students toward college and career opportunities (i.e., the language that is used, the visuals seen around the facility, the attitudes toward and expectations of students).

Current Activities:	Planned New Activities:

Name of Program: _____ Date Submitted: _____

Include a list of what the program already does to create a career pathways culture.	Include a list of what the program could do to enhance a career pathways culture.
1. Creating and implementing an environment that not only encourages a learning environment but is also a welcoming environment is essential to student recruitment, retention and graduation. Our program, specifically the Adult Education department have made great strides in achieving this. As a result, our program has improved dramatically. Students are exposed to a common-sense approach to Adult Education. We are also in the process of implementing an Integrated Education & Training program that emphasizes student success, autonomy and prepares them for a successful career pathways initiative.	We plan to develop a career going culture through a multi-pronged approach including the following broad areas: • Marketing • Career Planning • Transition to College or Career

Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include what the program will do specifically to create or enhance a career pathways culture in the program.	Timeline:
Marketing/Program Identity – Convene a team of stakeholders to: 1. Develop a new mission and vision for Adult Education at DACC which reflects a career going culture and aligns with the strategic plan for New Mexico State University – NMSU LEADS 2025 present to DACC president for approval (Complete 12/19) 2. Based on our vision and mission statements draft a new program name which refocuses our culture away from the intrinsic value of education toward the practical value of education – leading to better employment opportunities 11/19/19 present to DACC president for approval (Complete 12/19) 3. Create a series of marketing materials for not only current or potential students, but also other departments in the institution, Core Partners and other workforce professionals, the business community, civic groups, and potential community partners. Aug 2020 4. Redesign our website to reflect our career going culture Aug 2020	**This work will be ongoing throughout the rest of the fiscal year, with a targeted date for complete implementation by 8/2020**

Name of Program: _____ Date Submitted: _____

Career Planning – Convene a team of stakeholders to:
 	
   • Create/adapt career plan template for use by 100% of AE students 8/2020
 	
   • Create an adaptable lesson plan that will be required to be taught by every instructor, the lesson plan will focus around reflecting on the plan made by the student at orientation, giving them the opportunity to reflect on their learning, and their career path throughout their life as an Adult Education Student. 6/2020
 	
   • Integrate career exploration as a component of classroom instruction and orientation. 8/2020
 	
   • Develop a portfolio to store the career plan and other career planning documents for 100% of AE students. 8/2020
 	
Transition to College or Career – Convene a team of stakeholders to:
 	
1. Create a procedure for each student to develop a transition timeline student based on their individual career plan. 6/2020
 	
2. Develop a robust referral system between the WIOA title partners (see component 1)
 	
3. Create vertical articulation documents which outline the path a student would take through adult education into post-secondary education and training for each of the certificates and programs offered at DACC 12/2020 and ongoing as programs change	

Name of Program: _____ Date Submitted: _____

<table>
<tr><td colspan="2" align="center">**Creating a Comprehensive Career Pathways Model**
Gap Analysis and Plan</td></tr>
<tr><td colspan="2">**Essential Component 3: Labor Market Information (LMI)**</td></tr>
<tr><td colspan="2">**Description:** Career Pathways systems are driven by local labor market information. Labor market information describes current and projected local workforce needs. This information can be helpful when guiding students with career planning as well as with planning instructional services and IET programs. It is important that programs analyze and utilize labor market information to design and implement career pathways models. New Mexico's Labor Market Information can be found at **https://www.dws.state.nm.us/** .

Considerations –
• Engage employers that align with local workforce needs.
• Share labor market information with students to help inform their career goal-setting and planning.
• Develop contextualized instruction and IET programs in in-demand industries.</td></tr>
<tr><td>**Current Activities:**
Include an analysis of local LMI, i.e. what the current and projected local workforce needs are. Include a list of how the program currently uses LMI to inform career pathways efforts.</td><td>**Planned New Activities:**
Include a list of how the program will use LMI to inform career pathways efforts (either enhancing what is already being done, or beginning to use this information if it is not being used currently in a meaningful way).</td></tr>
<tr><td>DACC adult education works with several different sources for labor data to make programming decisions. LMI data provided by New Mexico Workforce Connections is one of the most comprehensive sources for labor market data, however there is a lag with new and emerging fields which can make it difficult to be as responsive to the needs of industry.
Our evaluation of LMI data from DWS and other sources:

Unemployment – According to Labor Market Review July 2019
  1. NM was at 4.9 percent
  2. Dona Ana County, 6.4 percent in July 2019, up from 6.0 percent in July 2018
Employment Growth - Las Cruces

  2. Nonfarm employment grew by 700 jobs, or 1.0 percent
  3. Private sector was up 300 jobs, or 0.6 percent
  4. Public sector was up 400 jobs or 2.3 percent
  5. Education and health services had the largest growth with an increase of 600 jobs, or 3.8 percent</td><td>We will use labor market data to develop IET programs with braided funding mechanisms – Using the industries in demand definitions from Title Ib.

Labor Market Information may also be used as part of the career planning and advisement plans we will develop for use with 100% of students.</td></tr>
</table>

6. Mining & Construction had an increase of 100 jobs, or 2.7 percent

Occupations with the Most Growth in Las Cruces

1. Personal Care Aide
2. Home Health Aides
3. Food Prep. & Serving

Occupations with the Fastest Growth in Las Cruces

1. Home Health Aides
2. Personal Care Aides
3. Information Security Analysis

DACC Building & Construction Technology staff work closely with the construction industry and they report that employment opportunities related to construction in NM are projected to increase by 7% over the next few years.

There is strong local demand for construction workers at all levels. DACC adult education takes this information into consideration when we build IET programing. In addition to the raw labor data, we also evaluate any specialized considerations for each industry when determining how well it fits with an IET model. For example, we are working on an IET program with the skilled building trades even though it is not listed in LMI data as a fast-growing occupation because the building trades are open to ex-offenders whereas the occupations with the fastest growth are not.

Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	**Timeline:**
The use of LMI data will be integrated throughout the development of our partnerships, it will not be a separate discrete discussion because LMI data is central to the work of developing a career going culture. 7. Plan future IET programs using LMI data, and identifying in-demand industries in our region. Aug 2020 and ongoing 8. Describe how funding will be braided between the title partners to expand access to IET programing.	**This work will be ongoing throughout the rest of the fiscal year, with a targeted date for complete implementation by 8/2020**

We are focusing on IET as an entry point to this partnership, but even in the early stages it is clear that we will be able to expand into other programing models with some minor modification to the systems and models developed for IET programs. Aug 2020 9. Develop a regular schedule of meetings to review current LMI data to determine if IET programs continue to meet the needs of the community. Ongoing	

Name of Program: _____ Date Submitted: _____

<table>
<tr><td colspan="2" style="background:navy;color:yellow;text-align:center">Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan</td></tr>
<tr><td colspan="2" style="background:yellow">Essential Component 4: Onboarding: Intake, Assessment and Orientation</td></tr>
<tr><td colspan="2">

Description: The process of enrolling students, gathering the necessary information to serve students effectively and establishing appropriate expectations of participation in the program. This process should emphasize career pathways and college and career readiness.

Considerations -
- Have students register with Workforce Connection: **https://www.jobs.state.nm.us/vosnet/Default.aspx**
- Provide student enrollment through both managed and open enrollment approaches.
- Integrate career-related assessments and opportunities for career exploration.
- Use career pathways maps/visuals to illustrate career advancement.
- Identify support services to enhance persistence and the probability of success.
- Have a comprehensive orientation process, such as a Start Smart course, with all necessary onboarding elements. Once the orientation is complete, students then begin instruction.
</td></tr>
<tr>
<td><u>Current Activities:</u>
Describe the program's current onboarding process. Provide a list of all elements of the process, including any career-related activities.</td>
<td><u>Planned New Activities:</u>
Describe what the new process will look like, if any changes will be made to the onboarding process. Provide a list of career-related activities the program will include.</td>
</tr>
<tr>
<td>Students attend an orientation that includes completing essential program documents required for all students under WIOA, and by our parent organization. After completing intake paperwork students are assessed. After the assessment is complete, students are registered into a class.</td>
<td>Develop an onboarding process which includes career exploration, goal setting, and the development of a career plan to reflect our career going culture.</td>
</tr>
<tr>
<td><u>Plan:</u>
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</td>
<td>Timeline:</td>
</tr>
<tr>
<td>Convene a committee of stakeholders including current staff members engaged in orientations to redesign the orientation process for students to include the following elements 1/20

   1. Development of a career plan – this career plan will be the focus of a continuing metacognitive</td>
<td>This work will be ongoing throughout the rest of the fiscal year, with a targeted date for</td>
</tr>
</table>

lesson in each class where students will review, revise, and reflect on their progress towards the goals established during orientation 2. Incorporate career exploration as a structured activity during orientation 3. Explore delivery models for the orientation – possible site visits to other programs that already have a robust orientation process. 4. Develop a procedure for returning students to complete the career planning activities 5. Create a canned curriculum that will be used throughout the program to ensure that students have a similar experience at every center Develop a staffing mechanism to support and deliver the new orientation 8/20 1. Examine current staffing and determine what changes need to be made to accommodate a longer orientation process 2. Make hiring changes as needed Jeff will help facilitate this process in January 2020	**complete implementation by 8/2020**

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 5: Individual Education, Career and Life Plans

Description: Adult education students should have an individual education, career and life plan that he/she is involved in developing, and that is used to guides their program services in a manner that accelerates the student's educational and career advancement. It should include highlights of formal and informal assessment results, academic and career goal setting, identified support services, persistence strategies, and a plan for services and transition. NMHED is considering requiring a process programs will use for the Individual Education and Career Plans for students.

Considerations –

Name of Program: _____ Date Submitted: _____

Current Activities:	Planned New Activities:
If the program currently uses an Individual Learning Plan or Individual Education and Career Plan, list the elements included in the template. Include how the plan is developed and used, and how students are involved in the process.	Indicate if the program will use (create new or revise existing) an Individual Education, Career and Life Plan for every student? Include a list of the elements that will be included in the template, how it will be created and used for each student, and how students will be involved in the process.
We do not currently use any Education/Career/Life Plan Template	100% of students will complete a Career Plan and will periodically reflect on their progress toward their goals.

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Describe how the template will be created, what elements will be included in the template, how the program will create and use these plans for each student, and how students will be involved in creating and using their individual plan.	
Career Planning – Convene a team of stakeholders to: • Create/adapt career plan template for use by 100% of AE students 8/2020 • Create an adaptable lesson plan that will be required to be taught by every instructor, the lesson plan will focus around reflecting on the plan made by the student at orientation, giving them the opportunity to reflect on their learning, and their career path throughout their life as an Adult Education Student. 6/2020 • Integrate career exploration as a component of classroom instruction and orientation. 8/2020 • Develop a portfolio to store the career plan and other career planning documents for 100% of AE students. 8/2020 • Develop a process for to incorporate career advisement throughout the life cycle of an	**This work will be ongoing throughout the rest of the fiscal year, with a targeted date for complete implementation by 8/2020**

Name of Program: _____ Date Submitted: _____

adult education student. 8/20	

Name of Program: _____ Date Submitted: _____

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 6: Career Advising

Description: Career advising in adult education is providing guidance to students on academic and career services. Advisors help students develop strategies and skills to explore and pursue academic and career options, as well as develop and implement a plan for academic, career and life/family success. Advising services should be ongoing, incorporate use of the student's individual education and career plan, and continue through transition to next steps.

Considerations -
- Offer advising through partnerships, use of volunteers, or as part of the program's staffing structure (i.e., create a Career Advisor position).
- Create a process that provides for ongoing advising services.
- Include the Individual Education and Career Plan in the advising process.
- Determine the qualifications of a Career Advisor and identify training requirements.
- Outline in writing what the Career Advisor should be doing with students so that advising services are applied consistently.

Current Activities:	**Planned New Activities:**
Include a description of how career advising services are currently provided by the program, if they are being provided at all. Include how often students connect with advising services and how the student's Individual Education and Career Plan is used in the advising process.	Include a description of how career advising services will be provided by the program (either getting started, if it does not currently exist; or strengthened, if it already exists). Include how often students will connect with advising services and how the student's Individual Education and Career Plan will be used in the advising process.
DACC adult education has a dedicated college and career transition advisor who meets with students to help connect them to career resources, and transition for adult education to credit classes.	The program will expand career advising, and partner with other departments at the college to enhance our current career advisor.

100% of AE students will participate in career advising activities. |

Plan:	**Timeline:**
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	
Career Planning – Convene a team of stakeholders to: • Create/adapt career plan template for use by 100% of AE students 8/2020 • Create an adaptable lesson plan that will be required to be taught by every instructor, the	**This work will be ongoing throughout the rest of the fiscal year, with a targeted date for complete implementation by**

lesson plan will focus around reflecting on the plan made by the student at orientation, giving them the opportunity to reflect on their learning, and their career path throughout their life as an Adult Education Student. 6/2020 • Integrate career exploration as a component of classroom instruction and orientation. 8/2020 • Develop a portfolio to store the career plan and other career planning documents for 100% of AE students. 8/2020 • Develop a process for to incorporate career advisement throughout the life cycle of an adult education student. 8/20	**8/2020**

Name of Program: _____ Date Submitted: _____

<table>
<tr><td colspan="2" align="center">**Creating a Comprehensive Career Pathways Model**
Gap Analysis and Plan</td></tr>
<tr><td colspan="2">**Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training**</td></tr>
<tr><td colspan="2">**Description:** Curricula and instructional practices in adult education programs should be rigorous, relevant and research-based (Title II, Subtitle C Sec. 231(e)(6)). The scope of instructional services should include academic skills, workforce preparation and job training. Programs should offer a competency-based, contextualized curriculum in addition to Integrated Education and Training programs for both ABE and ELL students.

Considerations -
• Align instruction to the College and Career Readiness Standards.
• Integrate workforce preparation (soft skills) and contextualization (career and life) into all instruction to meet student needs.
• Offer IET programs that align to Labor Market Information and meet local workforce needs.
• Have students utilize resources in Workforce Connection: **https://www.jobs.state.nm.us/vosnet/Default.aspx**
• Involve employers and other partners in the design and delivery of instructional and career-related services.
• Use technology to support career pathways efforts.</td></tr>
<tr><td>**Current Activities:**
Include a description of how the program currently offers career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.</td><td>**Planned New Activities:**
Include a description of how the program will offer (begin or strengthen) career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>**Plan:**
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</td><td>**Timeline:**</td></tr>
<tr><td></td><td></td></tr>
</table>

Name of Program: _____ Date Submitted: _____

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Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

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Essential Component 8: Alignment of Services

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Description: WIOA requires a seamless education and training pipeline in a local area or region.; therefore, programs should work to ensure the services they provide align to next steps students take when they leave the program. This includes transitioning into employment, post-secondary programs, and advanced job training <u>without the need for remediation.</u>

Considerations –
- Offer a curriculum that covers all of the College and Career Readiness Standards.
- Intentionally integrate workforce preparation (soft skills) into the instruction as these are skills employers demand.
- Determine the content of remedial courses offered by local post-secondary programs and ensure students acquire and master those skills.
- Identify the skills needed for many entry level positions and ensure the program helps students acquire and master those skills.
- Use LMI to inform career pathways efforts.

</td>
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<tr>
<td>

Current Activities:
List what strategies the program currently uses to ensure alignment of services.

</td>
<td>

Planned New Activities:
List what new strategies the program will use to ensure alignment of services.

</td>
</tr>
<tr>
<td>

We meet regularly with our Core Partners

DACC AE has a college and career transition advisor who works with AE students to transition to credit classes at the college

</td>
<td>

1. Develop a robust referral system
2. Create partnership with NMSU to allow AE students to access university resources that are not currently available to them.

</td>
</tr>
<tr>
<td>

Plan:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.

</td>
<td>

Timeline:

</td>
</tr>
<tr>
<td>

Develop a series of processes and procedures that will promote college and career transition
1. Develop 'tracks' for students who want to transition directly into a career and those that want to continue to college.
2. Once students identify their path, this will trigger early advising and an alignment of services for the student to pursue their career goals.
3. Identify other services in the community and compile the information to refer students as needed
4. Work with the college to ensure that the services open to other campus community members are also

</td>
<td>

This work will be ongoing throughout the rest of the fiscal year, with a targeted date for complete implementation by 8/2020

</td>
</tr>
</table>

Name of Program: _____ Date Submitted: _____

open to AE students.	

Name of Program: _____ Date Submitted: _____

<table>
<tr><td colspan="2" align="center">**Creating a Comprehensive Career Pathways Model**
Gap Analysis and Plan</td></tr>
<tr><td colspan="2">**Essential Component 9: Serving Populations with Barriers to Employment**</td></tr>
<tr><td colspan="2">**Description:** WIOA requires programs give priority of services to the "hardest to serve" and "most in need". This requires that programs prioritize services to populations with barriers to employment, including the lowest-skilled adults, adults with disabilities, and justice-involved individuals.

Considerations -
• Provide screening for barriers to employment during the onboarding process, i.e., learning disabilities screening, support services checklist, etc.
• Establish formal partnerships with local agencies that serve vulnerable populations as an outreach effort to access students with barriers to employment, i.e., corrections, probation and parole, court system, vocational rehabilitation, homeless shelters, community agencies, etc.
• Provide strategies in instructional practice that address barriers to employment.
• Ensure barriers to employment issues are addressed in the Individual Education and Career Plan and in advising services.</td></tr>
<tr><td>**Current Activities:**
Describe how the program currently accesses and provides services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served.</td><td>**Planned New Activities:**
Describe how the program will access and provide services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served. Include what will be added or strengthened.</td></tr>
<tr><td>As part of a different initiative DACC adult education is working with a variety of stakeholders to develop a plan to address the specific needs of students who are involved with the justice system

We partner with our student accessibility office to ensure students with a disability are able to access instruction

We also have a partnership with LCPS to provide family literacy activities for parents of LCPS students.</td><td>Develop a partnership with other community entities serving individuals with barriers to employment, specifically homeless individuals</td></tr>
<tr><td>**Plan:**
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</td><td>**Timeline:**</td></tr>
<tr><td>As we work through the proposed program redesign we will review the produced documents and plans to ensure they support students with a variety of barriers to employment.</td><td>**This work will be ongoing throughout the rest of the fiscal year, with a targeted date for**</td></tr>
</table>

We also need to do a better job of capturing barriers to employment at intake. Which will be addressed as part of the redesign.	**complete implementation by 8/2020**

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 10: Support Services

Description: Research suggests that when service agencies collaborate and provide holistic services to vulnerable populations, they have better persistence and performance outcomes. Support services are those services that address critical issues beyond the scope of the program, but are necessary for student success. They are accessed while the student is in the program to support persistence and achievement. For adult education programs in a career pathways environment, support services extend beyond the traditional transportation and child care services to include such things as transition services and job exposure opportunities.

Considerations -
- Offer job exposure opportunities, i.e., mentoring, internships, job shadowing, apprenticeships
- Connect students directly to workforce services, i.e., American Job Centers
- Provide direct linkages to community services, i.e., mental health, substance abuse, vocational rehabilitation, housing
- Assist students with the development and implementation of a transition plan
- Help students connect to and prepare for post-secondary programs, i.e., financial aid applications, college tours
- Offer a career or community services speaker series: invite professionals or service providers to program to meet with and speak to students

Current Activities:	Planned New Activities:
Include a list of support services the program currently offers. Describe how these services are identified and accessed.	**Include a list of support services the program will offer (include what will be added or strengthened). Describe how these services will be identified and accessed.**
As part of a different initiative DACC adult education is working with a variety of stakeholders to develop a plan to address the specific needs of students who are involved with the justice system We partner with our student accessibility office to ensure students with a disability are able to access instruction	None at this time, planned new activities will be part of the 2nd phase, which will be developed while we implement phase 1.

We also have a partnership with LCPS to provide family literacy activities for parents of LCPS students.	

Plan: **Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.**	**Timeline:**
Develop a series of processes and procedures that will promote college and career transition 1. Develop 'tracks' for students who want to transition directly into a career and those that want to continue to college. 2. Once students identify their path, this will trigger early advising and an alignment of services for the student to pursue their career goals. 3. Identify other services in the community and compile the information to refer students as needed 4. Work with the college to ensure that the services open to other campus community members are also open to AE students.	**As a part of the comprehensive redesign we will address supportive services but developing strong linkages to supportive services will not be a focus during the first phase of the redesign but rather will be approached during fiscal year 20/21.**

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Sustainability

Description: In order to ensure the success of this Career Pathways Plan, programs should have a sustainability plan. A sustainability plan should include data collection and monitoring, establishing policies and procedures for new services, an annual review of formal partnerships, and accessing professional development.

Considerations –
- How will career pathways efforts resulting from this statewide initiative be extended beyond the terms of this initiative?
- Determine when staff will come together to discuss progress of this Career Pathways Plan (review and revise for continuous improvement).
- Establish performance measures that will be monitored to determine success of career pathways efforts.
- Create written policies and procedures to institutionalize new practice once it is proven successful.
- Identify professional development needs that will ensure the Career Pathways Plan is successful.

Name of Program: _____ Date Submitted: _____

Plan: Include a step-by-step action plan on what the program will do to ensure sustainability of this Career Pathways Plan. Be sure to include at least 3 specific professional development needs the program anticipates for its staff in the coming year to support the success of this Career Pathways Plan.	Timeline:
There will be a periodic review of all processes and procedures to determine what is working in the program and what still needs tweaking. As part of this process we are undertaking a fairly comprehensive program redesign which will require that we develop a series of written procedures. Because this is part of a whole program redesign, it will just be the new way we do business so sustainability is not as crucial an issue. We believe the larger challenge will be implementation with fidelity to the processes and procedures. The 1st Review will focus on monitoring for implementation fidelity. The 2nd Review will focus on measuring the impact of these changes. We will use this review to monitor and adjust any policy or procedures that may not be as impactful as we had hoped. One of our challenges will be to give the new processes enough time to demonstrate a change in student outcomes, so we will have to be diligent in our review process to avoid abandoning a good plan because of difficulties in early implementation. Professional Development Needs: 1. Leadership training that includes input from all state level agencies administering WIOA awards. There are many areas where it seems that Title I & III have an entirely different understanding of the roles and obligations of each title partner. I believe that a comprehensive leadership training program would be beneficial for all Titles and promote a better working relationship between the core partners. 2. Lesson Development. Instructors could benefit from professional development focused on planning for instruction. 3. Leadership training with other programs who straddle a state line, there are many specific issues when working across state line, it would be beneficial to have some written guidance on how to work with students who may work in Texas, or live in Texas but work in New Mexico.	Implementation Fall 2020 1st Review – Dec 2020 2nd Review - July 2021

Name of Program: _____ Date Submitted: _____

Student:

NRS Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Select Reporting System:　　NRS FY 19-20　▼　　Agency:　NMSU-Dona Ana Branch

Enter the number of participants* by educational functioning level, ethnicity/race**, and sex.

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	1	9	10	0	0	0	4	0	0	24
ABE Level 2	0	2	0	1	0	0	47	72	0	0	3	8	1	0	134
ABE Level 3	1	1	0	1	1	0	40	60	0	0	5	6	0	0	115
ABE Level 4	0	0	0	0	2	0	12	21	0	0	2	4	0	0	41
ABE Level 5	0	0	0	0	1	0	2	2	0	0	0	1	0	0	6
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
ESL*** Level 1	0	0	2	8	0	0	59	250	0	0	1	6	0	0	326
ESL Level 2	0	0	1	2	1	0	33	150	0	0	0	3	0	0	190
ESL Level 3	0	0	1	6	0	0	32	157	0	0	2	4	0	0	202
ESL Level 4	0	0	2	7	0	0	22	82	0	0	1	3	0	0	117
ESL Level 5	0	0	1	6	0	0	7	31	0	0	0	2	0	0	47
ESL Level 6	0	0	1	0	0	0	1	8	0	0	0	0	0	0	10
Total	1	3	8	31	5	1	264	843	0	0	14	42	1	0	1213

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.

** See definitions for ethnicity/race categories.

*** ABE = Adult Basic Education; ESL = English as a Second Language

Ethnicity/Race:

Hispanic / Latino: The participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.

American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

Asian: The participant indicates that he/she is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black / African American: The participant indicates that he/she is a person having origins in any of the black racial groups of Africa.

Native Hawaiian / Other Pacific Islander: The participant indicates that he/she is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: the participant indicates that he/she is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

More Than One Race: Participants having origins in more than one racial category at program entry.

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

Student:

NRS Table 2: Participants by Age, Ethnicity, and Sex

Select Reporting System: [NRS FY 19-20 ▼]   Agency: NMSU-Dona Ana Branch

Enter the number of participants* by age**, ethnicity/race***, and sex.

Age Group (A)	American Indian or Alaska Native Male (B)	F (C)	Asian M (D)	F (E)	Black or African-American M (F)	F (G)	Hispanic/Latino M (H)	F (I)	Native Hawaiian or Other Pacific Islander M (J)	F (K)	White M (L)	F (M)	More than One Race M (N)	F (O)	Total (P)
16-18	0	0	0	0	0	0	39	33	0	0	4	5	0	0	81
19-24	0	0	2	2	3	0	42	68	0	0	2	14	1	0	134
25-44	1	2	4	22	2	1	108	398	0	0	4	14	0	0	556
45-54	0	1	2	3	0	0	40	210	0	0	3	4	0	0	263
55-59	0	0	0	2	0	0	15	62	0	0	0	2	0	0	81
60+	0	0	0	2	0	0	20	72	0	0	1	3	0	0	98
Total	1	3	8	31	5	1	264	843	0	0	14	42	1	0	1213

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.

**Participants should be classified based on their age at program entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.

***See definitions of ethnicity/race categories.

The totals in columns B–O should equal the totals in columns B–O of Table 1. Row totals in column P should equal corresponding column row totals in Table 3.

Ethnicity/Race:
See Table 1
Sex:
See Table 1

OMB Number 1830-0027, Expires 08/31/2017.

Student:

NRS Table 2A: Reportable Individuals by Age, Ethnicity, and Sex

Select Reporting System: NRS FY 19-20 ▼   Agency: NMSU-Dona Ana Branch

Enter the number of reportable individuals* who have completed <u>fewer</u> than 12 contact hours by age**, ethnicity***, and sex.

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	2	0	14	13	0	0	3	1	0	0	33
19-24	1	1	0	0	0	1	31	34	0	0	4	1	0	1	74
25-44	0	2	1	0	0	0	45	113	0	0	3	3	1	1	169
45-54	0	0	0	1	0	1	12	42	0	0	0	1	0	0	57
55-59	0	0	0	0	0	0	3	21	0	0	0	0	0	0	24
60+	0	0	0	0	0	0	10	14	0	0	0	0	0	0	24
Total	1	3	1	1	2	2	115	237	0	0	10	6	1	2	381

*Report, on this table, only individuals who have completed fewer than 12 contact hours in a period of participation. A reportable individual is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of an AEFLA program.

** Reportable individuals should be classified based on their age at entry. Reportable individuals entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.

*** See definitions of race/ethnic categories and examples that demonstrate how to report them.

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System: [NRS FY 19-20 ▼]   Agency: NMSU-Dona Ana Branch

Enter the number of participants* by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	59	70	140	21	8	2	300
Integrated Education and Training Program	2	4	5	0	0	0	11
Adult Secondary Education***	2	2	2	1	0	0	7
Integrated Education and Training Program	1	0	0	1	0	0	2
English Language Acquisition****	15	44	290	166	51	60	626
Integrated Education and Training Program	0	0	5	4	1	0	10
Integrated English Literacy and Civics Education (Sec. 243)*****	5	18	124	75	22	36	280
Integrated Education and Training Program	0	1	6	2	0	0	9
Total	81	134	556	263	81	98	1213

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.
The total in column H should equal the total in column P of Table 1.

**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) Programs (Sec. 203(11) of WIOA).

***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

****Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs. It does not include those enrolled in ELA programs.

OMB Number 1830-0027, Expires 08/31/2017.

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NRS Table 4

Measurable Skill Gains by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

First Period of Participation										All Periods of Participation			
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	24	0	1466.16	6	0	14	4	25	24	6	0	25
ABE Level 2	134	0	5884.76	14	6	93	21	14.9	135	14	6	14.8
ABE Level 3	115	0	6631.47	23	6	59	27	25.2	116	23	6	25

ABE Level 4	41	0	1949.08	9	3	22	7	29.3	42	9	3	28.6
ABE Level 5	6	0	668.75	2	1	2	1	50	6	2	1	50
ABE Level 6	1	0	163	0	0	0	1	0	1	0	0	0
ABE Total	321	0	16763.22	54	16	190	61	21.8	324	54	16	21.6
ESL Level 1	326	0	22636.1	117	1	153	55	36.2	328	117	1	36
ESL Level 2	190	0	16620.29	91	0	74	25	47.9	195	91	0	46.7
ESL Level 3	202	0	17675.72	90	2	74	36	45.5	204	90	2	45.1
ESL Level 4	117	0	9333.09	46	0	53	18	39.3	120	46	0	38.3
ESL Level 5	47	0	4285.75	18	0	18	11	38.3	48	18	0	37.5
ESL Level 6	10	0	838.44	2	0	6	2	20	10	2	0	20
ESL Total	892	0	71389.39	364	3	378	147	41.1	905	364	3	40.6
Grand Total	1213	0	88152.61	418	19	568	208	36	1229	418	19	35.6

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.

- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Enter only the most recent achievement, if attained, per participant in column E or column F. No participant should have an achievement counted in both columns.
- Column G is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column H is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H.
- Column I is calculated using the following formula: (Column I) = (Column E + Column F)/(Column B − Column C)
- Column J is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column K is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column L is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column M is calculated using the following formula: (Column M) = (Column K + Column L)/(Column J)
- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting
System:　　[NRS FY 19-20 　　▼]　　　Agency:　　NMSU-Dona Ana Branch

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	6	4	66.7	3	50	0	0	0	0
ABE Level 2	16	11	68.8	9	56.3	0	0	0	0
ABE Level 3	25	17	68	9	36	0	0	1	4
ABE Level 4	11	9	81.8	2	18.2	0	0	0	0
ABE Level 5	2	2	100	1	50	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	60	43	71.7	24	40	0	0	1	1.7
ESL Level 1	117	117	100	0	0	0	0	0	0
ESL Level 2	91	91	100	0	0	0	0	0	0
ESL Level 3	92	92	100	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Level 4	46	45	97.8	0	0	0	0	1	2.2
ESL Level 5	18	18	100	0	0	0	0	0	0
ESL Level 6	2	2	100	0	0	0	0	0	0
ESL Total	366	365	99.7	0	0	0	0	1	0.3
Grand Total	426	408	95.8	24	5.6	0	0	2	0.5

Instructions for Completing Table 4A

- Column B is the number of participants who achieved an EFL gain during the program year
- Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants, if tested in both areas. EFL gains reported in Columns C and D may be measured by reading, writing, literacy skills, speaking or listening tests approved for use in the National Reporting System for Adult Education (NRS).
- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Multiple outcomes are permissible on this table for individual participants.
- In each of Columns C, E, G, and I, record the total number of participants who achieved at least one educational functioning level gain of that type.
- Calculate Percentages as follows:
    - Column D = Column C/Column B
    - Column F = Column E/Column B
    - Column H = Column G/Column B
    - Column J = Column I/Column B

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NRS Table 4B

Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	8	909.66	6	2	0	75
ABE Level 2	29	2392.65	16	11	2	55.2
ABE Level 3	46	4392.37	24	12	10	52.2
ABE Level 4	16	1174.74	11	4	1	68.8
ABE Level 5	3	613	2	0	1	66.7
ABE Total	102	9482.42	59	29	14	57.8
ESL Level 1	138	14924.27	117	10	11	84.8
ESL Level 2	105	12639.32	91	9	5	86.7
ESL Level 3	107	13340.84	92	6	10	86
ESL Level 4	52	6613.24	45	4	3	86.5
ESL Level 5	27	3086.6	18	4	5	66.7
ESL Level 6	4	599.5	2	1	1	50
ESL Total	433	51203.77	365	34	35	84.3
Total	535	60686.19	424	63	49	79.3

Include in this table only participants who are both pre- and post-tested.
• Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
• Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be

determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

• Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.

• Column D + E + F should equal the total in Column B.

• Each row total in Column G is calculated using the following formula: G = Column D / Column B

Student:

NRS Table 4C

Measurable Skill Gains by Entry Level for Participants in Distance Education

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	0	0	0	0	0	0	0	0	0	0
ABE Level 2	5	166.71	0	0	0	5	0	5	0	0
ABE Level 3	3	62.73	0	0	0	3	0	3	0	0
ABE Level 4	2	39.25	0	0	0	2	0	2	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0
ABE Total	10	268.69	0	0	0	10	0	10	0	0
ESL Level 1	10	835.83	2	0	0	8	20	10	2	20

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 2	6	542.47	0	0	0	6	0	6	0	0
ESL Level 3	9	1086.75	1	0	0	8	11.1	9	1	11.1
ESL Level 4	5	434.97	2	0	0	3	40	6	2	33.3
ESL Level 5	1	250.07	0	0	0	1	0	1	0	0
ESL Level 6	1	28.44	0	0	0	1	0	1	0	0
ESL Total	32	3178.53	5	0	0	27	15.6	33	5	15.2
Grand Total	42	3447.22	5	0	0	37	11.9	43	5	11.6

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units: or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.

- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: (Column H) = (Column D + Column E) / (Column B)
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: (Column K) = (Column J) / (Column I)

Student:

NRS Table 5

Select Reporting System: [NRS FY 19-20 ▼]   Agency: NMSU-Dona Ana Branch

Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	958	191	19.9	976	195	20
Employment Fourth Quarter after exit *	1035	300	29	1085	312	28.8
Median Earnings Second Quarter after exit **	191	3487.66		195	3516.23	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	32	4	12.5	32	4	12.5
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	32	6	18.8	32	6	18.8

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	32	8	25	32	8	25

Instructions for Completing Table 5

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For the purposes of reporting on Employment 2nd Quarter, Employment 4th Quarter, Median Earnings, and the Credential Attainment indicators on Tables 5, 5A, 8, 9, 10, and 11 each program entry and exit per participant during the reporting period is considered a period of participation.

Do not exclude participants because of missing Social Security numbers or other missing data.

Exit: The exit date is the last date of service. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services. Services do not include self-service, information-only services or activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.

Period of Participation: For all indicators, except measurable skill gains, a period of participation refers to the period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program. States must count each participant's exit during the same program year as a separate period of participation for purposes of calculating levels of performance. For all indicators, except the measurable skill gains indicator, a new period of participation is counted each time a participant re-enters and exits the program—even if both exits occur during the same program year. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 of WIOA who exited the AEFLA program but are still incarcerated.

** Report in Column B (Median Earnings) the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

*** Report in Column B (secondary school credential attainment) the total number of participants without a secondary school credential or recognized equivalent who exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher), excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row. For participants included in the secondary school credential denominator who do not achieve a qualifying secondary school credential or recognized equivalent, choose only one row to report for Column B. For

participants who achieved a secondary school credential or a recognized equivalent, enrolled in postsecondary education or training, and were employed within one year of exit, Column B and Column C would be reported for BOTH secondary school credential rows.

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

***** Report in Column B (Attained any credential (unduplicated)) the unduplicated total number of participants who EITHER: (1) did not possess a secondary school credential or recognized equivalent and exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher) OR (2) were co-enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program; excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants who meet the requirements for inclusion in both the secondary and postsecondary credential cohorts would only be recorded once in Column B.

Column C (except for Median Earnings) is the number of participants that achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants who earn both a secondary and postsecondary credential would only be recorded once in Column C.

Column C, for median earnings, is the quarterly wage value for participants employed in the 2nd quarter after exit.

Column D (except for Median Earnings) is the number in Column C divided by the number in Column B. Column D should never be greater than 100 percent.

Column E is the total number of periods of participation for each participant reported in column B. This number will be greater than or equal to the number of participants in Column B.

Column F (except for Median Earnings) is the number of periods of participation in which the outcome was achieved.

For Median Earnings reporting, Column F is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of periods of participation, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

Column F, for Median Earnings, is the median value for quarterly wage values from all PoPs reported for participants employed in the 2nd quarter after exit. In cases where participants have multiple PoPs, there would be the same number of instances of a quarterly earnings value. Those values would all be included in the final matrix of values used to determine the median quarterly earnings value for a State.

Column G (except for Median Earnings) is the number in Column F divided by the number in Column E. Column G should never be greater than 100 percent.

Columns D and G are not applicable to Median Earnings.

Student:

NRS Table 5A

Select Reporting System: [NRS FY 19-20 ▼]   Agency: NMSU-Dona Ana Branch

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0

Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5A

Include only participants who are counted as distance education participants. Distance education participants are also included in Table 5. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.

Follow instructions for completing Table 5.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: [NRS FY 19-20 ▼]   Agency: NMSU-Dona Ana Branch

Participant Status on Entry into the Program (A)	Number (B)	
Employed		483
Employed, but Received Notice of Termination of Employment or Military Separation is pending		0
Unemployed		453
Not in the Labor Force		277
TOTAL		1213
Highest Degree Level of School Completed*	**US Based Schooling**	**Non-US Based Schooling**
No Schooling	0	3
Grades 1-5	5	27
Grades 6-8	40	132
Grades 9-12 (no diploma)	273	285
Secondary School Diploma or alternate credential	34	95
Secondary School Equivalent	48	13
Some Postsecondary education, no degree	6	67
Postsecondary or professional degree	5	180
Unknown	0	0
TOTAL (both US Based and Non-US Based)		1213
Program Type**		
In Family Literacy Program		0
In Workplace Adult Education and Literacy Activities***		0
Institutional Programs (section 225)		
In Correctional Facility		0

Participant Status on Entry into the Program (A)	Number (B)
In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	0

* Enter the highest level of schooling or degree attained for each participant in US or non-US-based schooling. Provide *only one entry* per participant. The total number of participants reported here must be the same as the number reported in the Total row of Column P, Table 1.

** Participants counted here must be in a program specifically designed for that purpose.

*** The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Employment Status definitions:

Employed: The participant, at program entry, (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

Employed, but Received Notice of Termination of Employment or Military Separation is pending: The participant, at program entry, is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).

Not in the labor force: The participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).

Unemployed: The participant, at program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work.

Staff:

NRS Table 7: Adult Education Personnel by Function and Job Status

Select Reporting System: [NRS FY 19-20 ▼]   Agency: NMSU-Dona Ana Branch

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative / Supervisory / Ancillary Services	0	0	0
Local-level Administrative / Supervisory / Ancillary Services	0	11	0
Local Counselors	0	1	0
Local Paraprofessionals	23	1	0
Local Teachers	57	1	0
Teachers' Years of Experience in Adult Education			
Less than one year	15	0	
One to three years	14	0	
More than three years	28	1	
Teacher Certificate			
No certification	46	1	
Adult Education Certificate	1	0	
K-12 Certification	9	0	
Special Education Certification	0	0	
TESOL Certification	2	0	

Student:

NRS Table 8: Outcomes for Participants in Family Literacy Programs (Optional)

Select Reporting System: NRS FY 19-20 ▼   Agency: NMSU-Dona Ana Branch

	First Period of Participation			All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0	0	0	0
Employment Second Quarter after exit*	0	0	0	0	0	0
Employment Fourth Quarter after exit*	0	0	0	0	0	0
Median Earnings Second Quarter after exit**	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0

Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome	
Increased Involvement in Children's Education	0	0	0	
Helped more frequently with school	0	0	0	
Increased contact with children's teachers		0		
More involved in children's school activities		0		
Increased Involvement in Children's Literacy Activities		0		
Reading to children	0	0	0	
Visiting library		0		
Purchasing books or magazines		0		
Left Public Assistance		0		

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For reporting measurable skill gains:

Enter in column B the total number of Family Literacy program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma. Enter only one of these achievements, if attained, per participant in column C.

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

Report in Column B the total number of participants who exited during the program year. Do not exclude participants because of missing Social Security numbers or other missing data.

Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with schoolwork and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of "increased involvement in children's education."

Student:

NRS Table 9

Select Reporting System: [NRS FY 19-20 ▼]   Agency: NMSU-Dona Ana Branch

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

	First Period of Participation			All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	280	147	52.5	287	147	51.2
Employment Second Quarter after exit	165	33	20	169	34	20.1
Employment Fourth Quarter after exit	207	48	23.2	208	48	23.1
Median Earnings Second Quarter after exit	33	3867.66			34	3895.92	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	1	0	0	1	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	1	0	0	1	0	0

Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome
Achieved Citizenship Skills	0	0	0
Voted or Registered to Vote	0	0	0
Increased Involvement in Community Activities	0	0	0

Instructions for Completing Table 9

Include only participants who are counted as Integrated English Literacy and Civics Education program participants.

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For measurable skill gain: Enter in column B the total number of Integrated English Literacy and Civics Education program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma or recognized equivalent. Enter only one of these achievements, if attained, per participant in column C.

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

Report in Column B the total number of participants who exited during the program year. Do not exclude participants because of missing Social Security numbers or other missing data.

Achievement of one or more of the civics education outcome measures should be counted only once per participant.

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: NRS FY 19-20 ▼   Agency: NMSU-Dona Ana Branch

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0

| Attained a Postsecondary Credential while enrolled or within one year of exit | 0 | 0 | 0 | 0 | 0 | 0 |

Instructions for Completing Table 10

Include only correctional education participants under Sec. 225 of WIOA.

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For measurable skill gain: Enter in column B the total number of correctional education program participants enrolled during the reporting period. This indicator includes both released and non-released participants. Enter in column C the number ofparticipants who achieved one or more educational functioning level gains or attained a secondary school diploma. Enter only one of these achievements, if attained, per participant in column C.

For reporting the Primary Indicators of Performance:

Enter in column B the total number of correctional education program participants enrolled during the reporting period who were no longer incarcerated at program exit. Enter in column C the number of participants who were no longer incarcerated at program exit who achieved success in the designated indicator.

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

Student:

NRS Table 11

Select Reporting System: [NRS FY 19-20 ▼]   Agency: NMSU-Dona Ana Branch

Outcome Achievement for Participants in Integrated Education and Training Programs

Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	32	21	65.6	32	21	65.6
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	32	4	12.5	32	4	12.5
MSG via Secondary or Postsecondary Transcript	32	0	0	32	0	0
MSG via Progress Toward Milestones	32	0	0	32	0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Passing Technical/ Occupational Skills Exam	32	14	43.8	32	14	43.8
Employment Second Quarter after exit	6	1	16.7	7	1	14.3
Employment Fourth Quarter after exit	2	0	0	2	0	0
Median Earnings Second Quarter after exit	1	2306		1	2306	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

Include only IET program participants but exclude participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2, Table A. Also exclude from all indicators, except EFL gains, incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated. All shaded columns will be calculated automatically by OCTAE's data system.

Report any of the following MSG outcomes for each IET participant. Reporting multiple MSG outcomes per participant is permitted.

For reporting MSG via Achievement of at Least One Educational Functioning Level Gain: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) an EFL gain may be measured by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

For reporting MSG via Attainment of Secondary School Diploma/Recognized Equivalent: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who attained a secondary school diploma or its recognized equivalent.

For reporting MSG via Secondary or Postsecondary Transcript: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated progress through a secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.

For reporting MSG via Progress Toward Milestones: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or

completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.

For reporting MSG via Passing Technical/Occupational Skills Exams: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who successfully passed an exam that is required for a particular occupation or attained progress in technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

For reporting the exit-based Primary Indicators of Performance: Follow instructions for completing Table 5 to report these outcomes.

Student:

NRS Table 12 (beginning Program Year 2010-11): Work-based Project Learners by Age, Ethnicity, and Sex (Optional)

Select Reporting System: NRS FY 19-20 ▼   Agency: NMSU-Dona Ana Branch

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races	
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 and Older	0	0	0	0	0	0	0	0	0	0	0	0	0	0