

WORKFORCE INNOVATION & OPPORTUNITY ACT - 2018

STATE OF NEW MEXICO ANNUAL REPORT



PROGRAM YEAR 2018/FISCAL YEAR 2019

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DECEMBER 2019



Michelle Lujan Grisham
Governor

**New Mexico Department of
Workforce Solutions**
401 Broadway NE
P.O. Box 1928 (87103)
Albuquerque, NM 87102

Bill McCamely
Cabinet Secretary
505-841-8405
Bill.McCamely@state.nm.us

Yolanda Montoya-Cordova
Deputy Cabinet Secretary
505-841-9405
YolandaM.Cordova@state.nm.us

Margarito Aragon
Workforce Innovation
Opportunity Act
Workforce Administrator
505-841-9559
Margarito.Aragon@state.nm.us

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State of New Mexico

Workforce Innovation & Opportunity Act

Annual Report - Program Year 2018 Fiscal Year 2019

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INTRODUCTION LETTER

Each year the New Mexico Department of Workforce Solutions (NMDWS) prepares an Annual Report that includes a summary and highlights of key activities and accomplishments related to the efforts of the State Workforce Development Board and the State Regional Workforce Development Regions. This report focuses on effectiveness in serving employers and job seekers, progress made in achieving the state's strategic vision and goals as described in our combined state plan, developments in sector strategies and career pathways; rapid response activities and layoff aversion strategies; as well as an overview of continuous quality improvement strategies and performance management. The report also includes customer success stories, best and promising practices and highlights of key challenges as New Mexico moves forward in its implementation of the Workforce Innovation and Opportunity Act (WIOA).

Soon after her election, Governor Lujan Grisham released her priorities for Workforce Training and Development with a top priority of "keeping jobs we have, growing new, better paying jobs and remaining competitive in our changing, global economy." Industry leaders, educator and community leaders were asked to:

1. Create a system that is responsive to employers current and future economic needs;
2. Make life-long learning a reality;
3. Make our community colleges an essential driver of workforce and economic development;
4. Grow and expand apprenticeship programs;
5. Remove barriers to employment and training; and
6. Stop New Mexico's brain drain.

The NMDWS staff, along with the local workforce development boards are eager to lead this charge to ensure New Mexico's businesses and job seekers have access to quality services to improve the overall outcome for our economy moving forward.

Sincerely,



Bill McCamley
Cabinet Secretary
New Mexico Department of Workforce Solutions

STRATEGIC VISION

DEVELOPING A WORKFORCE SYSTEM FOR NEW MEXICO

Governor Lujan Grisham's Vision

“For New Mexico to grow its economy, we need to address the educational and training deficits in New Mexico’s workforce. New Mexico’s labor force has significantly lower levels of educational attainment than those in most other states. Of the 1.3 million adults ages 18 to 64 in New Mexico, 69 percent (or almost 890,000) are without a college degree and 15 percent (more than 190,000) have no high school diploma or equivalent. New Mexico also doesn’t fare well compared to other states in the Mountain West region. For adults aged 25 to 54 – New Mexico ranks 45th nationally for the percentage with no high school diploma or equivalent, and 41st for the percentage with no associate’s degree or higher.” (Governor Michelle Lujan Grisham, “Workforce Training

and Development: Preparing New Mexicans for the high-paying jobs of the future. November 2018)

Even when New Mexico’s students start college - the completion rates are too low. New Mexico’s higher education institutes graduate an average of 18.3 per 100 students – this puts NM at 45th in completion rates. In addition, only 14.4% of students graduate in 4 years and only 41.7% of students graduate in six years. Some colleges, such as New Mexico Highlands University and Western New Mexico University graduate less than 20% of their students within six years. Hispanic, American Indian, and African-American students in New Mexico have even lower graduation rates than the state’s already low rates nationally.



STRATEGIC VISION

DEVELOPING A WORKFORCE SYSTEM FOR NEW MEXICO

The New Mexico Department of Workforce Solutions (NMDWS) provides funding and oversight for twenty-one New Mexico Workforce Connection Centers (WCCs) that are located regionally across the state and are facilitated by four local workforce development Boards (LWDBs). The LWDBs work in partnership with key agencies and partners to promote and align workforce readiness activities for adults, dislocated workers, individuals with disabilities, youth, veterans, and senior workers. Efforts are focused on strategies to engage local agencies and partners who deliver similar activities and identify opportunities to link these activities in the WCCs. Examples include co-enrollment, coordination of adult education courses, collaborative business outreach activities that includes the core partner agency such as vocational rehabilitation, collocation of programs, identification of in-demand jobs, and creation of strategies to develop talent pipelines and address unemployment.

Engagement with partners at the state and local level is one of the most significant requirements since the inception of Workforce Innovation and Opportunity Act (WIOA). NMDWS along with the LWDBs, host regularly scheduled meetings with partners to develop strategy and inform activities that leads to enhanced coordination across all programs, including vocational rehabilitation, TANF/SNAP, Senior Employment, Carl Perkins, adult education, and Wagner-Peyser.

Major partnership accomplishments during Program Year 2018 includes:

- Co-sponsorship of an Annual Workforce Development Conference for case managers, youth serving agencies and organizations, business outreach specialists, and economic development partners held in Albuquerque, May 8-10, 2019. Over 350 participants attended including representatives from the core partners;
- Successful development and implementation of the Common Unique Identifier Project. Data is available and being used to determine how/when/where job seekers are utilizing workforce development services and facilitating discussions about best locations for co-locating services and enhancing co-enrollment strategies and program planning. Recent example includes overlay of vocational rehabilitation users with one-stop centers to inform utilization patterns, co-location strategies and gaps in services;

- Successful and more consistent negotiation and implementation of Infrastructure Funding Agreements resulting in increased funded partnership from all core partners and other agencies to support one-stop centers;
- Statewide sector strategy project kick-off that included all core partners agencies with an overarching goal to align career pathway and sector approaches across agencies;
- State and local leadership partnership engagement resulting in increased offering of specialized training efforts to increase awareness and scope of workforce development strategies, resources, and tools; resulting increased participation of job seekers and employers with WCCs and partner programs across all organizations – as evidenced by common unique identifier outcomes. (*See Attachment – Common Unique Identifier Presentation to Partner Agencies*)
- Consistent and meaningful participation of key decision makers and leaders from core agencies with NMDWS to develop common strategies; facilitate and conduct professional workforce development and training for case managers and business outreach specialists and to coordinate business outreach activities. Core partner agencies have consistently met every month for the past three years.

Specific Examples of Partner Projects

- **NMDWS and Carl Perkins** – Co-funding a Work-Based Learning Project responsible for supporting school districts receiving Carl Perkins funds. Together, NMDWS and Carl Perkins will promote business engagement, internship and work-based learning opportunities as part of Career Technical Education. A Work Based Learning Coordinator will provide ongoing technical assistance and training for teachers and guidance counselors on NMDWS resources, such as Labor Market Information, career exploration and readiness tool, and directly assist with linkages to the businesses and LWDBs. Expected outcome is increase

STRATEGIC VISION

DEVELOPING A WORKFORCE SYSTEM FOR NEW MEXICO

in direct work experience for youth enrolled in career technical education.

- **NMDWS and Adult Education** – Co-funding an integrated adult education program with an apprenticeship sponsor. Together the funding launched a pathway to the apprenticeship program with a side-by-side program for individuals with a need for developmental education in reading and math fundamentals and completion of high school equivalency. The apprenticeship program is now accepting individuals without a diploma and allowing these individuals to complete their high school equivalency while enrolled in the apprenticeship program. The addition of adult education as a side-by-side also benefits participants who need improvement in reading and math. A win, win for all participants and the apprenticeship program.
- **Wagner-Peyser and WIOA** – Co-funding Apprenticeship Coordinators assigned to each local region. The Coordinators will be responsible for identifying and growing employer capacity to implement apprenticeship programs in industries other than the trades. One program already successfully implemented with PESCO Industries for a Welding Certificate Training Program in the northwestern part of the state. Information about this project included in section entitled Wagner-Peyser.
- **NMDWS and Division of Vocational Rehabilitation (DVR)** – Partnership to support infrastructure and systems development for DVR as a result of high vacancy rates and loss of staff. Together the agencies have worked to shore up finances, recruitment and hiring, policy and audit functions to maintain integrity of DVR agency. Additionally, NMDWS has supported Order of Selection concerns by responding quickly to referrals from DVR. The WCC of Central NM also working in partnership with DVR to kick off a project entitled “E3” in Albuquerque and Deming. The project is a technical assistance project that targets specific communities to help people with disabilities from under served communities across the United States. Together the staff from NMDWS, local one-stops and DVR will coordinate services and supports, including co-case management strategies to leverage funds,

enhance communication, and identify and strengthen coordination between the agencies.

- **NMDWS and SNAP** – NMDWS has worked in partnership with the Human Services Department, agency responsible for oversight for the TANF and SNAP program. Wagner-Peyser staff are providing career readiness, exploration and placement for TANF eligible customers. Additionally, SNAP personnel were provided training on our New Mexico Workforce Connection Online System as a tool to help them implement career readiness and career exploration. Customers identified through both programs are also referred directly to Title I providers to support On-The-Job Training (OJT) and additional training as needed. Finally, a partnership with the Child Enforcement Division has also begun to assist parents who are behind on child support payments. Title III staff have been placed in Human Services Division offices to facilitate a warm handoff. NMDWS staff and leadership, in partnership with TANF, SNAP and Child Enforcement, are advocating for policy changes to support parents at risk of losing driving privileges (a major barrier for many parents seeking employment.)

SECTOR STRATEGIES AND CAREER PATHWAY DEVELOPMENT

Improving New Mexico's workforce talent is a key focus for the State Workforce Development Board. Sharing a common vision and approach among the LWDBs and core partners is a key strategy NMDWS is using to implement this vision. March 2019, NMDWS engaged Maher & Maher to provide training for the core partner agencies, state and local workforce board members and NMDWS staff on the most effective ways to align public and private resources to address the needs of employers. A strategy to implement activities emerged and key activities are underway:

1. Each LWDB was required to conduct an analysis of LMI, review industry profiles and job vacancies to begin identifying regional industries experiencing gaps and selecting a minimum of two industries to approach to discuss partnership to address these needs;
2. NMDWS developed a Guidance Letter, organized additional resources and training materials to help guide LWDB efforts; *(See Attachment – Guidance Letter)*
3. NMDWS engaged and facilitated a task force to coordinate a Sector Strategy to address the state nursing shortage at the request of Governor Lujan Grisham. The task force began with a meeting on March 28, 2019. Participants included the deputy secretaries at the Departments of Health, Workforce Solutions, and Higher Education. The task force grew quickly as members identified additional entities that would likely be interested in the project. Initial focus was placed on public organizations and committees, and organizations that served as umbrella associations for health care providers. A major outcome of these meetings included the identification of health care provider partners who will be critical to the Sector Strategy. Today, contact information for nearly 50 partners has been submitted. The project has yielded recommendation that target the following critical needs:

- Increase the number of qualified applicants to postsecondary RN and LPN programs.
- Increase the ability to grow the total output of registered nurses, annually.

- Increase RN program faculty recruitment and retention rates among postsecondary institutions.
 - Increase RN retention within the profession and state of New Mexico.
 - Additionally, it is recommended that stakeholders commit to a comprehensive and collaborative statewide implementation of the proposed strategies in order to achieve sustained RN pipeline and workforce.
4. NMDWS is also gearing up to begin working in partnership with the New Mexico Behavioral Health Division to facilitate a similar approach to address behavioral health shortages statewide. NMDWS is also partnering with a recent project underway funded to address the behavioral health shortages to address the Opioid Crisis funded through the University of New Mexico. NMDWS will have a consultant role with the project with an overarching goal of promoting a sector approach to address the shortage, coordination with key agencies and organizations and assistance with facilitation of industry leaders. The project kicked off in September 2019 and is funded through October 2020.
 5. Each LWDB is also receiving on-site coaching from Maher & Maher to facilitate an assessment of their readiness/strategies for selected sectors planned for implementation. Sectors identified by each of the LWDBs include: Healthcare (nursing and administrative services such as billing/coding and medical assistant), Information Technology, Film, Wind & Solar, and Public Education (specifically general and special education teacher).

(See Attachment: Nursing Task Force Interim Report – July 8, 2019)

SECTOR STRATEGIES AND CAREER PATHWAY DEVELOPMENT

Apprenticeship Development

Earlier this year, the New Mexico Department of Workforce Solutions (NMDWS) was awarded an \$815,000 grant from the U.S. Department of Labor (USDOL) to increase registered apprenticeships across the state. The overarching goal of the project is to increase total apprentices by 25 percent over the next three years, while ensuring job placement in middle- to high-skilled jobs upon program completion.

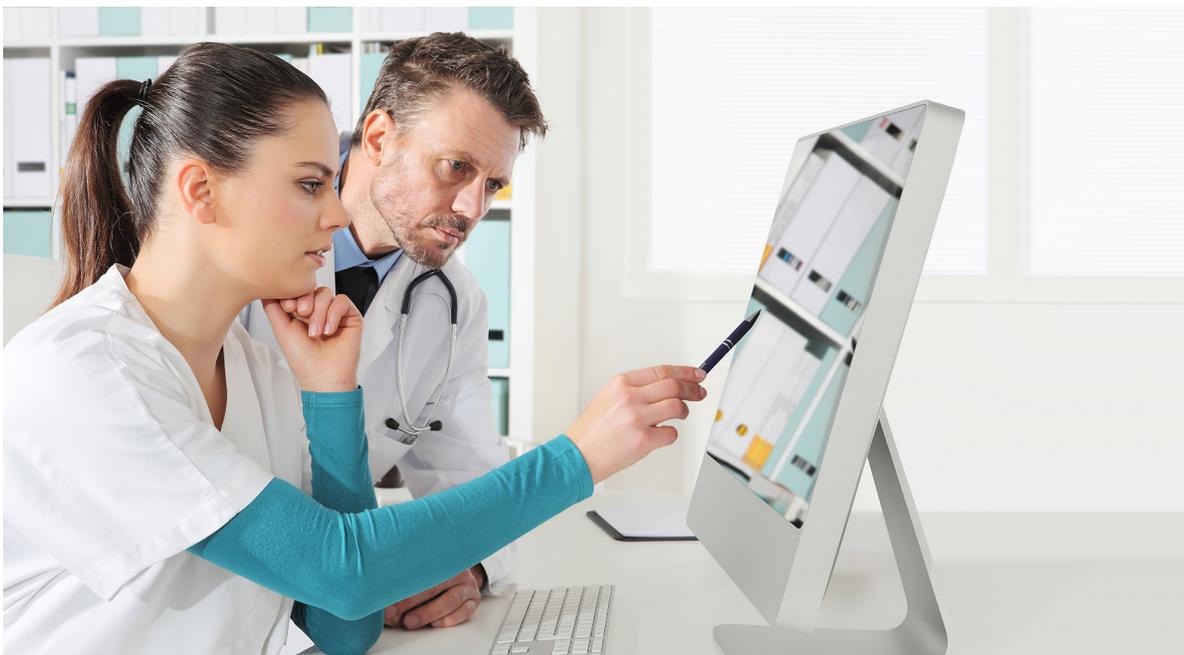
In its proposal, NMDWS identified health care and hospitality as the industries of focus. Nearly 60 percent of all projected employment growth in New Mexico is anticipated to occur in these two sectors—totaling more than 30,000 jobs over the next eight years.

The project scope includes the following activities:

- Convening public partners and employers within the hospitality and health industries for the purposes of creating apprenticeship programs, training curricula and career ladders.
- Funding for apprentice advisors whose role it is to facilitate participant retention and completion by providing supportive services.

- Funding for training representatives who shall support employers as they move through the program registration process and the ongoing data reporting requirements.
- Funding to assist apprentices with purchasing work-related supplies necessary to perform on-the-job duties.
- Leveraging Workforce Innovation & Opportunity Act (WIOA) funding to support apprenticeship training costs and provide employers with wage reimbursement opportunities.
- Expanding on apprentice retention efforts by providing training for apprenticeship mentors who will oversee on-the-job training activities.

NMDWS aims to grow the total number of apprentices across the state by 450. Success will be incumbent upon collaboration of training providers, educational institutions, employers, and job seekers.



QUALITY IMPROVEMENT

Evaluation Study

Data from the Workforce Innovation and Opportunity Act (WIOA) Participant Individual Record Layout (PIRL) dated September 4, 2018 were used to study whether biasness or preferential treatment is evident for WIOA participants of certain gender, race, ethnicity, veteran and disabled status, and age categories. Three types of statistical and econometric tests were run—a two-sample z-test of proportions, a logistic regression model, and the Blinder-Oaxaca decomposition—to compare participants who received Title I and Title III services. Barrier types and priority of service were also considered in explaining the difference in receipt of services.

Identifying with certain demographic groups increased a participant's chance of receiving Title I services. Those demographics were being female (which increased the likelihood of receiving Title I services by 36.3 percent), being White (which increased the likelihood of receiving Title I services by 42.6 percent) and being Hispanic (increased the likelihood of receiving Title I services by 25.7 percent). Barrier type and priority of service explained 58.5 percent of the reason why women and Whites were each more likely to participate in Title I, while it explained 78.9 percent of the reason for Hispanics. Being Native American and Black/African American increased the odds of receiving Title I services 1.14 and 1.28 times, respectively, but characteristics other than barriers and priority of service disfavored them from receiving Title I services. While characteristics such as education level, income level, and employment history could be the reason, the result is unexpected and should be researched further.

Having certain demographic characteristics decreased a participant's likelihood of receiving Title I services. Being a veteran and disabled decreased the likelihood of receiving Title I services by 24.5 percent and 19.0 percent, respectively. Anecdotal evidence suggests that veterans preferred using the GI Bill to receive services, and disabled participants were referred to the Division of Vocational Rehabilitation to receive Title IV services. As expected, youth were more likely to receive Title I services, but those aged 25 to 29 were largely favored to receive Title I services due to reasons other than barrier type and priority of service. It is possible that participants in this age group had lower income levels, making it easier to meet the eligibility requirements. Younger participants may be more willing to participate in training and learn a new skill.

Participants aged 30 years and older were less likely to receive Title I services. The decomposition showed that barriers and priority of service disfavored participants between 30 and 39 years old from receiving Title I services. This result was unexpected and should be researched further. It is possible that persons in this age group reported fewer barriers than persons in other age groups. The PIRL showed 57,234 participants with no indicated barriers to employment, of which 1,733 were Title I participants. Participants aged 40 and older were disfavored from receiving Title I services. As participant age increased, variables other than barrier type and priority of service played an increasing role in determining the type of service received. What these variables consist of are unknown, but factors such as education level, income level, employment history, type of training available, or another unobservable factor could be the cause. It is recommended that this finding be further evaluated.

Findings from this evaluation will be used to review to inform eligibility for services with all LWDBs, with a specific concentration on reviewing outreach and service delivery for Native American and African American customers. It should be noted, NMDWS hosted a "kick-off" meeting with the Native American WIOA funded programs (includes 14 pueblos and tribes) on November 14, 2019 to identify strategies and actions necessary to promote coordination and collaboration with NMDWS. A key result of this initial meeting was the initiation of a quarterly standing meeting for planning, coordination and networking with a goal of assuring quality access to NMDWS tools and resources for job readiness, career exploration, and improved coordination with the WIOA partners.

Performance Accountability and Integrity

NMDWS implemented a WIOA Performance Review system entitled, "*NM Performs*" which includes a dashboard reporting solution for "data-driven" performance monitoring and continuous review. The dashboard system is licensed from the FutureWork System. The *NM Performs* system performance monitoring data views and reports are designed to provide timely and accurate data on activities and outcomes to assist NMDWS leadership, including SWDB and LWDBs, to set priorities, target resources, review and report on program

QUALITY IMPROVEMENT

goals. The WIOA Performance Review Team has governance responsibilities for conducting performance reviews. The team oversees agency wide usage of the WIOA data and determines publishing of WIOA reports shared for internal and public program performance analysis. The team requires quarterly performance reports from each of the LWDBs on program activities into WIOA performance meetings and distributes reports for determining and evaluating initiative, goals and objectives. Additionally, the WIOA Performance Monitor leads a quarterly performance meeting to review reports and PIRL data and summarizes performance results for internal and external partners for analysis and decision making. The foundation for the **NM Performs** system is the NM PIRL data for all WIOA information. The source of the NM PIRL data is the Geographic Solutions case management system, the New Mexico Workforce Connection Online System. All data and user are governed under applicable Federal and NMDWS data security, use and confidentiality policies and procedures.

NMDWS online system also performs common exit for data contained in Titles I & III and Trade Adjustment Assistance (TAA). Case closure cannot for these individuals until all activities are performed. An area for improvement includes development of a formal policy that includes all titles. Currently, systems across the programs cannot communicate with each other and case closure is coordinated through communication with the partners. As noted, NMDWS successfully deployed a Common Unique Identifier process which will be the basis for creating a policy moving forward for common exit.

The WIOA Operations and Performance Manager is the primary point of contact for report sharing, data quality and data verification. (See Attachment – ConOps_NM Performs)

Example of how **NM Performs** data has been utilized to-date as a quality improvement tool:

- NMDWS hosted the 2nd Annual Youth Summit for all the LWDB youth case managers. The summit included a presentation on **NM Performs**. Using data from **NM Performs**, NMDWS identified a need for training relating to tracking the 14 Service Elements of WIOA. Regional Youth Profiles were created and shared with the case managers to help case managers identify the demographics in their specific regions, gaps, and possible strategies to address the unique needs

across our diverse state. The summit also included presentations on working with young people who have experience trauma, case management strategies, and best practices in business outreach and job placement for young people. The purpose of the Youth Summit was to address deficiencies, improve and enhance performance and promote quality service delivery. WIOA Staff will continue to monitor the data to assure changes in reporting of the 14 elements for youth services. (See Attachment # - Regional Youth Providers)

- Adult/Dislocated Worker Summit: The WIOA team identified the need to provide technical assistance based on the PY 17 and PY 18 performance. The technical assistance evolved into a project designed to identify promising strategies for dislocated worker identification, outreach, engagement, and service delivery under the state's formula-funded dislocated worker efforts more broadly. This need arose in large part from the difficulty providers encountered in identifying and engaging and increasing the number of dislocated workers.

Using data from the system, outreach with each of the LWDBs was done to identify challenges and develop strategies to improve outreach and case management. The WIOA Adult and Dislocated Worker Program Coordinator compiled the information and used the information as a guide to create a training for LWDB staff and case managers. The primary objectives of the training included:

- Highlight best practices for identifying dislocated workers and meeting their needs;
- Strategies to engage workforce development partner staff to identify and prioritize challenges and opportunities.
- Best practices in case management specifically for enhancing outreach and service delivery for dislocated workers.

The one-day training event was made available to all Title I and Title III One-Stop staff. The agenda highlighted data from **NM Performs** as a key strategy to understand and develop baseline understanding of current practice. Presentations included presentations on Rapid Response, Layoff Aversion,

QUALITY IMPROVEMENT

Motivational Interviewing, Compelling Marketing Strategies, Service Delivery, and the Dislocated Worker Eligibility Policy. Attendees of the Forum had an opportunity to ask clarifying eligibility questions and participate in a group project list-mining partners, organizations and resources along with new communication and marketing approaches. NMDWS will follow up with the LWDBs by encouraging quarterly review of data to review case management practices and monitor performance enhancements.

Effectiveness in Serving Employers

States were given the options by USDOL of selecting two of three proposed methodology to calculate the states effectiveness in servicing employers. The two methods New Mexico has selected to calculate the effectiveness in service employers are:

- Rate of repeat business services to employers; and
- Employer market penetration rate.

Upon review of data, a total of 12,559 employers were served over the last three years and of those, 4,962 returned for services during PY18 for a repeat business service rate of 39.5%. In market penetration, the workforce system services impacted 15.3% of all employers within the state.

An Employer Satisfaction Survey was conducted by the Title III, business outreach team. A total of 100 employers were directly surveyed, a total of 65 responses were received. Although 80% reported satisfaction with services provided only 22% of employers noted the direct services actually helped fill their open positions. Additional work is needed to enhance overall survey activities with employers. Common concerns reflected by the employers in this brief survey included:

- Employer felt screening was not thoroughly completed.
- Employers did not fully comprehend skill assessment results.
- Noted the need for consistent point of contact with the one-stop center to improve communication and coordination.

- Employers noted not all staff shared full array of services available. Some noted they would have benefitted from tax credits but noted these were not consistently explained or described.
- Employers said improvements could be made in communicating the referral process.

Common successes noted by the employers include:

- Employer noted the opportunity to engage with the NMDWS corporate trainer to provide training on hiring and retention strategies was very helpful.
- Noted NMDWS as a great resource to help fill vacancies.
- Employers rated the New Mexico Workforce Connection Online System as a strong tool for advertising positions. Employers specifically liked the resumes view and appreciated the customized recruitment services.
- Several employers commented on strong relationship with the business outreach teams.

Moving forward, the WIOA Staff will enhance overall employer satisfaction activities. WIOA staff will work in partnership with all partners in FY19 to develop and implement a common survey for business outreach team to more strongly identify employer interaction and satisfaction with WIOA funded activities. Additionally, NMDWS WIOA and training staff plan to coordinate a Business Outreach Summit that includes teams from across all agencies to address strategies and action to better enhance activities to reach additional businesses statewide and improve the overall number of employers who report the workforce system is responsive to filling their positions.

CUSTOMER SATISFACTION

Each Local Workforce Development Board has been assigned the responsibility of seeking input from their customers, program participants, and employers to be evaluated on customer satisfaction. The evaluations are obtained through different tools the Board may employ to gather this data, with electronic surveys being a preferred method.

Northern Area

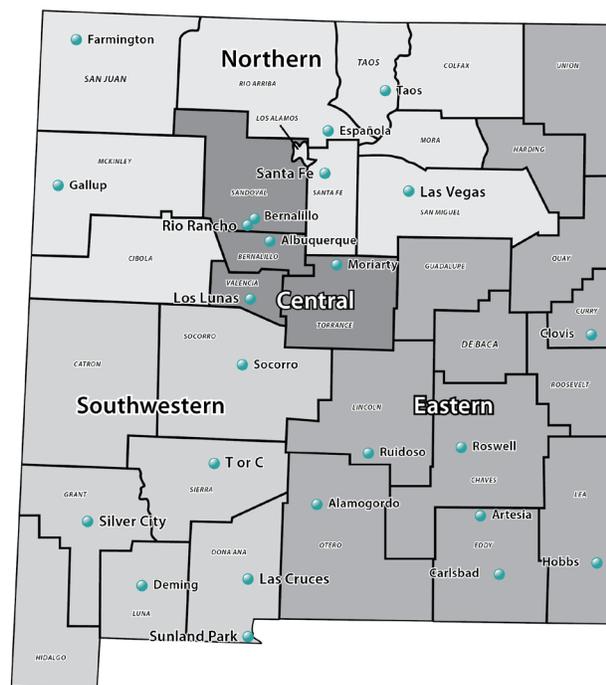
The Northern Board utilizes an online survey application to obtain customer feedback from their Title I and Title III customers. Their customer satisfaction strategy includes surveying 100%, with a goal of a response rate of 10-15%. The Board implements their survey quarterly and information gathered is reviewed by the One-Stop Operator and Board.

For PY18, the Board reported 74 responses to an eight question survey. The survey included questions on staff professionalism, responsiveness, and referral of the services they provide. All responses to the questions asked were favorable to meeting or exceeding expectations. However, no information was provided regarding the number of surveys administered to the customers visiting one of the eight New Mexico Workforce Connection Centers in the region, thus, a response rate was not fully determined. With the information provided, NMDWS analyzed trends of the answers provided and concluded that additional technical assistance is needed to guide overall data collection.

Central Area

The Central Area conducted several customer and business surveys across multiple core WIOA programs for PY18 to capture service delivery feedback and opportunities for improvement for the upcoming year.

- For the Title I.B Adult & Dislocated Worker Program, 703 surveys were sent to participants, and 109 responses were received (15.5% response rate).
 - 85.2% of participants were satisfied with the program's services.
 - 82.6% of participants felt that the services met their needs very well or extremely well.



- 94.5% of participants reported that they were satisfied or very satisfied with the professionalism and accessibility of staff.
- 94.4% of participants responded that the program either met or exceeded their expectations.
- For the Title I.B Youth Program, 169 surveys were sent to participants, and 12 responses were received (7.1% response rate).
 - All participants were satisfied or very satisfied with the program's services.
 - 89.3% of participants felt that the services met their needs very well or extremely well, and 16.7% reported that the services met their needs somewhat well.
 - 91.7% of participants reported that they were satisfied or very satisfied with the professionalism and accessibility of staff.
 - 100% of participants responded that the program either met or exceeded their expectations.

CUSTOMER SATISFACTION

- For Title III Career Services, 6,054 surveys were sent to participants, and 567 responses were received (9.4% response rate).
 - 67.4% of participants felt that the services met their needs very well or extremely well, and 18.8% reported that the services met their needs somewhat well.
 - 83.1% of participants reported that they were satisfied or very satisfied with the professionalism and accessibility of staff.
 - 84% of participants responded that the program either met or exceeded their expectations.
- A total of 61 Businesses completed the survey in the Central Region in PY18.
 - 97% reported that employment events met their needs.
 - Nearly 60% of business responding to the survey requested information on additional services and programs available at the New Mexico Workforce Connection.
 - They reported that staff were knowledgeable, friendly, and helpful.

The response rate for the Central Area needs to be focal point for the Board. 6,926 total surveys between Title I and Title III participants with 688 responses, resulting in a 9.9% response rate. The Board has an opportunity and responsibility to their partners to obtain this information and evaluate the performance of the New Mexico Workforce Connection Centers in the region. A 25% increase in customer surveys would add approximately 1500 additional responses. This significant increase of feedback would provide additional data that could solidify the progress currently being reported.

Eastern Area

With customer feedback identified as an important piece of continuous improvement, discussions began on how to obtain that feedback in a manner that provided an opportunity for confidentiality and follow-up. The Board purchased a survey software that provides the functionality to offer surveys in a Kiosk environment with both on and off-

line options as well as tablets to broaden the flexibility and promote real-time feedback. This allows job seekers to be surveyed in the center prior to leaving by utilizing the tablet or survey link on resource room computers. The software also allows for surveys to be issued during Rapid Response and off-site events such as job fairs, and then uploaded automatically when internet connectivity is re-established. The Employment Services (ES) partner has been surveying all employers that post job orders in the system as well as most job seekers. Of the employers surveyed, most did not hire from workforce center referrals and several others did not receive any referrals but 66% said the offices were meeting their needs. Job Seekers reported an 80% satisfaction level with services provided by staff but also there was a lack of follow-up after individualized career services were provided. This identifies areas for potential improvement over the next year.

The new software allows for follow up emails to employers or job seekers that have negative experiences with the centers. Board staff, the One-Stop Operator, and Wagner-Peyser partner are working to identify ways to prevent or minimize duplication of survey efforts and share results. When the tablet surveys are launched in the workforce centers it is anticipated this will replace the job seeker surveys currently conducted by Wagner-Peyser. Until that is accomplished the Board will focus on surveying employers and customers of the Title I program. The results of those surveys are addressed further in correlation to the populations surveyed.

The Eastern Board identified a specific target to improve utilization incentive with On-The-Job Training (OJT). The incentive commenced with a strong push by the Board on its service providers to increase the enrollment in and utilization of Title I services. Even with staffing shortages being experienced in most of the centers there has still been an increase in the utilization of OJT by employers to hire and train individuals. A survey specific and unique to OJT employers was developed. All PY 18 and PY 19 employers that utilized OJT were surveyed on: the quality of service they received from their local representative, the ease of the OJT contract and paperwork process, the allowable training time (available hours for reimbursement), the quality of the placements, whether or not they would recommend OJT to other employers, and what improvements could be made. The response rate was a little over thirty percent and were mostly positive. All customer service and candidate fit responses were good or outstanding. Only one employer felt

CUSTOMER SATISFACTION

PY 17 to PY 18 On The Job Training Utilization Comparison

PY17			PY18			% Change
New	Carry Over	Total Active	New	Carry Over	Total Active	
35	7	42	63	17	80	90.50%

the process was somewhat difficult, but all employers said they would likely utilize OJT in the future and stated they would recommend it to other employers. The only negative feedback was regarding the timeliness of reimbursements which board staff and service providers are working to make a more efficient and timely process.

The table above depicts overall performance improvement as a result of feedback from customers and employers in the Eastern Area.

Boards are stating a commitment to obtaining and reporting the survey numbers obtained, with an overall intention of using the information for internal improvements; however no minimal standard performance indexes have been established by any Board as an acceptable baseline measure. A minimal standard of setting an important benchmark for each board is needed in order to fully understand and observe improvements in meeting the needs of customers and employers. Additional technical assistance and support from the WIOA Staff needs to be provided to improve overall capacity and understanding of how to utilize survey tools to meet these needs.

Southwestern Area

In PY18, WIOA Adult & Dislocated Workers completed 421 surveys. Over 87% of the responses indicated that the workforce staff's courtesy and professionalism was excellent and 11% indicated that it was good. As part of the service providers' efforts for continuous improvement, surveys are utilized as an important part of the service delivery model. Obtaining feedback and seeking methods to improve the effectiveness of services to the customers is key to the public workforce system. Areas for improvement include development of a survey for youth and businesses, as well as a more comprehensive strategy to utilize satisfaction survey as part of a continuous quality improvement loop with service delivery staff.

Overall Summary of Customer and Business Satisfaction Results

The LWDBs have an opportunity to gather vital information of the progress of their performance and enhanced their services to the customers who are visiting their facilities. For the LWDBs to realize improvement and sustainable success, each LWDB will be required to enhance overall satisfaction survey efforts to fully capture feedback necessary to enhance overall experiences and system changes necessary to improve overall performance.

STATE FUNDED PROJECTS

(10% SET ASIDE FUND)

Statewide Youth Workforce Readiness Activities

The commitment to improve services under the WIOA Youth Program for in-school and out-of-school youth are evident through the activities at the state and local level in New Mexico. NMDWS has dedicated resources to youth workforce efforts by creating a youth focused team which includes a Statewide Youth Engagement Coordinator and a Work Based Learning Coordinator. The youth team is responsible for ensuring compliance with state and federal statute, regulation, and policy requirements for the implementation of services and programs specifically designed for youth. Our youth coordinators also provide technical assistance and training to WIOA core partners, as well as schools, youth serving organizations, and other state agencies such as child welfare, juvenile justice, and Native American pueblos and tribes. Training and technical assistance focuses on best practices in youth engagement, strategies for strengthening coordination with youth organizations, including secondary and post-secondary programs, in order to promote statewide awareness of workforce needs of youth both in and out of school.

Targeted outcomes and goals include:

- Continue to increase awareness of and improve NMDWS tools and resources designed for youth. Tools include *Career Solutions*, *Why I Work*, and the Internship Portal; all online and readily accessible for schools and youth service organizations. NMDWS goal includes launching *Career Solutions* utilization in all public and charter schools statewide as a primary resource for conducting career readiness and career exploration for “Next Step Planning” – a public education mandated tool to prepare students for college and career.
- Develop and maintain partnerships with statewide youth organizations to help identify unique needs of system impacted youth and opportunities for engagement and collaboration with youth serving organizations at both state and local levels. Activities include partnerships with homeless agencies, programs designed for youth involved in foster care, juvenile justice, drop-out prevention, or credit recovery programs.

- Support and promote the New Mexico Workforce Connection Centers and partner service delivery components to help identify opportunities that will improve youth access and utilization of the workforce system.

Examples of activities supporting best and promising practices in youth engagement both in and out of school include the following:

- NMDWS Statewide Youth Engagement Coordinator has coordinated and trained a variety of youth leaders, from Career Counselors, Community Schools Coordinators, Program Leaders, etc., on the online resources available from NMDWS, in addition to facilitating the creation of a facilitators guide directly tied to the *Career Solutions* site. From these efforts utilization of *Career Solutions* has increased from 546,436 total users in 2018 to 1,155,253 total users from January through October 2019. *Why I Work* (a financial literacy and career planning tool) users went from 1,280 users in 2018 to 4,411 from January through October 2019. The Internship Portal is currently undergoing changes to become a better resource for all New Mexico work based learning opportunities. Overall the partnership with the Career Readiness Bureau of the NM Public Education Department is a success, as demonstrated by the number of schools and students utilizing the tools/resources.
- NMDWS Statewide Youth Engagement Coordinator supported the implementation of the *ABC Community Schools Partnership*, kicking off a pilot demonstration to integrate career exploration and job readiness as part of an after school/lunch activity at the high school level. The program utilized the NMDWS online resources as well as local New Mexico Workforce Connection Center staff to provide resume building workshops, interview tips and tricks, professionalism courses, and ended with three youth specific job fairs. A total of 98 students participated in the pilot and the program will expand to two additional schools for school year 2019-2020. Again, the goal of this project is to introduce public school students to tools/resources and to link them with the one-stop center. The project is focused in Albuquerque – Bernalillo County, with the largest school district. Albuquerque Public Schools serves over 81,000 students and has 13 high schools throughout the city. Efforts also included training

STATE FUNDED PROJECTS

(10% SET ASIDE FUND)

for APS counseling staff on the **Career Solutions** and **Why I Work** tools. A hands-on training was hosted at the NMDWS Computer Center. Counselors had an opportunity to navigate through the programs.

- NMDWS and the New Mexico Workforce Connection Center in Valencia County, are partnering with a project called Mission Graduate to engage students, High School administration, and businesses to create a “Work Ready Community” in Valencia County. All students from the three local high schools, have had an opportunity to participate in a variety of events; including a half day Mock Interview event. The event included career exploration with NMDWS’ online tools, resume building workshops, and mock interviews with business leaders from the community. In 2019, approximately 840 students and 42 businesses participated in the initiative to help Valencia County become a Work Ready Community.
- NMDWS continues their partnership with the New Mexico Out-of-School Time Network (NMOST), a statewide non-profit that brings together policymakers, educators, childcare providers, youth development workers, and other stakeholders interested in ensuring positive youth development opportunities and outcomes through out-of-school time programs. NMDWS’ role is to create awareness of career pathway development resources to build workforce skills. NMDWS, along with NMOST, and an organization called Future Focused created “HUB ABQ”, an Albuquerque collaborative that includes various community leaders with the common goal of increasing the number of high-quality, equitable, work based learning opportunities available and provided to young people. The goal of the project is to work in partnership with local businesses to develop meaningful work-based learning experiences and then link those experiences with charter schools. To-date, more than 50 students have been placed citywide. Future Focused hosts an annual meeting where students and business can present the outcomes of the work-based learning experience.
- NMDWS’s Youth Engagement Coordinator serves the following committees dedicated to assisting young people experiencing homelessness, in foster care, exiting the juvenile justice system, and/or with a disability:

- NMCAN CCM (Community Connection Meeting)
 - DVR ITA (Interagency Transition Alliance focused on youth with Deafness as they transition into adult services)
 - ABC Community Schools Board Partnership (focused on development of career readiness/ career exploration)
 - Valencia County Partnership
 - ECHO for CTE TeleECHO Program
 - PED Statewide Advisory Committee to Support Expectant and Parenting Youth
 - HUB ABQ (Work based learning opportunities initiative)
- NMDWS is facilitating a stronger partnership with NM Carl Perkins programs through the Public Education Department (PED) College and Career Readiness Bureau. NMDWS and PED, in partnership, created the DWS Work Based Learning Coordinator position, focused on identifying and creating realistic career pathways housed in public schools statewide.

Graduate! ABQ Project

Graduate! ABQ launched in 2017 as a partnership between United Way of Central New Mexico, Workforce Connection of Central New Mexico (LWDB), NMDWS, Central New Mexico Community College, the University of New Mexico, Youth Development, Inc. (WIOA Youth Funded Provider), and the City of Albuquerque. Housed at the New Mexico Workforce Connection in Albuquerque, Graduate! ABQ has served more than 250 adult clients since its inception by identifying barriers and challenges to credential attainment (including certificates, associate and bachelor degrees). The project initiated fast track options for credential attainment, strengthened coordination between the one-stop center and college/university staff to assure customers finalize steps to enrollment and completions, identified strategies needed to fund training programs through stronger coordination/enrollment with all WIOA core partners and agencies.

In PY18, WCCNM submitted a proposal to the NMDWS Administrative Entity to expand the Graduate! ABQ program by supporting the hiring or contracting of a full-

STATE FUNDED PROJECTS

(10% SET ASIDE FUND)

time, 18-month term Graduate! ABQ coach to work directly with the Graduate! ABQ Coordinator and the New Mexico Workforce Connection Operations Manager. The full-time position allows for the program to be fully realized and incorporated within the daily operations of the New Mexico Workforce Connection Center, and planned expansion across the four-county region, and fulfill the ultimate goal that the work of Graduate! ABQ becomes a part of the mandatory professional development training of all staff across the partner organizations who work in a career counseling role.

WAGNER-PEYSER

(TITLE III - ACTIVITIES)

The RESEA program has introduced a new model that includes the utilization of data and information provided in partnership with the Unemployment Insurance Division. A report entitled “The Bridge Report” provides a list of claimants most likely to exhaust unemployment insurance benefits. The list is provided to Wagner-Peyser outreach teams and an intensive one-on-one session with a career consultant is scheduled. The sessions include a comprehensive review of the claimant’s goals, immediate and effective assessment, coordination and intensive assistance with the job search and job seeking process, and development of an individual employment plan (IEP) and objective assessment summary (OAS).

To-date, the following improvements have been realized:

- Reductions in UI duration through improved employment outcomes.
- Strengthened UI program integrity.
- Promotion and alignment with the vision of the Workforce Innovation and Opportunity Act. (WIOA)
- Established an entry point for RESEA with other workforce system partners.

Rapid Response and Layoff Aversion

While New Mexico is seeing unemployment rate lower and an expanding economy, businesses continue to conduct layoffs and utilize Rapid Response services. In PY18, a total

of 26 companies reported layoffs affecting 3,238 employees. The industries most impacted by layoffs were call centers (affecting 1,613 employees), Health Care/Social Assistance (836), and Manufacturing/Oil & Gas (559). Areas impacted by Region – Central (2,087), Southwest (581), Eastern (346), and Northern (274). All companies were offered Rapid Response services.

In PY18 the Rapid Response team led the way on offering customized job fairs for employees being impacted by a layoff. One of several was held for Honeywell Aerospace in Albuquerque. The Rapid Response team in collaboration with Honeywell’s human resources manager put together a series of on-site resume workshops, in preparation for a job fair held in September. A total of 18 companies attended including: Sandia and Los Alamos National Labs, Intel, Bendix King, Skorprios Technologies, Stellar Science, Space Dynamic Laboratory, and Raytheon to list a few. Majority of the 177 employees being laid off were in attendance.

New Mexico continues to shift its model from a reactive to a proactive approach to layoffs. NMDWS staff work in partnership with the LWDBs to contact New Mexicans immediately after filing an Unemployment Insurance claim to engage in re-employment activities. Our business teams utilize this information to match with current vacancies with employers in their community to fill the gaps quicker. This not only contributes to lowering exhaustion and duration rate, but in some instances gets the laid off individual back to work even prior to filing a claim.

Eight years of Rapid Response data is included in the table below, which shows the program has assisted 19,608 participants and held 386 Rapid Response meetings statewide.

New Mexico’s Rapid Response - Eight Year Data

Program Year - July 1 to June 30	Participants	RR Meetings
2010-2011	2,487	79
2011-2012	2,225	59
2012-2013	1,422	56
2013-2014	3,481	72
2014-2015	1,886	22
2015-2016	2,029	30
2017-2018	2,840	42
2018-2019	3,238	26
Totals	19,608	386

WAGNER-PEYSER

(TITLE III - ACTIVITIES)

PESCO Project

A new layoff aversion strategy New Mexico is implementing and expanding is apprenticeships opportunities. Our strategy includes taking the basic components of the apprenticeship model, engaging Title I for potential ITA and OJT funding and incentivizing employers to hire job seekers using a customized/developmental approach for training and upskilling. Examples of this approach includes a project recently implemented in partnership with the Northern LWDB. An “earn while you learn” Welding Program was established with Process Equipment and Service Company (PESCO) in Farmington, New Mexico. They agreed to hire a total of 20 employees who would be enrolled in a 5-week welding bootcamp offered

through San Juan Community College. The bootcamp training included instructors from PESCO and trainers at a San Juan Community College facility. The program allowed PESCO to tap into a larger pool of workers that otherwise would not be qualified to work at PESCO. With funding support from Title I, a talent pipeline was developed and an approach to meet the needs of a company using an apprenticeship approach was created. Additional projects are underway with Los Alamos National Laboratories to support radiological control technicians, and Albuquerque and Las Cruces Public Schools for alternative licensure for general and special education.



LOCAL WORKFORCE DEVELOPMENT BOARDS

The Local Workforce Development Boards (LWDBs) are working with their respective teams to deliver success to the recipients of programs. Each region has had success on some deliverables; and continue to work on program improvements and opportunities. LWDBs, Administrators and One Stop Operators have received training on a new system, NM Performs to enhance their capacity to use data to inform, monitor and track outcomes, identifying key performance indicators and metrics to optimize internal process for continuous improvement strategies.

NMDWS partnered with the LWDBs to develop and implement board training. The training was delivered to each LWDB March and April 2019. Participants included the Board Chairs and CEO's, along with the entire board membership. The training outlined the intent and vision of WIOA; the structure of the workforce system; the hierarchy of stakeholders as intended by the act; the 6 federal WIOA performance

measure; restructuring business outreach methods utilizing sector strategies; and the role and responsibilities of local workforce development board. The training highlighted and emphasized the role/responsibility of the LWDB on the overall performance of the Administrative Entity, One Stop Operator and Fiscal Agent. Board members were advised that the State is instituting performance measures which measure the effectiveness of each LWDB and the LWDB performance measures would be included in the forthcoming grant agreements.

All four LWDBs are utilizing WIOA funds earmarked for adults and dislocated workers to support training and on-the-job training to support businesses in the recruitment and hiring of employees to meet their needs. The response to their needs and the effectiveness in meeting their demands can be seen in the types of occupations supported statewide.

Individual Training Accounts Statewide	Count
Healthcare Practitioner/Technical (29)	631
Healthcare Support (31)	411
Transportation/Material Moving (53)	253
Management Occupations (11)	116
Education/Training/Library (25)	115
Computer/Mathematical Science (15)	81
Office/Administrative Support (43)	58
Installation/Maintenance/Repair (49)	52
Community/Social Services (21)	50
Production (51)	49

On-the-Job Training Statewide	Count
Office/Administrative Support (43)	113
Management Occupations (11)	100
Construction/Extraction (47)	70
Production (51)	62
Computer/Mathematical Science (15)	54
Protective Support (33)	30
Architecture/Engineering (17)	29
Installation/Maintenance/Repair (49)	29
Sales (41)	27
Business/Financial Operations Managers (13)	26

LOCAL WORKFORCE DEVELOPMENT BOARDS

Northern Area Local Workforce Development Board (NALWDB)

In PY18, the Northern Area Local Board has been working through internal infrastructure challenges which resulted in the loss of their director, as well as lapses in fulfilling key functions related to performance. The challenges warranted enough concerns from NMDWS, that it triggered a request for intervening and a formal audit from U.S.D.O.L. The findings discovered in the audit resulted in the Northern Area Local Workforce Development Board being placed on administrative oversight status by NMDWS. The oversight continues and will proceed through June 30, 2020. The overall focus includes fiscal accountability and compliance, staff development and LWDB compliance.

The Northern Board has identified five key goals for PY19: Create Career Pathways, Support Pipeline of Workers, Create Work-Based Learning Opportunities, Increase Employer Engagement, Strengthen Data Sharing and More Effective Use of Data, and Improve Internal Building Blocks. Members of the Northern Board will need to properly prioritize these goals to build a solid foundation.

The Northern Board is encouraged to partner with NMDWS, in actively seeking technical assistance, identifying short term goals for compliance and establishing long term goals to successfully serve their communities, employers and participants. The importance of this partnership will be essential to the future of this board

Notable success this past year includes the establishment of a Veterans Community Collaborative that is held quarterly in Taos County. The goal of this project is to enhance services to disabled veterans that require or need services in housing, mental health, education and employment. The work includes a partnership with the U.S. Forest Service and has successfully resulted in coordination with DVOP's to place qualified veterans in customer service, resource technician and administrative positions throughout the Northern area. Key services provided included, assistance with the federal application process, resume preparation, and recruitment and screening for the Forest Service. As a direct result of targeted outreach with the veteran community, one-stop staff have improved/enhanced their coordination and understanding of veteran support services including Veterans Administration,

homeless shelters or permanent housing through HUD and services coordinated through Goodwill Industries of NM.

The Northern Board also initiated a partnership with the Greater Gallup Economic Development Commission to address the closure of a coal fired plant that will result in a significant loss of jobs. Funding was made available during the last legislative session focused on job training and business development. Planning is underway and partner staff from Title I and III are involved in creating pathways for employment in partnership with local training providers, community colleges and university.

Workforce Connection of Central New Mexico

The Workforce Development Board of Central New Mexico (WCCNM) continues to maximize its partnership with employers and community-based organizations in the most populous region of the state. The WCCNM and workforce partners are pursuing region-wide and county-specific sector strategies by collaborating with education and economic development entities in support of a robust talent pipeline and career pathways.

The Central Board and its' partners are delighted of the accomplishments made in youth services for PY18. The region announced, "920 youth received WIOA Title I.B Youth Services throughout PY18." This success is attributed to the youth provider's commitment to a "Positive Youth Development Framework". The program requires participants to develop an educational and employment goal to guide their career interests.

Additionally, the WCCNM developed 166 new on-the-job training contracts for 469 individuals. In addition, 96 customized training agreements were executed which impacted 346 individual employees. Overall, 1,410 individuals received Title I training services, which was a 28% increase from the previous program year. The largest impact in PY18 came from Individual Training Accounts for all eligible applicants.

Innovative programs included, implementation of "summer camps" and "fast track certification programs" in partnership with the local community college focused for occupations

LOCAL WORKFORCE DEVELOPMENT BOARDS

in education, government and administration. Nearly 40 students pursuing alternative licensure participated in a “Rapid Hire Event” held in partnership with Albuquerque Public Schools. These applicants completed coursework this past summer with the goal to start “co-teaching” in the fall. Additionally, students participating in an electrical pre-apprenticeship program were invited to attend a “Rapid Hire Event” coordinated through WCCNM to interview with employers offering apprenticeships as entry level linemen.

Workforce Connection of Central New Mexico also recognizes some challenges that will need significant focus in PY19. The expansion of regional and local sector strategies and an apprenticeship model provide opportunities for adult and dislocated worker programs, however, identification of ways to better align career and training services funds will be critical to address the growth. They also continue to expand outreach efforts and explore strategies to engage more dislocated workers to ensure they are meeting needs. Efforts include strengthening partnership with RESEA Program, developing partnership with UI and initiating needs-related payment structure for dislocated workers after they exhaust benefit payments.

They also want to focus on improving repeat business strategies with businesses. They want to pursue business services with strategic intent to ensure we address business needs from a workforce system-wide perspective versus individual partner program goals and performance criteria.

For youth services, they are working on their Credential Attainment measure that indicates they are below the 90-percentile of the negotiated rate required to pass. A proposed solution is to ensure that youth participants that complete their high school equivalency and then decides not to continue with education or additional training, that they must be co-enrolled in career services. The intent is to ensure youth participant is fully capable to acquire and maintain employment prior to exiting the workforce system.

WCCNM Youth Success Story: Leonardo

In February 2019, 17-year-old Leonardo arrived at the New Mexico Workforce Connection Center with his mother. He was a high school student at Sandia High School and struggling to keeping up with homework assignments and classwork. He had basic skills deficiencies in both math and

reading. Leonardo was referred to the Youth program during a career fair that he attended at Albuquerque Public Schools. At the time of intake, Leonardo was feeling overwhelmed, carrying the load of his final year of high school and seeking employment to help out his single mother who has been supporting him and his three siblings for years. His mother had recently lost her second job and was having a hard time making ends meet. She was supportive of his interests to work but shared with the Youth Development Practitioner that she would love to see him attend post-secondary school and pursue a career that he loved. Leonardo faced a couple of very difficult months as he learned to juggle homework, finals, high school football, employment and bills, all while helping coordinate drop-off and pick-up times for his younger siblings.

Leonardo was at risk of dropping out of school, but in May 2019, he conquered many obstacles and successfully graduated from high school with a 3.8 GPA. After completing career exploration activities with the Youth Program, Leonardo decided that he would love to pursue a career in the medical field as a registered nurse. The Youth Development Practitioner connected Leonardo to the Healthy Neighborhoods Program, a program/boot camp in partnership with the WCCNM and the University of New Mexico Hospital. He reluctantly agreed to attend because he knew that would mean having to coordinate dropping off his siblings to summer programs and wanted to make sure he would give his best towards the boot camp. While attending this boot camp organized by the Career Services staff at the New Mexico Workforce Connection in Albuquerque, Leonardo learned many skills that would help with his future employment and career goals. He participated in mock interviews, resume writing, career exploration, and work interest assessments. Leonardo toured Presbyterian Hospital, Albuquerque Ambulance, and UNMH. He was able to witness firsthand the amount of hard work and dedication of all medical staff. He was encouraged and convinced that the medical field was the correct career path for him.

Leonardo began his work experience at the University of New Mexico Hospital as a patient transporter. He is now fully trained in HIPPA and is transporting patients with little to no supervision. He continues to excel in all areas and has proven to be a huge asset to the UNMH team. Leonardo has successfully enrolled in post-secondary education classes at CNM where he will begin his steps towards becoming a registered nurse. He will be the first in his family to graduate

LOCAL WORKFORCE DEVELOPMENT BOARDS

from college. Leonardo continues to persevere and maintain a positive outlook on life and is a role model for his younger siblings with a bright future ahead of him.

Eastern Area Workforce Development Board

The Board reported a labor force participation rate improvement of 1%, with stronger growth projection for PY19. The oil industry continues to be the driving force of the growth for the region. This growth has accounted for the relative increase in other industries in the region (i.e., construction, hospitality and leisure). The Board also reported a strong population growth in one of its counties over the next 10 years. This growth will place an optimistic challenge on the Board and its partners with assistance of sustainable job placement for its participants.

Staff training was a large focus in PY 17 and continued into PY18. The board added staff development and training to its Title I contracts, as well to the site manager requirements. Staff development and training will be an ongoing requirement and need as the board, partners, the One Stop Operator (OSO), site managers and Title I sub recipients work together to improve the system. On-going training of front-line staff will be critical as work continues to revamp the service delivery models across the area and improve the skills and satisfaction of employees and employers of the workforce system.

With new goals and responsibilities placed on the offices, gaps in leadership skills were identified and training was also needed for the system and program leaders. The training was an intense 2 ½ day workgroup session and includes monthly follow up calls for one year. Attendees included the OSO, all site managers, program managers, two state administrative entity staff, one AE staff from another board, a manager of a career center in another region and the EAWDB program staff. The workshop addressed separating management from leadership, how to motivate staff, create a team environment, increase productivity and lead a team. This training began to lay a foundation to build an accountability structure for use by the OSO in managing the system.

Adult Services - Promising Practice

With lower numbers of job seekers coming into the centers and higher numbers of open positions a strategic look at how to locate more job seekers was necessary. The Title I adult/DW contract manager and the EAWDB program manager began to look at WIOA target populations that are underrepresented in the workforce to help find ways to address labor shortfalls. Offices were seeing and serving only small numbers of offenders. In speaking with the One-Stop Operator and local partners, it was identified that in Chaves county the local adult education (AE) provider was offering adult education classes weekly in the both the adult and juvenile county detention facilities.

Inmates reported challenges facing them upon release were:

- Most had substantial court fines to pay and low earning potential;
- Many did not have solid work history or occupational skills;
- Many did not possess a valid photo identification card;
- Without the ID they could not test for their High School Equivalency (HSE);
- Many were released to transitional facilities which is a temporary address and they could not obtain an ID through the transitional facility;
- Testing for the HSE required a fee they did not have; and
- Upon release they did not know who to reach out to for assistance in searching for employment.

The group worked together to tackle one challenge at a time to build a model that could be replicated in other communities. There were no mechanisms for testing these individuals while they were in the centers and recent regulation changes surrounding HSE testing dictated that testing facilities must meet specific criteria and be certified. Testing centers must also ensure positive identification of the individuals tested and many of those released did not possess an ID. The group felt the best solution was to make every effort to test them prior to release.

LOCAL WORKFORCE DEVELOPMENT BOARDS

The group worked to get a list of the criterion necessary to become a certified testing facility. The facilities already had all the pieces in place to become certified testing centers. The LWDB worked with the detention centers to assist with submission of the required information and the facilities became certified testing centers.

The group also worked with the facility wardens to allow for access to inmate “booking sheets” which contained all the information necessary for positive identification: name, SSN, address and a photograph. It was agreed that Title I provider would utilize the same documents for enrollment and eligibility establishment and provide supportive services to pay for inmate testing and certification. This would also provide incarcerated individuals access to a career coach prior to release. The coach could introduce labor market information, occupational and career advice, and could transition them to a career coach in the community they were to be released to. The community college testing center did not have the personnel to send a proctor to the detention centers to provide this service. At that time the Title I adult/DW program had a staff vacancy in that office. Staff that had testing/proctoring experience were targeted and hired for that position. Testing is scheduled to begin in November.

The next steps for this model are to find ways to help incarcerated individuals obtain a valid ID prior to release, work with partners and facilities to provide opportunities for long distance virtual case management with staff before inmates are released into the community. The group will be working over the next year with partners to replicate the model in other communities, as well as work to build career development opportunities in the prisons while establishing mechanisms for virtual case management for citizens 12-18 months before release.

Southwestern Area Workforce Development Board

The Board of the Southwest Area has been heavily focused on a project with the Las Cruces Public Schools to create an apprenticeship initiative, “Alternative Licensure Program” targeted for teaching assistants and substitute teachers currently employed with the school district. This initiative created a path for individuals to obtain teaching credentials, thus bridging a gap of qualified educators and the teacher shortage in the school district.

Las Cruces is second largest school district in New Mexico and like all other districts statewide was experiencing a significant shortage of staff. The concept of this program has strong support of NMDWS and the Secretary of Workforce Solutions, as it aligns favorably with Governor Lujan Grisham’s vision of enhancing her apprenticeship initiative.

In the Southwestern area of New Mexico, much of the service delivery area is rural and employment opportunities can be very limited in some of the smaller communities. In PY18, the SAWDB amended its Supportive Services policy to address the transportation barriers to employment and education that exist for individuals. The significance of this change to the policy provides more transportation services reimbursements to participants; additionally, the change increases the amount of funding to individuals who need childcare and medical services.

The board has also been focused on improving their overall service delivery model. Findings from a recent federal review noted concerns regarding governance and strategic planning focused on industry or sector partnerships and career pathway strategies. The board spent the majority of the year implementing training with their adult and youth provider programs to improve service delivery to assure high quality assessments, on-the-job placements and follow up.



New Mexico Department of Workforce Solutions
401 Broadway NE
P.O. Box 1928 (87103)
Albuquerque, NM 87102
Phone: (505) 841-8405
Fax: (505) 841-8491
www.dws.state.nm.us

WORKFORCE INNOVATION &
OPPORTUNITY ACT - 2018
STATE OF NEW MEXICO ANNUAL REPORT

ATTACHMENTS

Michelle
Lujan Grisham

GOVERNOR 2018



Workforce Training and Development

Preparing New Mexicans for the high-paying jobs of the future

As governor, my top priority will be jobs – keeping the jobs we have, growing new, better paying jobs and remaining competitive in our changing, global economy. We are hard-working, talented people and our state’s quality of life makes New Mexico an ideal place to run a business, build a life and raise a family. But since the Great Recession, our economy has stalled. Our recovery has been slow, partly because of the unique challenges that come from years of underinvestment. High poverty rates, high unemployment figures, limited job creation, poor education and training rates, and brain drain all undermine efforts to create new jobs and a modern workforce. A research report produced by the nonpartisan public policy organization New Mexico First, “Economic Security and Vitality for New Mexico,” found that some employers hesitate to relocate to New Mexico because they worry about finding qualified employees; some local businesses struggle to find the ideal employee; and many educated New Mexicans leave the state for work elsewhere.

New Mexico’s unemployment rate used to be below the national average, and we can get there again. We have the talent and drive to meet the demands of today’s modern economy. But we need a new approach. As governor, I will work with industry, educators, and community leaders to:

1. Create a system that is responsive to employers current and future economic needs;
2. Make life-long learning a reality;
3. Make our community colleges an essential driver of workforce and economic development;
4. Grow and expand apprenticeship programs;
5. Remove barriers to employment and training; and
6. Stop New Mexico’s brain drain.

By working together to implement this plan, we can develop the kind of strong, skilled workforce that is the foundation of any healthy economy. As governor, I will work to ensure that every New Mexican who wants a job can find one, and every business that needs an employee can find the right person.

BACKGROUND

Since the economic upheaval of the 2008 economic crisis, New Mexico has lagged behind the country in job growth. Today, the national unemployment rate hovers around 4 percent. New Mexico's unemployment rate is stuck at or above 6.6 percent, well below those of our neighboring states. Labor force and employment growth have also been slow in comparison to regional and national statistics. In fact, a 2017 study by Pew Charitable Trusts, found that New Mexico remains the worst in the nation in recovering to pre-recession job levels.

Last Fall, I released my four-step plan, "[Build New Mexico](#)," on how we can lay the foundation for a strong, 21st century economy. I also offered [ten specific job-creation proposals](#) to get our economy moving again. At the center of these proposals - and all of our economic planning - is a strong workforce. In today's economy, people need more skills and higher levels of education to compete. A skilled and ready-to-work workforce will be the driver of state's economic development, and we must prepare accordingly.

Whether it is technical training, college or beyond, New Mexicans need to be ready for the jobs of today and tomorrow. Over 80% of New Mexico's projected job growth will require education beyond high school. Of these new jobs, 43% in New Mexico will require a bachelor's degree or higher and 48% will require more than a high-school diploma, but less than a four-year degree. These high and middle-skilled jobs are the fastest growing segment of new jobs in our state and can provide good wages to tens of thousands of New Mexicans. Not everyone needs to go to college but skills training beyond high school is essential.

For New Mexico to grow its economy, we need to address the educational and training deficits in New Mexico's workforce. New Mexico's labor force has significantly lower levels of educational attainment than those in most other states. Of the 1.3 million adults ages 18 to 64 in New Mexico, 69 percent (or almost 890,000) are without a college degree and 15 percent (more than 190,000) have no high school diploma or equivalent. New Mexico also doesn't fare well compared to other states in the Mountain West region. For adults aged 25 to 54 - New Mexico ranks 45th nationally for the percentage with no high school diploma or equivalent, and 41st for the percentage with no associates degree or higher.

Even when New Mexico's students start college - the completion rates are too low. New Mexico's higher education institutes graduate an average of 18.3 per 100 students - this puts NM at 45th in completion rates. In addition, only 14.4% of students graduate in 4 years and only 41.7% of students graduate in six years. Some colleges, such as NMHU and WNMU graduate less than 20% of their students within six years. Hispanic, American Indian and African-American students in New Mexico have even lower graduation rates than the state's already low rates nationally.

This will become increasingly problematic in the coming years because New Mexico's workforce does not have the education or skills needed to meet the demands of a changing workforce.

DEVELOPING A WORKFORCE FOR NEW MEXICO'S FUTURE

1. Create a system that is responsive to employers current and future economic needs

As governor, I will establish a skills training system that solicits input and support from every part of our economy by:

- Creating a Commerce Cabinet. Comprised of business leaders and cabinet members including the secretaries of the Departments of Economic Development, Transportation, Workforce Solutions, Licensing and Regulation, Energy and Environment, Taxation and Revenue, and Department of Finance, this group will provide advice and counsel on proposals to enhance the state's business climate; gather information the Cabinet considers necessary to promote its goals; collaborate to facilitate and expedite critical economic development projects in the state; and provide other assistance that may be required to further the goals of the state and enhance its business climate.
- Instituting partnerships that provide real-time feedback on employer needs. Growing sectors in need of talent need responsive support from our government. By working together, we can develop:
 - A demand-driven, workforce and economic development initiative that is collaborative, flexible and business-led.
 - Develop Real Jobs Partnerships that convene industry employers, key stakeholders and groups in partnerships that build alliances to address business workforce demands:
 - Placing new employees into immediate job openings;
 - Up-skilling current employees to advance skills and/or remain competitive;
 - Creating pipelines of talent for the future.
- Growing New Mexico's economic sector strategy. As I explain in my plan "[Build New Mexico.](#)" we must diversify our economy to grow new industries and create new jobs. A sector strategy that focuses on key industries and economies where New Mexico can lead by using the our state's unique assets to attract new investment and support existing businesses. Initially, we will focus these efforts on eight areas:

- Cybersecurity
- Intelligent manufacturing
- Sustainable and green industries
- Bioscience and health
- Tourism and outdoor industries
- Digital media and film
- Sustainable agriculture and value-added agriculture and
- Aerospace

2. *Create a System of Lifelong Learning*

In these ever changing times, education , learning and skill development must be ongoing throughout people’s lives and careers so they can achieve economic success. To create a system of lifelong learning, we must embrace both formal and informal environments as well as self-directed learning. As Governor, I will:

- Align our P-20 and adult education systems with employer needs. By bringing together business, educational institutions, government and individuals we can develop curriculum that will help prepare New Mexicans for current and future jobs.
- Improve the quality and efficiency of the adult learning system, including continuing education programs. As more adults seek postsecondary education and increased skills we need to work with community colleges and universities to serve as hubs for innovation to improve opportunities for all adults.
 - Align Adult Basic Education and postsecondary policies.
 - Promote dual enrollment strategies that allow students taking basic skills classes like English as a Second Language to also be earning credit in other, connected education and training programs such as high school equivalency classes.
 - Build Career Pathways so that students taking adult basic education programs can apply what they learn to their profession.
 - Establish clear agreements between post-secondary institutions so students and schools understand exactly what training and course credits can be transferred from one program to another.
 - Standardize the entry and exit requirements across programs and ensure that assessments can easily be transferred between institutions.
 - Update the basic skills curricula to ensure participants are learning things that will help them navigate in the modern economy.

- Support student success by increasing student access to childcare, transportation and other services. We can do this by partnering with wrap-around service providers such as [La Plaza Encuentro](#)'s Home Health Aid certification program which provides childcare for student-parents while they are in class training to be home healthcare workers.
- Link learning with opportunities for employment.
 - Partner with employers to ensure that there are employment opportunities available to students
 - Provide academic and career counseling to guide learners along the pathway to their goals
 - Ensure that programs lead to industry-recognized credentials
- Improve Adult Basic Education program flexibility and access.
 - Offer programs during non-traditional and traditional hours
 - Utilize open entry/open exit programming to allow learners to enter and exit programs easily
 - Allow students to enroll in distance learning programs
 - Address participants' barriers to participation through intensive wrap-around services including access to childcare and transportation services
- Ensure that successful transitions and employment are the goals of Adult Basic Education:
 - Establish shared and linked data procedures across adult basic education and postsecondary education programs
 - Utilize measures that focus on transitions to postsecondary education, employment, wage increases and improvements in basic skills
 - Track participants through adult basic education, postsecondary education and training and into employment
- Create Technology Literacy Collaborative and Community Technology Centers (CTC). These centers, located throughout the state can provide people with free access to computers to search the Internet, send and download files, and take technology classes. CTC's provide disadvantaged residents of economically distressed urban and rural communities with access to information technology and the training to use it.

3. *Make Community Colleges a Driver of Workforce and Economic Development.*

New Mexico's community college and adult education systems are uncoordinated and funding levels vary dramatically, with no statewide organization or association, and with no centralized pathway for developing, promoting, or guiding students through

career pathways. We need to develop stronger, centralized programs and resources that allow community colleges to match industry needs and provide real pathways.

- Align New Mexico's "I-BEST" (Integrated Basic Education and Skills Training) program to workforce needs. This program focuses on building career pathways for students through a consortium of eight community colleges, but it has not been used to target developing workforce needs. By aligning the coursework in I-BEST with the needs of our ever changing economy, we can better prepare its participants for the jobs available now and tomorrow.
- Build partnerships between industry and community colleges. Partnerships between community colleges and industry agents provide opportunities to fill gaps in the state's workforce, recruit and retain students, and increase the value added by a community college education. As governor, I will create an avenue to facilitate relationships between colleges and local industry and direct the Higher Education Department, Department of Workforce Solutions, and Economic Development to work together to provide a model for the implementation of workforce-focused programs and industry partnerships at community colleges. Rather than independently seeking to provide skills in an area that may or may not match the current job market, partnerships allow the development of programs to build specific skills that closely match the needs of employers. Many successful statewide programs focus on recipients of social service programs like the Temporary Assistance for Needy Families (TANF), who are low-income, working-poor parents. When TANF recipients participate in these programs, their education counts towards federal Work Participation Rate requirements.
- Prioritize college completion. New Mexico's college completion rates are among the worst in the country. Time and money are two of the biggest reasons our students do not finish their degrees. Since the Great Recession, New Mexico has cut its higher education budget by more than 30 percent - these cuts are passed on to students in the form of higher tuitions. And nearly 40 percent of New Mexico's new college and university students need remedial math or English classes before they can begin work toward their degree. As governor, I will work with the Public Education and Higher Education departments to reduce the burdens that make a post-secondary degree unattainable to so many New Mexicans.

4. Grow and Expand Apprenticeship Programs

Some 48 percent of New Mexico's jobs require more than a high-school diploma, but less than a four-year degree. These high and middle-skilled jobs are also the fastest

growing segment of new jobs in our state. While some of these jobs require an associate's degree, others require vocational training or certification.

Apprenticeship programs are an excellent avenue to meeting those requirements. Countries around the world have recognized the importance of strong apprenticeship programs. On average, employers get \$1.47 back for every \$1 invested in apprenticeship. As governor, I will:

- Direct state funds to establish new and grow existing apprenticeship programs.
- Convene partnerships to develop high-quality, effective programs that address the workforce needs of the state. Apprenticeships can take one to five years to complete, depending on the job. The Labor community and private sector have both been leaders in creating apprenticeship opportunities in everything from carpentry to IT. We need to work with these leaders to align these apprenticeship programs with the changing needs of our workforce.
- Direct our secondary education community to cooperate with proven apprenticeship programs in order to prepare our students for apprenticeship opportunities, including successful programs in fields like construction craft vocations.

5. Remove Barriers to Employment and Training

There are a number of barriers for both low-wage/low skilled workers and the long-term unemployed that must be addressed to fix New Mexico's workforce system. New Mexico's employment services are confusing. Workers and jobseekers have difficulty finding childcare, and there are only a few, mostly inadequate training programs for the long-term unemployed. We must be innovative in our approaches to these barriers in order to:

- Streamline our existing infrastructure and delivery system. Using the Working Families Success Network as a model, we will work to integrate, bundle and sequence complementary services and support in three key areas: financial coaching and education, employment, and improved access to public benefits. To ensure alignment and consistency between community colleges and community-based partners, we will measure outcomes, including job placement and retention, family income, and completion rates for college degrees and training programs.
- Improve access to childcare. We will do this by linking childcare agencies to workforce development activities that will lead to employment. While childcare is an allowable service under the Workforce Innovation and Opportunity Act (WIOA)

it is underutilized because of a disconnected and confusing system. To support low-income parents, we must help provide access to quality child care services by coordinating the intersection of these systems.

- Implement programs to address long-term unemployment. People who have been out of work more than 6 months, face particular hardships in finding and re-entering the workforce, therefore we must be specific in our approach. One model that is proving success is the Platform to Employment program, which provides a selected group of long-term unemployed with an intensive five-week, job-readiness class, and then offers to cover up to two months of their salary for any employer willing to give them a trial. P2E was first launched with private funding in Connecticut in 2011 and has been piloted in 10 cities since then also using private funding. P2E has an 80 percent placement rate.
- Implement work share programs. These programs benefit not only the employer and the employee but also the entire state. Work share gives businesses the option of reducing the hours and wages of their employees rather than laying them off. Workers are then eligible for partial unemployment benefits to help make up for the lost wages. Twenty-eight (28) states have passed laws to take advantage of available federal funds. New Mexico is 1 of 22 states that has not passed such laws. According to the National Employment Law Project, “New Mexico would have saved up to 1,319 jobs if a work sharing program had been in place in 2009.”
- Make the system more accountable and fair. Not every job is a good job. We will reimburse workforce contracts on the basis of job quality rather than job placements, using on concrete measures like full-time work, wage growth and job continuity. We need to use our state Workforce Innovation and Opportunity Plan (WIOA) to give incentives to employers that adopt fair workplace practices. We know that the cycle of low-wage and low-quality jobs leads to turnover and hurts employees and employers. Adopting fair workplace practices increases productivity, decreases absenteeism, reduces turnover, and is good for the bottom line.

6. *Stop New Mexico's Brain Drain.*

New Mexicans are fleeing the state. Over the last 8 years, New Mexico's population growth has stalled along with its economy. People are leaving the state and that means big trouble for many of the families left behind. Coupled with a low birth rate, New Mexico has seen nearly the lowest growth in the USA every year between 2011 and 2016. Most alarming, the highest rates of people leaving New Mexico are among prime working age adults (30-59) and children under the age of 18. At the same time, hundreds of thousands of working age adults have moved to Colorado and Arizona.

Seeing families and children leaving our state is heartbreaking and this exodus is devastating to our economy.

I have personally witnessed this phenomenon, as my adult daughter could not find a good engineering job in New Mexico, and had to move away for years. This outflow must change. If New Mexico is going to build a prosperous and sustainable economy, we need to retain our productive workers and the children who will be the future drivers of our economy. We need to make sure New Mexico has the high-wage jobs in industries such as cybersecurity, technology, film, and bioscience that will help us attract and retain citizens.

I believe in an “all of the above” approach to growing, retaining, and attracting talent and jobs to our state. My [ideas](#) to improve our schools, better train our workforce, and build our economy are all central to my strategy to create an environment that enables New Mexicans and New Mexico businesses to thrive. My policy proposals will go a long way in helping us strengthen New Mexico’s quality of living so that our children can pursue their future in our state.

- Retooling public and career education for 21st-century work.
- Improving outcomes at our institutions of higher education.
- Creating better jobs and grow our existing businesses, especially our small businesses.
- Improving our technology and access to that technology,
- Growing social opportunities for young people and families, and
- Improving public transportation.

Such proposals will help us keep our children here and attract newcomers to our state. I also will take a targeted approach to stopping the brain drain. Right now, we are not doing enough. In addition to selling New Mexico’s amazing quality of life and relatively low cost of living, I will work with the legislature to take aggressive steps to retain and attract recent graduates. I will:

- Offer programs to reduce debt for young New Mexicans. Loan forgiveness programs designed to help cover a significant portion of federal student loan repayments can be a powerful incentive to young people facing significant student loan debt. Other programs that help young people starting out have also proven effective in attracting young adults to new areas. These programs should also align to meet other goals. For example, I will:
 - Offer a refundable tax credit for recent graduates with Science, Technology, Engineering, and Math (STEM) degrees. My sectoral strategy targets several

economic sectors that rely on knowledge workers. We will need more STEM workers to expand these industries.

- Help lower-income graduates cover up to 24 months of loan repayments when they choose to stay in New Mexico.
 - Give graduates an annual tax credit during their first five years of employment in the state when they have degrees relevant to high-value industries in New Mexico, the way Oklahoma does for its Aerospace engineers:
 - Create a college loan reimbursement program to keep students here after graduation, like a proposal in Rhode Island, which would reimburse student loan payments for 4 years for about 100 graduates pursuing careers or starting businesses in technology, engineering, design or other key sectors.
 - Provide job connections to young professionals and incentivizes businesses to help recently hired graduates pay off their loans;
 - Retain students graduating from public and private colleges and universities in New Mexico by helping them save money toward a down payment on their first homes through a savings matching program;
 - Attract young professionals by offering student loan reimbursements in exchange for their relocation to areas that need industry growth; and
 - Require companies doing business with the state to hire a proportion of local qualified New Mexicans, similar to a plan being implemented in New York City.
- Work with our communities to make New Mexico cool again. To attract young skilled people to our state, we need to show them all that New Mexico has to offer: history, culture, and beautiful state and national parks, as well as high-paying jobs, a low cost of living, and an economy that is looking to the future. To do this, I will:
 - **Bring young people to the table.** The millennial generation believe in civic involvement and I will help to create a space for this engagement by using internships to connect with young adults, and celebrating young entrepreneurs and civic contributions.
 - **Start a cool cities initiative.** Working with New Mexico Mainstreet Programs we will create a cool cities designation and start a grant program to help cities and towns reimagine themselves. In Michigan, \$1.9 million in catalyst grants helped leverage \$350 million from other sources that went into improving 19 Michigan neighborhoods, making them more attractive places to live and work.

COMMON UNIQUE IDENTIFIER PROGRAM

In Program Year 2018, New Mexico started a process to assign unique identifying numbers to all participants receiving services from the four titles of WIOA. These numbers are used by all programs to report to their respective federal agencies.

The success of this program has sparked interest outside of the four WIOA Title programs and New Mexico has started to incorporate other state and federal programs into the process. The Common Unique Identifier (CUID) program processed and assigned unique identifiers to 140,282 individual records.

An initial look at the data shows that the biggest share in unique identifiers is between the WIOA and Unemployment insurance programs. This makes sense because Wagner-Peyser is included in the WIOA numbers and New Mexico Law requires all UI Claimants to be registered with the workforce system. We also see strong shared enrollment with DVR and HED.

Common Unique Identifiers (CUID) Processed

Agency	Total CUID
New Mexico Commission for the Blind - CFB	98
New Mexico Department of Vocational Rehabilitation - DVR	3871
Department of Workforce Solutions - UI	64030
New Mexico Higher Education Department - HED	3223
Department of Workforce Solutions - WIOA	69060

Shared Common Unique Identifiers

Agency	CFB	DVR	UI	HED	WIOA
New Mexico Department of Vocational Rehabilitation - DVR	25	0	706	173	3,604
New Mexico Commission for the Blind - CFB	0	25	26	5	62
Department of Workforce Solutions - WIOA	62	3,604	63,690	2,948	0
Department of Workforce Solutions - UI	26	706	0	718	63,690
New Mexico Higher Education Department - HED	5	173	718	0	2,948

New Mexico Department of Workforce Solutions (NMDWS) Workforce Innovation and Opportunity Act (WIOA) State Administrative Entity (SAE)	Workforce Guidance Letter: DWS
	Subject: State Sector Strategy Guidance
	Date: PENDING STATE BOARD APPROVAL

PURPOSE. The purpose of this guidance is to provide direction to Local Workforce Development Boards (LWDBs) regarding expectations to implement industry sector partnerships.

REFERENCES.

- Workforce Innovation and Opportunity Act (WIOA), July 22, 2014, §101(d)(3)(b), §134(a)(2)(B)(i)(III) and §134(a)(3)(A)(i).
- WIOA Final Rules – U.S. Department of Labor (Title I): 20 CFR §679.130(c)(2).

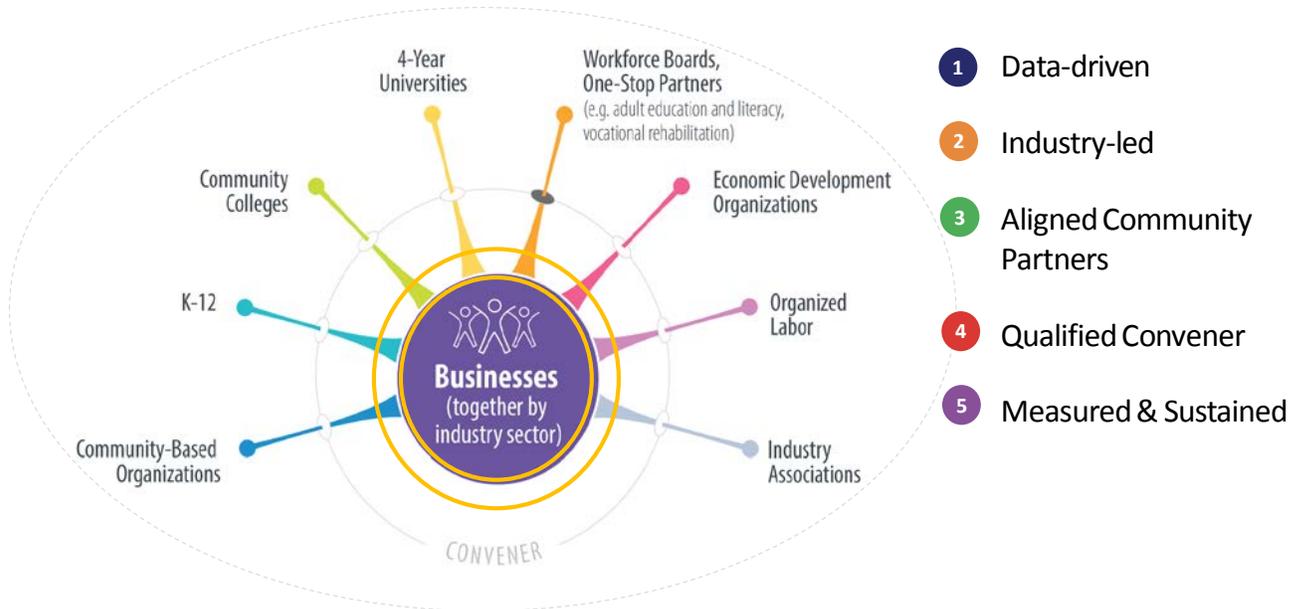
BACKGROUND.

The publicly funded workforce system envisioned by the Workforce Innovation and Opportunity Act (WIOA) is quality-focused, employer-driven, customer-centered, and tailored to meet the needs of regional economies. In collaboration with partners, it aligns workforce development, education, and economic development programs and resources with regional economic development strategies to meet the needs of local and regional employers and provide comprehensive, accessible and high-quality career opportunities for job seekers and workers. Achieving this vision for the workforce system depends upon the development and implementation of industry sector partnerships. While engaging with businesses from high-growth industry sectors has always been fundamental to local workforce board missions, these specific actions are new requirements for local workforce boards.

Sector strategies are partnerships of employers within one industry that bring government, education, training, economic development, labor, and community organizations together to focus on the workforce needs of an industry within a regional labor market.

SECTOR PARTNERSHIP FRAMEWORK.

Sector Partnership Structure. Sector strategies are built on 5 foundational components:



1. Data-Driven

- a. Local Workforce Development Boards and their sector partnership partners will use relevant labor market information to determine their target industry(ies)
- b. Targeted industries and occupations should include those that are growing, concentrated in the region, and offer family-sustaining wages (or wherein the industry offers a clear pathway to these types of wages)
- c. This data should be synthesized, shared, and analyzed regularly with target sector employers for validation and refinement.
- d. Local Workforce Development Board partners use data and employer input (e.g. skill/credential requirements, hiring and training needs) in an ongoing effort to guide service planning and delivery and investments in training and other areas for target sectors and occupations in those sectors.

2. Industry-Led

- a. Sector partnerships should be led by the employers that make up the partnership. They will drive the agenda for sector partnership meetings and guide the overall vision and work of the partnership
- b. Target industries' input on workforce needs and challenges is used by the Local Workforce Development Board and its partners to inform the development and delivery of training for staff serving businesses and job seekers/workers.
- c. Sector partnerships should include business "champions," leaders from the business community who are willing to advocate on behalf of the partnership and recruit other industry members.

3. Aligned Community Partners

- a. Because sector partnerships solve a wide array of industry talent needs, they require multiple regional and community partners collaborating and leveraging programs and funding.
- b. The Local Workforce Development Board has established a shared vision that guides how the partners are working together to serve the industry as part of the sector partnership.

4. Qualified Convener

- a. Conveners are critical to launching and sustaining a sector partnership
- b. While local workforce areas may be the convener for some sector partnerships, other partners may also serve in this capacity
- c. Conveners serve as a neutral, trusted agents of the multiple businesses involved in the partnership
- d. Convener should:
 - i. Bring key businesses, partners to table
 - ii. Provide data to ID critical industry sectors, occupations
 - iii. Serve as neutral player to synthesize information, broker partnerships, guide the work

5. Measured & Sustained

- a. Measured, Improved, and Sustained – Outcomes for employers and jobseekers/workers and systems change outcomes (e.g. better alignment and investment of resources) should be regularly measured, and strategies adjusted as necessary to ensure continuous improvement. Sustainability should be a focus from the outset to ensure the long-term leveraging of funding and other resources from diverse sources.
- b. The Local Workforce Development Board has established measures (qualitative and/or quantitative) for tracking the impact of its sector strategy efforts.
- c. The Local Workforce Development Board has a plan in place for supporting the sustainability of its sector strategy efforts.

Possible Outputs of Sector Partnerships. Sector partnership activities and outcomes will be driven by industry; but they may include any of the following (not exhaustive):

- a. Development of new/expanded post-secondary training (short-term and degree programs)
- b. The identification of improved/new industry-driven credentials
- c. The launch/coordination of regional/statewide industry awareness efforts aimed at K-12
- d. Enhanced career and technical education—better aligned to target industries—at high school institutions
- e. Expanded and better contextualized employability skills training
- f. Launch of industry-wide work-based learning or apprenticeship models

ROLES AND RESPONSIBILITIES.

The State’s Role in Supporting Sector Strategies. The State’s role shall be to set the right conditions — through policy, funding investment, local capacity building, and other areas — so that sector partnerships thrive. Ways in which the state does this is by:

- a. Creating a **shared vision**, across key agencies, of sector strategies that focuses on serving and positively impacting the state’s economy, its employers, and job seekers and workers
- b. **Providing rigorous labor market data and effective tools** to help local and regional sector partnerships make informed decisions about education and training investments
- c. **Providing technical assistance** to local and regional areas to expand their capacity to build quality sector partnerships
- d. **Promoting** the value of sector partnerships and actively recruiting industry champions to participate
- e. Ensuring that the necessary **policies** are in place that help establish, sustain, and/or scale local sector partnerships
- f. **Measuring** and promoting sector strategy success

Roles of the Local Workforce Board. While all planning and decisions should be employer-driven, Local Workforce Boards shall play one or more roles in the development and implementation of sector partnerships:

- a. **Conveners:** Boards can serve as the official conveners, bringing together employers and stakeholders and facilitating the work of the sector partnership. As the convener, the Board can also lead the brokering of services among sector partnership public-sector partners as it finds solutions to what businesses are identifying as key challenges
- b. **Fiscal agents:** Boards can help sector partnerships by helping to align and braid funding streams to support the sector partnerships work. This may include pursuing external regional, state, federal, or private funding resources
- c. **Data and information providers:** Provide labor market information, workforce trend data, and other sources of intelligence to support data-driven decision making and sustain and improve sector strategies over time
- d. **Supportive partner:** Provide logistical and coordinating support, convening space, and staff support and staff training to conduct the work of the sector partnership

It is critical that government entities, training providers, local chambers and other stakeholders are engaged as key partners and that LWDBs lead cross-agency cooperation to implement sector strategies, including aligning business services strategies across agencies.

Role of Workforce Board members:

- a. Help create the vision around sector work
- b. Guide the selection of target industries
- c. Bring other regional leaders/businesses to the table
- d. Lead/Serve on and actively participate in Board committees/task forces on sector efforts
- e. Be an ambassador
- f. Demand that board meetings/outcomes are framed around target sectors

STEPS TO LAUNCH A SECTO PARTNERSHIP.

While each sector partnership will be unique depending on the industry and the region, the process for launching a sector partnership may follow these general steps:

1. **FORM REGIONAL PLANNING TEAM** -A regional planning team that represents all workforce, education and economic development partners should be convened to guide sector strategy development. This team should be responsible for designing and ultimately implementing the sector work. In addition to Economic Development and Education (K-12, Adult Ed, community colleges and four-year institutions) and other required partners, there should also be business representation.
2. **USING LABOR MARKET DATA, COME TO CONSENSUS ON TARGET INDUSTRY SECTOR** – Review economic and labor force conditions, including existing and emerging in-demand industry sectors and occupations. Come to a consensus on a target industry and begin to identify the knowledge and skills needed to meet regional employer needs. Use industry members as part of planning team to validate information.
3. **LAUNCH A SECTOR PARTNERSHIP** – this should include a shared vision and goals of the partnership. A sector partnership launch should include a live event facilitated by a convener. The sector partnership should be considered an ongoing effort, not as a one-time activity.
4. **IMPLEMENT, ASSESS, ADJUST AND SUSTAIN** As sector partners move from planning to implementation of strategies, it is critical to identify key measures that will be assessed to gauge impact and results and drive continuous improvement efforts. These should include business-defined measures, such as increased skill levels of applicants, reduced turnover, and increased productivity and related cost savings. With regard to job seekers and workers, measures beyond those mandated by funding streams are important: not just job placement or short-term retention, but placement and retention in jobs related to training provided, as well as longer-term career progression outcomes.

ACTIONS REQUIRED.

Local workforce boards shall engage in employer-led sector partnerships. This guidance describes best practice characteristics of sector strategies that shall be included in the strategies developed by each local board. Further, the role of the state and the local board is defined and shall guide the work at each level of the system.

Local workforce boards shall form at least two sector partnership for their target industry sectors as part of their sector strategy approach.

**Nursing Task Force
Interim Report
July 8, 2019**

Project Summary: Execute a comprehensive plan aimed at addressing the registered nurse (RN) shortage in New Mexico. Recommendations shall include sustainable strategies that address industry pipeline, postsecondary program preparation and completion, and professional RN retention.

Strategy: The task force agreed to coordinating a Sector Strategy, an industry-driven approach to building skilled workforces, and among the most effective ways to align public and private resources to address the talent needs of employers. The group also agreed to expand its scope to include strategies that address shortages in other health care professions that serve as career ladder occupations leading to an RN.

Project to date: The task force began with a meeting on March 28. Participants included the deputy secretaries at the DOH, DWS and HED. The group grew quickly as members identified additional entities that would likely be interested in the project. Initial focus was placed on public organizations and committees, and organizations that served as umbrella associations for health care providers.

The expanded group would become the Core Task Force, see below for members.

Name	Organization	Title
Ricky Serna	NM Dept. of Workforce Solutions	Deputy Cabinet Secretary
Dr. Ash Achrekar	NM Department of Health	Deputy Cabinet Secretary
Dr. Kate O'Neill	NM Higher Education Department	Cabinet Secretary
Mara Trujillo	NM Public Education Department	Project Mgr. - College/Career Readiness
Becky Dakin	NM Nursing Education Consortium	Program Manager
Dr. Joseph Sanchez	NM Healthcare Workforce Committee	Chair
Vicente Vargas	NM Health Care Association	Executive Director
Pat Whitacre	NM Health Care Association	Administrator
Sasha Poole	Board of Nursing	Executive Director
Mark Valenzuela	Legislative Finance Committee	Higher Education Analyst
Randy Marshall	NM Medical Society	Executive Director
Meggin Lorino	NM Assoc. for Home/Hospice Care	Executive Director
Stephen McKernan	UNM	Retired Hospital Administrator
Alfredo Vigil	El Centro	Physician
Eileen Goode	CEO	NM Primary Care Association
Stacy Fort	Presbyterian	Education Programs Coordinator

The Core Task Force met for the first time on May 13 in Santa Fe. The group was presented with an overview of its charge and reviewed the Sector Strategy concept. It was determined that obtaining participation of postsecondary partners was the next critical step.

On May 17, Secretaries McCamley and O'Neill co-authored an engagement letter to all presidents at NM postsecondary institutions. The intent of the letter was to introduce the task force and ask for their

support as the group reached out to leadership within their institutions' nursing and allied health programs.

On June 20, the task force met for the third time. The group expanded to include postsecondary partners, see below for attendance.

Name	Organization
Ana Sisneros	NNMC
Becky Dakin	NMNEC
Dr. Alexa Doig	NMSU
Dr. Diane Evans-Prior	CNM & CNM-RR
Dr. Jeanie Flood	NMHU
Dr. Joseph Sanchez	UNM
Dr. Judy Liesveld	UNM
Dr. Kate O'Neill	NMHED
Ellen Trabka	NNMC
Harry Sheski	NMSU - Grants
Jenny Landen	SFCC
Kristin "Kris" Kuhlmann	ENMU
Mara Trujillo	NMPED
Maxine Hughes	LCC
Meggin Lorino	NMAHCA
Melissa Wohltman	UNM-Taos
Misty Stine	NMJC

Name	Organization
Pat Whitacre	NMHCA
Sabrina Ezzell	UNM-G
Shawna Kemper	SJC
Shawna McGill	CCC
Stacy Fort	Presbyterian
Stephen McKernan	Retired Admin.
Tricia Maule	SJRMCC
Vicente Vargas	NMHCA
Elaine Perea	NMPED
Rachel Frijia	Presbyterian
Jeff Williams	NMHSD
Melissa Charlie	NMBON
Julia Ruetten	Presbyterian

At the June 20 meeting, Shenna Ferguson was identified as the Sector Strategy Convener. Ms. Ferguson recently retired from serving as the Chief Nursing Officer at UNMH.

The group also identified the following challenges that contribute to the RN shortage. In some instances, strategies have been deployed to offset the obstacles. Rankings for top four have been noted.

Rank	Challenge	Strategy
1	Faculty Wages-Compete with Hospitals	Taxing Facilities (Long-term care) Leveraging federal funds Offer Stipends Raise salaries Bonuses Tuition reimbursement Utilize Nursing Enhancement Fund
4	Retention of Students	Boot Camp prior to starting programs Address remedial knowledge Success coaching TEAS Prep Mentorship program-Faculty mentors
2	Supply/Experience/ Specialty Nurses	Fellowship transition to specialty Re-entry to practice

		Professional Development & Succession Planning Selective recruitment Using travel nurses Residency programs Tuition reimbursement
	Not enough clinical spots	Identify how private RN programs compete Clinical Site Collaborative
2	Alignment of Secondary to Post-Secondary	HS programs-Project Lead the Way
	Experience- 1yr removed from Clinical	Apprenticeships Mentoring through onboarding
	Reductions in LPN Programs	Use LPN as career ladders to RN Apprenticeships for LPN to RN tracks Tuition reimbursement
3	Turnover in FT Faculty	1yr. mentorship program Pay for advance degrees w/ tenure requirement Nursing enhancement grants Bonuses
	Diversity of Nurses	Hiring more males, American Indians Utilizing schools to recruitment
	Nurse burnout in the field	Mentorship programs
3	High RN turnover in hospitals	Provide opportunities for rotating work locations Create specialty tracks

A major outcome of the June 20 meeting included the identification of health care provider partners who will be critical to the Sector Strategy. To date, contact information for nearly 50 partners has been submitted.

In August, effort culminated in a convening of state agencies, postsecondary institutions, health care providers and health care associations. The project has yielded recommendations that target the following critical needs:

1. Increase the number of qualified applicants to postsecondary RN and LPN programs.
2. Increase the ability to grow the total output of registered nurses, annually.
3. Increase RN program faculty recruitment and retention rates among postsecondary institutions.
4. Increase RN retention within the profession and the state of New Mexico.

Additionally, it is recommended that stakeholders commit to a comprehensive and collaborative statewide implementation of the proposed strategies in order to achieve a sustained RN pipeline and workforce.

STATE APPRENTICESHIP OFFICE
2018 Annual Report
July 1, 2018-June 30, 2019

Program Overview

Registered Apprenticeship has been utilized to meet the needs of New Mexico's workforce for numerous years. It is a unique, flexible training system that incorporates structured on-the-job learning with job related technical instruction. Nationwide, Registered Apprenticeship is a leader in preparing American workers to compete in a global 21st Century economy because the system keeps pace with advancing technologies and innovations in training and human resource development.

Registered Apprenticeship provides the opportunity for workers seeking high-skilled, high-paying jobs and for employers seeking to build a qualified workforce. Registered Apprenticeship effectively meets the needs of both employers and workers.

Apprentices start working from day one and receive incremental wage increases as they become more proficient on the job. Apprenticeships range from one to six years, but the majority are four years in length. Since January 1, 2017 employers have hired over 650,000 new apprentices nationwide; after apprenticeship completion 94% of apprentices retain employment and the average salary is \$70,000. Also, individuals who complete apprenticeship programs earn an average of \$300,000 more over their career when compared to peers who don't.

The "Learn While You Earn" training model of Registered Apprenticeship provides a unique combination of structured learning with on-the-job training from an assigned mentor and related technical instruction. Technical instruction can be provided by apprenticeship training centers, technical schools, community colleges, and/or institutions employing distance and computer-based learning approaches. The goal is to provide workers with advanced skill sets that meet the specific needs of employers.

Upon completion of a Registered Apprenticeship program, participants receive an industry issued, nationally recognized credential that certifies occupational proficiency, is portable, and can provide a pathway to career opportunities. In many cases, these programs provide apprentices with the opportunity to simultaneously obtain secondary and post-secondary degrees.

New Mexico Registered Apprenticeships are highly active in traditional industries such as the construction, but will also be instrumental in the training and development of emerging industries such as manufacturing, information technology, healthcare and hospitality.

Currently there are 37 registered apprenticeship programs in New Mexico, providing training in approximately 45 different occupations. The majority of Registered Apprenticeships are in the building and construction trades and/or utility and industrial trades; however, we now have a

program sponsor providing training in 5 different IT occupations and a barber apprenticeship program. As of June 30, 2019 there were approximately 1,651 registered apprentices in the state.

The table below provides a sampling of some of the apprenticeable trades offered in New Mexico.

Application Developer	Asbestos Worker
Bricklayer & Block Mason	Carpenter
Plasterer & Cement Mason	Drywall Applicator
Electrician	Heavy Duty Mechanic
Ironworker	Laborer
Lineman	Glazier
Machinist	Floor Coverer
Barber	Telecommunication Technician
Installation-Refrigeration Mechanic	Field and Laboratory Technician
Painter	Plasterer
Plumber & Pipe Fitter	Roofer
Sheet Metal Worker	Fire Sprinkler Fitter
Medical Coder	Computer Support Technician

Program Sponsorship

Registered apprenticeship programs must develop a written plan (program standards) which defines the administration of their program and outlines the process to move an apprentice from a low or no skill entry-level position to full occupational proficiency. These programs must meet parameters established under New Mexico statutes, regulations and the National Apprenticeship Act that are designed to protect the welfare of the apprentice. The New Mexico statutes and regulations are administered by the New Mexico Department of Workforce Solutions (NMDWS), State Apprenticeship Office (SAO) and are in conformity with the United States Department of Labor's Office of Apprenticeship (OA).

A registered apprenticeship program is sponsored by an employer, industry association, joint labor-management organization or workforce intermediary (institutions of higher education, community colleges, community-based organizations, etc.). During an apprenticeship program, the program sponsor and the apprentice enter into an agreement outlining the terms and conditions of the apprenticeship training. The agreement must be registered and approved by

the SAO. Upon completion of an apprenticeship program the apprentice earns a "Certificate of Completion of Registered Apprenticeship" which is a nationally recognized credential validating proficiency in the completed occupation.

As previously mentioned, the majority of registered apprenticeship programs in New Mexico are in the building/construction trades. In an effort to grow and expand apprenticeship opportunities the NMDWS continues to seek innovative mechanisms to increase the number of apprenticeship programs in non-traditional occupations. NMDWS was awarded a U.S. Department of Labor apprenticeship grant in November 2016, the intent of the grant was to grow and expand apprenticeship opportunities in the manufacturing industry. Unfortunately, NMDWS was not successful in registering new programs or apprentices in advanced manufacturing. Despite, being unsuccessful in this regard, there were various other successes derived from the grant. Through various industry and college forums there is now a much greater knowledge and awareness of registered apprenticeship amongst employers and higher educational professionals, new partnerships were established and we now have a greater insight to the needs and skill gaps in the manufacturing industry in New Mexico. The performance period for the grant ended on April 30, 2018.

In May 2019, NMDWS was afforded the opportunity to apply for another U.S. Department of Labor (USDOL) grant, the Apprenticeship State Expansion (ASE) grant. The period of performance for the grant will be July 1, 2019 through June 30, 2022 and based on the number of programs, the expected funding amount will be approximately \$815,000.00, with the expectation of registering a minimum of 440 apprentices during the period of performance. The focus of the grant is to expand apprenticeship opportunities; the emphasis of growth and expansion efforts will be hospitality and healthcare. The grant funding will enable NMDWS to hire additional staff to assist in meeting the performance outcomes of the grant.

State Apprenticeship Council

The SAC is a nine (9) member council, comprised of public, employer, and labor organizations. Council members are appointed by the Director of the Labor Relations Division, serve 3-year terms and meet quarterly.

They provide advice and guidance to the SAO on the operation of the state's apprenticeship system. Additional responsibilities include working to encourage the development of and assist in the establishment of voluntary apprenticeship training opportunities, review all applications for the registration of new apprenticeship programs and revisions to existing programs and work in cooperation with the SAO to review the activities of all registered apprenticeship programs and registered apprentices.

Working together, the SAC and NMDWS SAO provide technical support and guidance to programs, necessary for success as well as compliance with state and federal regulations. An

apprenticeship program is on the forefront of employment and training opportunities in the state of New Mexico. We are a committed team working to improve the overall quality and performance of apprenticeship in our state.

Program Data

The table below reflects program data for FY 18. There was an 18.27% increase in the number of active apprentices from FY 17 and a 35% increase in the number of new apprentices registered. There were slight increases in the number of female apprentices and minimal decreases in the percentage of minority and veteran apprentices.

The average entry wage of apprentices was based on those apprentices who were registered during FY 18 and the completion wage was determined by the average of those apprentices who completed their apprenticeship training during this time.

Total Number of Registered Apprenticeship Programs	37
Total Number of Registered Apprentices	1,651
Total Number of New Apprentices Registered	797
Total Number of Apprentice Completions	192
Percentage of Active Female Apprentices	4.7%
Percentage of Active Minority Apprentices	66.3%
Percentage of Veteran Apprentices	6.3%
Average Entry Wage	\$14.01
Average Wage at Completion	\$24.11

Program Goals

- Work in cooperation with the State Approving Agency (SAA) to ensure program sponsors register their program with the SAA so that Veterans can utilize their GI Bill benefits for apprenticeship training opportunities.
- Effectively administer the USDOL ASE grant and meet projected outcomes.
- Hire and train new staff to assist in the administration of the ASE grant project.
- Continue outreach and marketing efforts to expand partnership opportunities in New Mexico and register new programs in the areas of healthcare and hospitality.
- Meet or exceed established yearly performance measures.
- Increase overall knowledge of apprenticeship through participation industry forums, conferences, webinars and other relevant trainings.

- Work more closely with partners, particularly WIOA to leverage workforce dollars and incentivize apprenticeship training.
- Collaboratively work with workforce partners and local workforce boards to increase knowledge/awareness of registered apprenticeship and expand apprenticeship opportunities across the State.

Accomplishments

- The New Mexico Department of Workforce Solutions (NMDWS) State Apprenticeship Office (SAO) registered the first barber apprenticeship program in November 2018; San Juan College is the program sponsor.
- NMDWS received a U.S. Department of Labor Apprenticeship (USDOL) an Apprenticeship State Expansion (ASE) grant of approximately \$815,000.00 to grow and expand apprenticeship opportunities in the State. The focus of the expansion will be healthcare and hospitality.
- The SAO completed approximately 10 program audits this year to ensure apprentice eligibility for both Public Works Apprenticeship Training (PWAT) and Apprenticeship Assistance Act (AAA) funding.
- A total of six (6) compliance reviews and quality assurance assessments were scheduled and five (5) were completed. The 6th was not completed at the sponsors request and concerns with the possibility of cancelling their apprenticeship program.
- Finalized closeout of the State Apprenticeship Expansion (SAE) grant, including completion of sub-grantee program audits.
- The State Apprenticeship Director participated in the National Association of State and Territorial Apprenticeship Directors (NASTAD) annual conference. Attendees from other State Apprenticeship Agencies (SAA) states and the USDOL Office of Apprenticeship (OA) leadership team also participated in the conference.
- Received notification from USDOL Employment and Training Administration (ETA) advising NMDWS of conformity and acceptance of our revised Equal Employment State Plan.
- An apprenticeship career fair was held during National Apprenticeship Week (NAW) at the local Workforce Connection Office and approximately 15 programs volunteered and participated in the event.
- The State Apprenticeship Director presented to attendees of the Associated Builders & Contractors, NM Chapter Apprentice Appreciation Day event during NAW.
- Approximately 18 programs participated in Apprenticeship Day at the Roundhouse during the 2019 Legislative Session in an effort to promote registered apprenticeship.
- SAO staff presented to various organizations, employer groups, etc. and also participated in multiple career fairs in order to market and promote registered apprenticeship.

WIOA Evaluation: Testing for Biasness in Title 1 Service Participation

October 31, 2019

Executive Summary

Data from the Workforce Innovation and Opportunity Act (WIOA) Participant Individual Record Layout (PIRL) dated September 4, 2018 were used to study whether biasness or preferential treatment is evident for WIOA participants of certain gender, race, ethnicity, veteran and disabled status, and age categories. Three types of statistical and econometric tests were run—a two-sample z-test of proportions, a logistic regression model, and the Blinder-Oaxaca decomposition—to compare participants who received Title 1 and Title 3 services. Barrier types and priority of service were also considered in explaining the difference in receipt of services.

Identifying with certain demographic groups increased a participant's chance of receiving Title 1 services. Those demographics were being female (which increased the likelihood of receiving Title 1 services by 36.3 percent), being White (which increased the likelihood of receiving Title 1 services by 42.6 percent) and being Hispanic (increased the likelihood of receiving Title 1 services by 25.7 percent). Barrier type and priority of service explained 58.5 percent of the reason why women and Whites were each more likely to participate in Title 1, while it explained 78.9 percent of the reason for Hispanics.

Being Native American and Black/African American increased the odds of receiving Title 1 services 1.14 and 1.28 times, respectively, but characteristics other than barriers and priority of service disfavored them from receiving Title 1 services. While characteristics such as education level, income level, and employment history could be the reason, the result is unexpected and should be researched further.

Having certain demographic characteristics decreased a participant's likelihood of receiving Title 1 services. Being a veteran and disabled decreased the likelihood of receiving Title 1 services by 24.5 percent and 19.0 percent, respectively. Anecdotal evidence suggests that veterans preferred using the GI Bill to receive services, and disabled participants were referred to the Division of Vocational Rehabilitation to receive Title 4 services.

As expected, youth were more likely to receive Title 1 services, but those aged 25 to 29 were largely favored to receive Title 1 services due to reasons other than barrier type and priority of service. It is possible that participants in this age group had lower income levels, making it easier to meet the eligibility requirements. Younger participants may be more willing to participate in training and learn a new skill.

Participants aged 30 years and older were less likely to receive Title 1 services. The decomposition showed that barriers and priority of service disfavored participants between 30 and 39 years old from receiving Title 1 services. This result was unexpected and should be researched further. It is possible that persons in this age group reported fewer barriers than persons in other age

groups. The PIRL showed 57,234 participants with no indicated barriers to employment, of which 1,733 were Title 1 participants.

Participants aged 40 and older were disfavored from receiving Title 1 services. As participant age increased, variables other than barrier type and priority of service played an increasing role in determining the type of service received. What these variables consist of are unknown, but factors such as education level, income level, employment history, type of training available, or another unobservable factor could be the cause. It is recommended that this finding be further evaluated.

Introduction

This evaluation study fulfills the requirement set forth by the Code of Federal Regulations, Title 20, Section 682.20, to do an annual evaluation of the Title 1 core programs (Adult, Dislocated Workers, and Youth). This report studies whether there was evidence of biasness or preferential treatment for WIOA participants who identified with gender, race, ethnicity, veteran and disabled status, and age categories. First discussed is the key features of the WIOA program that are particularly relevant for the evaluation. Presented next is data and statistical and regression techniques used, with results and analysis discussed under each demographic characteristic. Finally, data and methodology issues are discussed, followed by a conclusion. Detailed statistical and econometric tables may be found in the appendix.

A Brief Overview of WIOA

The Workforce Innovation and Opportunity Act (WIOA) strengthens and improves the country's public workforce development system and helps get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers via job-seeker services, education, training, and related services. WIOA also helps employers hire and retain skilled workers so they can compete in the global marketplace. WIOA reforms the Workforce Investment Act of 1998 and aims to increase coordination among organizations that offer job-training, workforce development, education, and other related programs.

Persons in New Mexico who are looking for a job, regardless of whether they employed or are receiving unemployment benefits, are typically directed to the closest New Mexico Workforce Connection Center (NMWCC) office. There are 23 offices located throughout the state, staffed with trained and professional career counselors who help job seekers with services, training, and/or employment that leads to self-sufficiency. Job seekers can also access other government programs and community resources they may need to support their career success. These centers are also staffed by business representatives who help employers advertise vacant positions, provide training to their employees, and assist with other business needs. Services provided by the NMWCC are offered at no cost to the customer and are administered by the local workforce development boards, with guidance and oversight from the New Mexico Department of Workforce Solutions (NMDWS).

When customers arrive at their local NMWCC office, they are assessed to determine what type of services they need. Types of services and the providers that offer them vary by location, but generally customers are classified into one of the four Titles (six core programs) of WIOA: Title 1:

Adult, Dislocated Worker, and Youth programs; Title 2: Adult Education and Family Literacy; Title 3: Wagner-Peyser Employment Services; and Title 4: Vocational Rehabilitation. Each Title has different eligibility requirements and different funding streams.

Although there are four Titles under WIOA, this analysis focused on Title 1 and Title 3 only. Title 1 has strict eligibility requirements.¹ Customers interested in applying for Title 1 services must not only meet eligibility requirements but also must complete an application, provide personal and financial documentation, take assessments, and attend orientations and workshops. Title 1 services are not entitlement based, so a person who is eligible is not guaranteed to receive Title 1 services. A career counselor must still meet with the applicant and assess his or her situation before services are granted.

Although the eligibility requirements and application process for individuals interested in receiving Title 1 services is rather exhaustive, the reward is considerable. Persons approved to receive services in the adults and dislocated workers core programs receive individualized career services that may consist of counseling, development of soft skills, financial literacy services, and, most valuable, funded training. Eligible candidates can receive a maximum limit of \$9,000, or 104 training weeks, to pay for training services that lead to an industry-recognized occupational credential. Title 1 funds can also be used to pay for books and test fees associated with achieving an occupational license or credential.

Once a Title 1 participant completes the training program, he or she is linked to job opportunities in their community. Individuals can also receive follow-up services lasting up to one year after the first day of employment. Follow-up services may include additional career planning and counseling and referrals to supportive services. Adults and dislocated workers can also receive funding to help pay for supportive services such as transportation, childcare, and housing if assistance is not available through other agencies.²

Title 3 has no eligibility requirements and is available to all. Title 3 recipients receive basic career services, which include assessments, job search and placement assistance, and referrals. They are also given information on their local labor market and the availability of supportive services. These services are also available to Title 1 recipients, but the major difference between the two Titles is that Title 1 funding can be used to pay for training while Title 3 funding cannot.

A customer who receives customized and tailored services through Title 1 or Title 3 is considered a participant.³ A participant's demographic information, type of individualized services received, and other characteristics are entered into a database by the participant or the career counselor.

¹ For eligibility requirements of Title 1 programs please see WIOA Eligibility State Technical Assistance and Guidance, July 2015 https://www.dws.state.nm.us/Portals/0/WIOA%20Eligibility_STAG_July_2015.pdf.

² For more information on services available to adults and dislocated workers please see State Technical Assistance Guide—Adult and Dislocated Worker Services, July 2015 https://www.dws.state.nm.us/Portals/0/WIOA_Adult_and_Dislocated_Worker_Services_STAG_July_2015.pdf.

³ For a list of services that trigger inclusion as a participant, please see Training and Employment Guidance Letter No. 10-16, Change 1 (08/23/2017), Attachment 7: Table A: WIOA Title I Adult, Title I Dislocated Worker and Title III Wagner-Peyser Act Employment Service Program (https://wdr.doleta.gov/directives/attach/TEGL/TEGL_10-16-Change1_Attachment_7A_Acc.pdf) and Table B: Participation Level Services Chart—WIOA Title I Youth Program (https://wdr.doleta.gov/directives/attach/TEGL/TEGL_10-16-Change1_Attachment_7B_Acc.pdf)

This information is then used for performance accountability indicators and reporting requirements to assess the effectiveness of local areas in achieving positive outcomes.⁴

Customers who only accessed the online self-service employment system (named Workforce Connection Online System (WCOS)) or received information-only services that were pre-prepared and not customized to an individual's needs, such as labor market information, are still reported in the database but are not considered participants. Information such as demographics and outcomes are not collected for non-participants.

Research question

According to the Code of Federal Regulations, Title 20, Section 682.20, evaluations of activities under the Title 1 core programs (adult, dislocated workers, and youth) must be done annually in order to promote continuous improvement, research and test innovative services and strategies, and achieve high levels of performance and outcomes. States are also allowed to jointly examine Title 1 core programs and activities with other core programs in Titles 2 through 4.

This evaluation studies whether there was evidence of biasness or preferential treatment for persons in specific gender, race, ethnicity, veteran and disabled status, and age categories receiving Title 1 services. Results were then compared to participants receiving Title 3 services. Some biasness is expected; for example, there should be a greater number of persons aged 24 and under participating in Title 1 services since one of its core programs is targeted to Youth. What is being evaluated, however, is whether the biasness is disproportionate or inexplicable.

Data

Data used for this evaluation study was pulled from the WIOA Participant Individual Record Layout (PIRL) as of September 4, 2018. The PIRL captures data elements common across Title 1 programs and are consistent and comparable across states and areas. The data captured for participants that received Title 1 assistance includes demographics, types of barriers, outcomes, and other characteristics of the participant.

Title 3 recipients were used in this analysis as the comparison group. Since the PIRL does not include data for WIOA Titles 2 (Adult Education and Family Literacy Programs) and 4 (Vocational Rehabilitation Services) the analysis excluded these participants. Non-participants, including those that only used the online self-service employment system, were excluded from this analysis.

The PIRL uses data collected by WCOS, an electronic database developed and maintained by Geographic Solutions. For a list of primary variables used in this analysis, please see Exhibit 4 in the Appendix. All econometric and statistical analysis was done using STATA.⁵

In the PIRL pulled September 4, 2018, about 92.9 percent of participants received Title 3 employment services (Exhibit 1). Less than one in ten participants received Title 1 services. Of

⁴ For a list of these indicators and how they are defined and calculated please see Training and Employment Guidance Letter No. 10-16, Change 1 (08/23/2017), https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=3255

⁵ Special thanks to Nathan Friedman for running all the analysis in STATA.

those receiving Title 1 services, more than half were adults and slightly over one in four were youth. About one in seven were dislocated workers.⁶

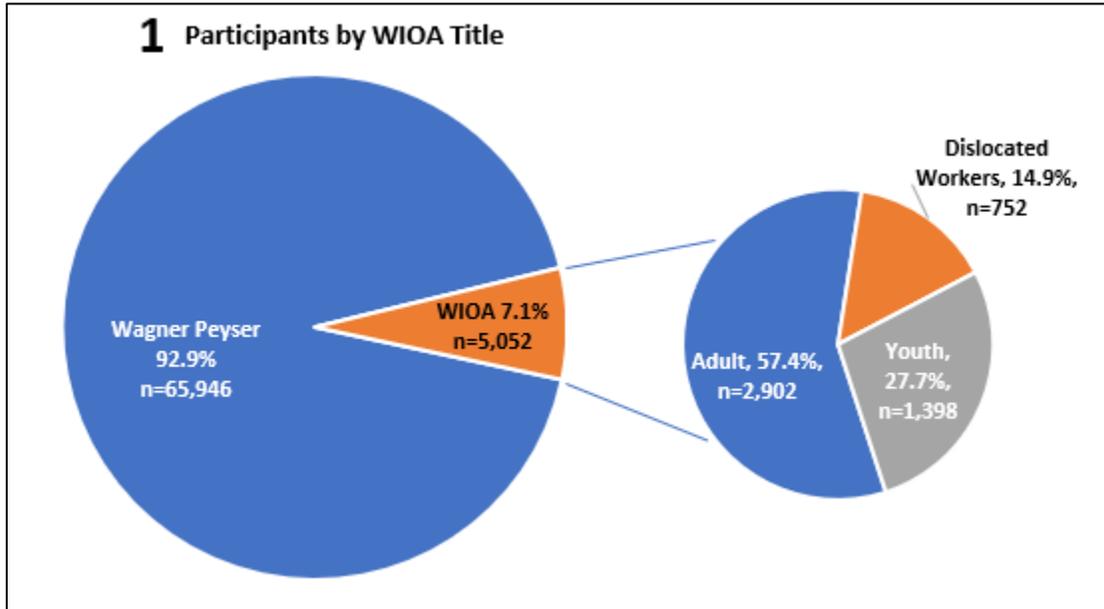
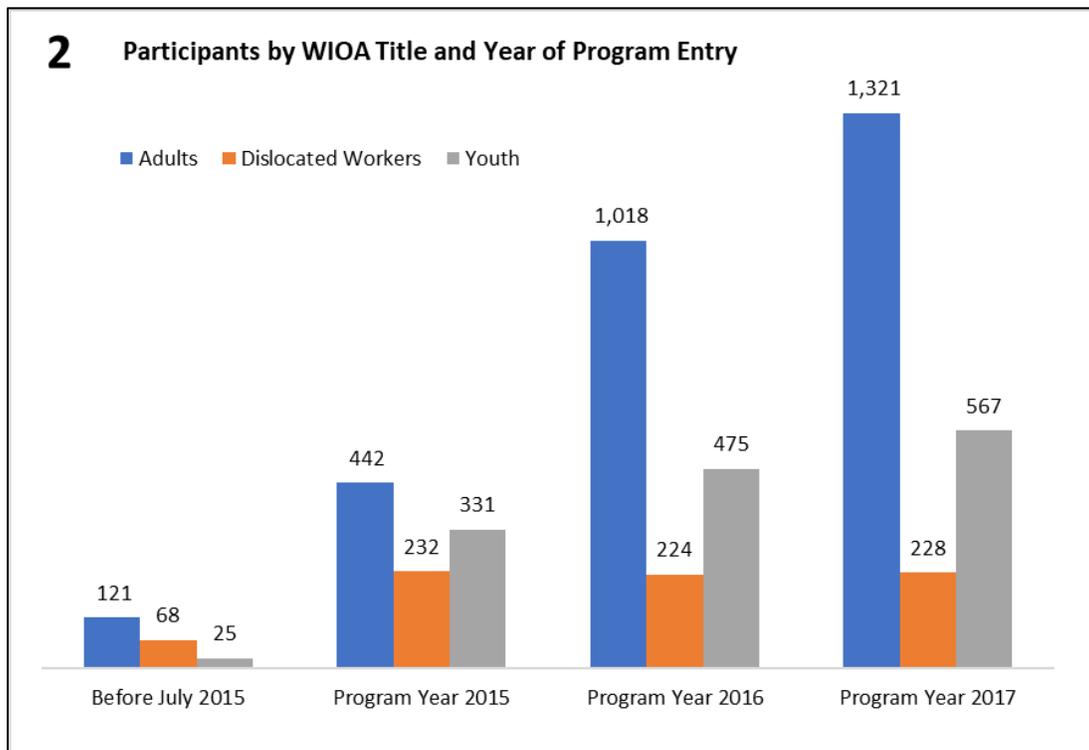


Exhibit 2 shows participants by date of program entry. There were 581 participants with a date of program entry before July 2015. These participants were included in the analysis since the date of program exit was July 2016 or later.



⁶ Please see Exhibit 3 in the Appendix for a description of how participants who were coenrolled were tabulated.

Statistical and Regression Analysis

Initially, data was evaluated two ways to determine which characteristics and demographics were more likely to receive Title 1 services than Title 3 services. In the first method the share of participants by WIOA title and demographic characteristic was computed. A two-sample z-test of proportions was then run to determine if the differences were statistically significant.⁷ A result is statistically significant if it is likely caused by a specific, intentional act or policy, rather than by randomness, coincidence, or chance.

A binomial logistic regression model was then run to determine the probability of a participant receiving Title 1 services based on their demographics. The outcome of participating in a WIOA Title 1 program was coded as a “1” ($P = 1$ in the equation below) and the participation in the Title 3 program was coded a “0” ($P = 0$ in the equation below).

$$\ln\left(\frac{P}{1-P}\right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k$$

Discrete exogenous variables (β in the above equation) used in the logit model include gender; the five race categories of White, Black/African American, Native American, Asian, and Pacific Islander; Hispanic ethnicity; disability status; veteran status; and age⁸. The results were then tested for statistical significance.

Exhibit 3 shows the number of participants by demographic characteristic and the share of the total. Exhibit 4 shows the results of the logit model. Analysis of the results are discussed for each demographic population.

⁷ The two-sample z-test of proportions was not performed on the variables of Pacific Island and Asian because there were so few participants in these race categories. Output of the two-sample z-test of proportions can be found in Exhibit 1 in the Appendix.

⁸ Please see Exhibit 3 in the Appendix for a description how age was computed.

3 Participants by WIOA Title & Demographic Characteristic							
Characteristic	Title 1				Title 3	Share of Total Partipants, by Title	
	Total	Adults	Dislocated Workers	Youth		Title 1	Title 3
TOTAL	5,052	2,902	752	1,398	65,946	100.0%	100.0%
Male	2,151	1,146	380	625	34,947	42.6%	53.0%**
Female	2,901	1,756	372	773	30,999	57.4%**	47.0%
Hispanic	2,348	1,295	120	933	20,296	46.5%**	30.8%
Native American	526	303	50	173	6,656	10.4%	10.1%
Asian	36	27	5	4	385	0.7%	0.6%
Black/African American	159	94	9	56	1,741	3.1%*	2.6%
Pacific Islander	13	4	2	7	181	0.3%	0.3%
White	2,460	1,431	163	866	23,066	48.7%**	35.0%
Veteran	165	113	52	-	5,100	3.3%	7.7%**
Disabled	169	46	7	116	3,524	3.3%	5.3%**
Age Bracket							
14-18	563	30	-	533	1,460	11.1%**	2.2%
19-24	1,549	658	49	842	8,065	30.7%**	12.2%
25-29	724	610	91	23	8,377	14.3%**	12.7%
30-39	1,020	795	225	-	15,232	20.2%	23.1%**
40-49	595	417	178	-	12,794	11.8%	19.4%**
50-59	468	306	162	-	12,953	9.3%	19.6%**
60-65	103	64	39	-	4,635	2.0%	7.0%**
66-75	29	21	8	-	2,176	0.6%	3.3%**
76+	1	1	-	-	254	0.0%	0.4%**
Participants could select as many or few demographic characteristics that applied, so counts are not mutually exclusive nor equal the total. * Statistically significant at 95.0 percent ** Statistically significant at 99.0 percent							

4 Logistic Regression		Number of observations:		70,998		
Log Likelihood = -167733.499		LR chi2(10):		2892.21		
		Prob>chi2:		0.0000		
		Pseudo R2:		0.0794		
Outcome	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
Female	1.362628	0.041623	10.13	0.000	1.283443	1.4467
Disability	0.809566	0.0674312	-2.54	0.011	0.6876271	0.9531283
Hispanic	1.257464	0.4146770	6.95	0.000	1.178759	1.341423
Native American	1.144315	0.0585453	2.63	0.008	1.035134	1.265012
Asian	1.159587	0.2094038	0.82	0.412	0.8139342	1.652028
Black/African American	1.276206	0.1112463	2.80	0.005	1.075776	1.513978
Pacific Islander	0.719274	0.2123555	-1.12	0.264	0.4032634	1.282920
White	1.426430	0.0467612	10.83	0.000	1.337662	1.521088
Veteran	0.755481	0.0638282	-3.32	0.001	0.6401888	0.8915357
Age Bracket	0.661410	0.0066791	-40.94	0.000	0.6484479	0.6746313
Constant	0.257689	0.012718	-27.48	0.000	0.2339301	0.2838609
Age (continuous variable)	0.9502372	0.0012665	-38.3	0.000	0.9477582	0.9527227
Age if population restricted	0.966730	0.0016679	-19.61	0.000	0.9634666	0.9700045
Please note that logistic regression was run with multiple variables for efficiency purposes. Analysis and interpretation is done per individual variable and not as a set.						

Gender: About 57.4 percent of all participants that received Title 1 services were female, with 42.6 percent being male. About 47.0 percent of all participants receiving Title 3 services were female. Not only did females make up a higher proportion in Title 1, but when a two-sample z-test of proportions was conducted the result was statistically significant. According to the logit model, being female increased the odds of receiving Title 1 services 1.36 times. Males had an odds ratio of 0.73, which means that being male decreased the likelihood of receiving Title 1 services by 26.7 percent.

At first glance it is unclear why females made up a higher proportion under Title 1, particularly when there were more unemployed men than women. According to the U.S. Bureau of Labor Statistics, there was an annual average of 32,750 unemployed men and 24,000 unemployed women between 2015 and 2018 in New Mexico. The number of men who were unemployed 27 weeks or longer averaged 7,750 during the same time period, a figure 1,000 more than the number of women who were long-term unemployed.⁹

WIOA law and priority of service could, inadvertently, make it easier to assist women under Title 1 than Title 3. WIOA section 3 (24) focuses on serving individuals with barriers to employment. Some of these barriers include being displaced homemakers, low income individuals, and pregnant and/or single parents. Title 1 adult program priority of service focuses on adults who are low income, receive public assistance, or are basic skills deficient.

Barrier type and the number of participants by program can be seen in Exhibit 5¹⁰. About 61.2 percent of all participants receiving Title 1 services were low income, compared to 5.5 percent of participants receiving Title 3 services, proportions that were statistically significant. Target populations more likely to receive Title 1 services with shares that were also statistically significant included being a single parent, ex-offender, homeless, and unemployed for 27 or more consecutive weeks.¹¹ A higher percentage of participants who indicated they had a disability participated in Title 3 programs, with those values being statistically significant.

⁹ U.S. Bureau of Labor Statistics, Geographic Profile of Employment and Unemployment, <https://www.bls.gov/opub/geographic-profile/archive.htm>

¹⁰ Participants could select as many or few barriers that applied to their situation, so counts are not mutually exclusive.

¹¹ The following barriers were not tested for statistical significance because of their low responses: being in foster care or have aged out of the foster care program; being within two years of exhausting lifetime eligibility of Temporary Assistance to Needy Families (TANF); being an English language learner, having low levels of literacy, or facing substantial cultural barriers.

5 Participants by WIOA Title and Type of Barrier							
Type of Barrier	Title 1				Title 3	Share of Total Participants, by Title	
	Total	Adults	Dislocated Workers	Youth		Title 1	Title 3
TOTAL	5,052	2,902	752	1,398	65,946	100.0%	100.0%
Displaced Homemakers	21	5	16	-	282	0.4%	0.4%
Low-Income	3,094	1,466	320	1,308	3,607	61.2%*	5.5%
Disabled	169	46	7	116	3,524	3.3%	5.3%*
Ex-Offenders	111	20	3	88	97	2.2%*	0.1%
Homeless	81	14	2	65	472	1.6%*	0.7%
Youth Foster Care **	1	-	-	1	-	0.0%	0.0%
English Language Learners, Basic Skills Deficient/Low Literacy Levels, and Cultural Barriers **	24	-	-	24	-	0.5%	0.0%
Within 2 years of TANF Exhaustion**	-	-	-	-	-	0.0%	0.0%
Single Parents	247	173	19	55	151	4.9%*	0.2%
Long-Term Unemployed	99	66	13	20	208	2.0%*	0.3%
Participants could select as many or few barriers that applied, so counts are not mutually exclusive nor equal the total. * Statistically significant at 99.0 percent. ** The two-sample z-test of proportions was not performed on these variables because of the low number of responses.							

The Blinder-Oaxaca two-fold decomposition was then run (Exhibit 6) to determine whether barrier type and priority of service could explain the gender difference, or gap, in Title 1 programs.¹² The barriers used were displaced homemakers, low-income individuals, individuals with disabilities, ex-offenders, homeless individuals, single-parents, and long-term unemployed. These barriers were also decomposed against the participant characteristics of race, ethnicity, veteran and disability status, and age and will be discussed in each appropriate section.

The Blinder-Oaxaca decomposition is a statistical method that quantifies the population gap and then portions out the difference into an “explained” measure and an “unexplained” one. The explained portion is the amount of the gap caused by barrier type and priority of service. The unexplained portion is due to education level, work experience, or any reason other than type of barrier and priority of service. The unexplained portion of the decomposition captures all the potential effects of differences in unobserved variables, including discrimination and biasness.

¹² Please see Exhibit 2 in the Appendix for the complete output of the Blinder-Oaxaca decomposition.

6 Blinder-Oaxaca Decomposition	Difference Coefficient (Gap)	Decomposition Coefficient		P> z	
		Explained	Unexplained	Explained	Unexplained
Demographic Variable					
Male / Female	-0.0265705	-0.01553	-0.0110392	0.0000	0.0000
Not White / White	-0.0375452	-0.02772	-0.0098283	0.0000	0.0000
Not Native American / Native American	-0.0009724	-0.00568	0.004705	0.0020	0.0450
Not Black or Afr Am / Black or Afr Am	-0.0132158	-0.02351	0.0102905	0.0000	0.0370
Not Hispanic / Hispanic	-0.0458147	-0.03615	-0.0096677	0.0000	0.0000
Not Veteran / Veteran	0.0421806	-0.00229	0.044472	0.2600	0.0000
Not Disabled / Disabled	0.0258561	-0.01462	0.0404731	0.0000	0.0000
Not aged 25 - 29 / Aged 25 - 29	-0.0096039	0.003267	-0.0128706	0.0390	0.0000
Not aged 30 - 39 / Aged 30 - 39	0.0109175	0.017177	-0.006259	0.0000	0.0010
Not aged 40 - 49 / Aged 40 - 49	0.0332113	0.02667	0.0065409	0.0000	0.0000
Not aged 50 - 59 / Aged 50 - 59	0.0449238	0.029777	0.0151473	0.0000	0.0000
Not aged 60 - 65 / Aged 60 - 65	0.0530044	0.027219	0.0257852	0.0000	0.0000
Not aged 66 - 75 / Aged 66 - 75	0.0600990	0.025516	0.0345829	0.0000	0.0000
Not aged 76 and over / Aged 76 and over	0.0677323	0.014257	0.0534751	0.0880	0.0000

The Blinder-Oaxaca decomposition showed that women were significantly favored to receive Title 1 services, with barrier type and priority of service explaining 58.5 percent of the participant gender gap for Title 1 services. The remaining 41.5 percent was unexplained. The unexplained portion could be due to many factors, including education level, employment history, or even unobservable characteristics such as an inclination to ask for assistance or a willingness to learn a new trade.

Race:^{13 14}

White: About 48.7 percent of all participants that received Title 1 services were White, compared to 35.0 percent of participants who received Title 3 services, results that were statistically significant. When the logit model was run, being White increased a participant's chance of receiving Title 1 services by 42.6 percent, a figure that was statistically significant at the 99.0 percent level. The Blinder-Oaxaca decomposition showed that Whites were favored to receive Title 1 services, with barriers and priority of service explaining nearly three-quarters of the outcome differential between Whites and non-Whites. The remaining 26.2 percent was unexplained.

Black/African American: About 3.1 percent of all participants that received Title 1 services were Black/African American, compared to 2.6 percent of participants receiving Title 3 services, results that were statistically significant at the 95.0 percent level. When the logit model was run, being Black/African American increased the likelihood of receiving Title 1 services by 27.6 percent, a figure that was also statistically significant.

¹³ Participants could select as many or few demographic characteristics that applied to them, so counts are not mutually exclusive.

¹⁴ Analysis for Asian and Pacific Islander participants was not included in the analysis because of the low number of participants and the results were not statistically significant.

The barriers and priority of services for Blacks/African Americans favored them to receive Title 1 services, but the unexplained decomposition was of an amount equal to the absolute value of the explained portion. The unexplained portion was also a positive number, which means that there were unobservable factors that caused Black/African American participants to be disfavored from receiving Title 1 services. These unobservable factors could be any characteristic not included in the decomposition, such as education level, income level, or employment history.

Native American: About 10.4 percent of all participants that received Title 1 services were Native American, compared to 10.1 percent of participants receiving Title 3 services, but results were not statistically significant. Results from the logit model showed that being Native American increased the odds of receiving Title 1 services 1.14 times, a figure that was statistically significant.

The decomposition showed that that the gap between Native Americans and non-Native Americans receiving Title 1 services was the smallest of any other demographic tested. Although barriers and priority of services favored them to receive Title 1 services, there was an equal amount of unobservable factors that caused Native Americans to be disfavored from receiving Title 1 services. These unobservable factors could be any characteristic not included in the decomposition, such as education level, income level, or employment history.

Ethnicity: Hispanics made up 46.5 percent of Title 1 services, compared to 30.8 percent for Title 3, differences that were statistically significant. Being Hispanic significantly increased the likelihood of receiving Title 1 services 1.26 times. Barriers and priority of service significantly explained 78.9 percent of the high proportion of Hispanics receiving Title 1 services. The remaining 21.1 percent was unobserved.

Age:¹⁵

Youth: The share of youth under 24 years of age that participated in Title 1 was higher than the share that participated in Title 3 (41.8 percent v 14.4 percent, respectively). This difference is statistically significant, meaning that the likelihood that youth received services under Title 1 was caused by something other than chance. That WIOA has a specific program geared toward youth is, logically, the main reason why more youth received services under Title 1.

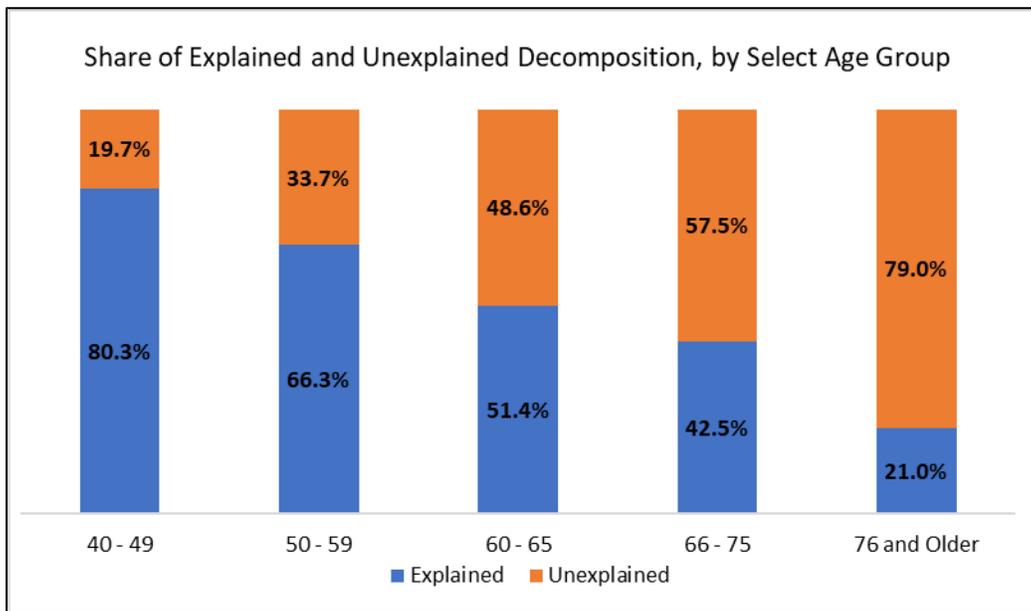
Aged 25-29: A higher proportion of persons aged 25 to 29 were found in Title 1 (14.3 percent) compared to Title 3 (12.7 percent). This finding was statistically significant. The Blinder-Oaxaca decomposition showed that persons between 25 and 29 years old were largely favored to received Title 1 due to unexplained effects. This means that factors other than barriers and priority of service explained why persons in this age group were more likely to receive Title 1 services than Title 3 services. Since younger individuals tend to have a lower income levels, it is possible that participants in this age group found it easier to meet the eligibility requirements. Younger participants may be more willing to participate in training to learn a new skill.

¹⁵ Participants were categorized into age brackets to conduct the two-sample z-test of proportions. Age brackets include ages 14–18; 19–24; 25–29; 30–39; 40–49; 50–59; 60–65; 66–75; over 75.

Aged 30 and older: The share of adults aged 30 years and older that received Title 3 services was 72.9 percent, much higher than the share that received Title 1 (43.9 percent), a difference that was also statistically significant. The largest difference was in the 40 to 49 and 50 to 59 age brackets, where the proportion participating in Title 3 compared to Title 1 rates were higher by 7.6 and 10.4 percentage points, respectively.

According to the logit model, being older decreased the likelihood of receiving Title 1 services. Age was run both as a categorical (bracket) and discrete variable. As a categorical variable, the higher the age bracket, the less likely participants received Title 1 benefits. As a discrete variable the odds ratio remained below 1.00, even when excluding youth from the population. This means that being older than 24 years of age lowered the odds of receiving Title 1 services.

The decomposition showed that barriers and priority of service disfavored those between 30 and 39 years old from receiving Title 1 services. This result is unexpected and worth investigating, but a possible reason could be that persons in this age group may have reported fewer barriers than persons in other age groups. The unexplained part of the decomposition was significantly small, which means that omitted variables played a small part in explaining the service gap for persons in this age group.



Participants aged 40 and older were disfavored from getting Title 1 services. As age increased, the presence of barriers and priority of service played less of a role in explaining the services gap (Exhibit 7), while the unexplained portion of the decomposition increased. This means that as participants aged, variables other than barrier type and priority of service played an increasing part in determining the type of service received. Older persons tend to have higher income levels, which may make them ineligible to receive Title 1 services. It is possible that older participants may be less willing to restart their career in a new occupation or industry.

Veteran Status: About 7.7 percent of Title 3 participants were veterans, compared to 3.3 percent in Title 1, figures that were statistically significant. According to the logit model, being a veteran

decreased the chance of receiving Title 1 services by 24.5 percent. The result was statistically significant.

The Blinder-Oaxaca decomposition showed that barriers and priority of service did not significantly explain the types of services received. Rather, veterans were largely and significantly disfavored from receiving Title 1 services for unexplained reasons. These results were then discussed with the NMDWS State Veterans Coordinator¹⁶, who explained that many veterans preferred using the GI Bill to receive services because it is more generous than services provided under Title 1. The GI Bill pays full tuition and fees at participating schools, can provide a monthly housing allowance, and up to \$1,000 a year for books and supplies. Many veterans also earn more than the maximum income allowed to qualify as an Adult participant. Data was not collected to confirm this anecdotal evidence.

Disability Status: About 5.3 percent of Title 3 participants were disabled, compared to 3.3 percent in Title 1, figures that were statistically significant. Being disabled decreased the likelihood of receiving Title 1 services by 19.0 percent, a figure that was statistically significant.

The unexplained portion of the Oaxaca-Blinder decomposition¹⁷ showed a large and statistically significant disfavor of the disabled in Title 1 services. The result was then discussed with the NMDWS Employment Services Division Director¹⁸ who explained that many disabled persons are referred to the Division of Vocational Rehabilitation to receive Title 4 services. Data was not collected to confirm this anecdotal evidence.

Data and Methodology Issues

Data used in this analysis came from the PIRL. The PIRL is used throughout the national public workforce development system to evaluate state and local area outcomes. The data elements for Title 1 participants that are captured in the PIRL are consistent and comparable across programs and areas, but the PIRL is not meant to be used as an instrument to conduct econometric studies.

This study analyzed each instance of a participant's involvement in WIOA, so if a participant had more than one spell of WIOA involvement each spell was included in the analysis.

Data quality seemed to be an issue. Date of birth seemed suspect for some participants; for example, there were six Title 3 participants that were born in the 1920s, with the oldest born January 1920, making him 98 years old at time of participation.

Demographics for adults, dislocated workers, and Title 3 participants were self-disclosed, so participants could check as many or as few race and ethnicity categories that applied. There were six participants that checked yes to all five race categories (White, Black/African American, Native American, Asian, Pacific Islander), with four of those participants also indicating they were Hispanic. While this could be possible, it is highly unlikely. Conversely, there were 28,197 participants that indicated that they were neither White, Black/African American, Native

¹⁶ Special thanks to Chris Zafra.

¹⁷ The barrier of disability was excluded from the Blinder-Oaxaca decomposition in order to avoid collinearity.

¹⁸ Special thanks to Marcos Martinez.

American, Asian, Pacific Islander, nor Hispanic. Of those, 1,177, or 4.2 percent, were Title 1 participants while 27,020, or 95.8 percent, received Title 3 services.

Data for youth were of much better quality—a higher number of data cells were completed accurately. Data for youth were not self-disclosed but gathered from school records and Educational Development Plans, a possible reason why data quality was better.

There were 57,234 participants with no indicated barriers to employment, of which 1,733 were Title 1 participants. Missing data may explain why participants aged 30 to 39 were disfavored from receiving Title 1 services. It is interesting to note that 999 of these Title 1 participants indicated that they were already working or employed at the time of program entry.¹⁹

There were 72 participants that did not self-identify their gender. Those records were dropped. Any race, ethnicity, disability, veteran status, or barrier to employment in which the participant did not self-identify were recoded as if he or she did not meet any of those conditions. For a tally of those figures please see Exhibit 3 in the Appendix. Those participants in which the response was not captured or left blank were assumed to not have met that situation or condition.

There is inherent biasness in the data because the persons receiving services were not randomized. The randomized experimental design is the gold standard for evaluation research.²⁰ If the experiment was randomized, eligible participants would be randomly assigned to receive either Title 1 or Title 3 services, but this would go against WIOA eligibility requirements.

Outcomes by types of services received was not analyzed, nor were applications for Title 1 services that were later denied. Comparison to the national PIRL data was not conducted but could have been beneficial. Analysis by Workforce Region was not done but could be a future research topic.

Conclusion

The results showed that being female increased the likelihood of receiving Title 1 services by 36.3 percent, while being male decreased the likelihood of receiving Title 1 services by 26.6 percent. Being White and Hispanic increased the likelihood of receiving Title 1 services by 42.6 percent and 25.7 percent times, respectively. Barrier type and priority of service explained 58.5 percent of the reason why women and Whites were each more likely to participate in Title 1, while it explained 78.9 percent of the reason for Hispanics. Although Native Americans and Black/African Americans were, respectively, 1.14 and 1.28 times more likely to receive Title 1 services, there

¹⁹ Includes participants that, at time of program entry, had an employment status of: (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.

²⁰ William Rhodes, Bernadette Pelissier, Gerald Gaes, William Saylor, Scott Camp, and Susan Wallace, "Alternative solutions to the problem of selection bias in an analysis of federal residential drug treatment programs," Sage Journals, Vol. 25 No. 3, June 2001, <https://journals.sagepub.com/doi/10.1177/0193841X0102500303>

were other variables other than barriers and priority of service that disfavored them from receiving Title 1 services. This is a concern and should be investigated further.

Veterans and disabled participants were less likely to receive Title 1 services. Anecdotal evidence suggests that veterans preferred using the GI Bill to pay for training, and disabled participants were referred to the Division of Vocational Rehabilitation to receive Title 4 services.

As expected, youth were more likely to receive Title 1 services, but those aged 25 to 29 were largely favored to receive Title 1 services due to reasons other than barrier type and priority of service. It is possible that participants in this age group had lower income levels, making it easier to meet the eligibility requirements. Younger participants may also be more willing to participate in training to learn a new skill.

Those 30 and older were less likely to receive Title 1 services. Barriers and priority of service disfavored participants between the ages of 30 and 39 from receiving Title 1 services, a result that is unexpected. Participants aged 40 and older were disfavored from receiving Title 1 services. As the age of participants increased, the share of the unexplained portion of the decomposition grew larger, so variables other than barrier type and priority of service played an ever-increasing part in determining the type of service received. What these variables consist of are unknown, but factors such as education level, income level, employment history, type of training available, or other unobservable characteristics could be the cause.

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Appendix

1 Results from Two-Sample z -Test of Proportions						
Gender (Female)			0: # of obs=	65946		
			1: # of obs=	5052		
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.4700664	0.0019436			0.4662571	0.4738757
1	0.5742228	0.0069566			0.5605933	0.5878628
diff	-0.1041616	0.007223			-0.1183185	-0.0900047
under Ho:			0.0072917	-14.29	0.000	
diff=prop (0) - prop (1)			z=-14.2850			
Ho: diff=0						
Ha:diff<0			Ha: diff = 0		Ha: diff>0	
Pr(Z < z) = 0.0000			Pr(Z > z) = 0.0000		Pr(Z > z) = 1.0000	
White			0: # of obs=	65946		
			1: # of obs=	5052		
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.349771	0.0018571			0.3461312	0.3534108
1	0.4869359	0.0070322			0.473153	0.5007187
diff	-0.1371648	0.0072733			-0.1514202	-0.1229095
under Ho:			0.0070051	-19.58	0.0000	
diff=prop (0) - prop (1)			z=-19.5807			
Ho: diff=0						
Ha:diff<0			Ha: diff = 0		Ha: diff>0	
Pr(Z < z) = 0.0000			Pr(Z > z) = 0.0000		Pr(Z > z) = 1.0000	
Native American			0: # of obs=	65946		
			1: # of obs=	5052		
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.1009311	0.001173			0.986319	0.1032302
1	0.1041172	0.0042969			0.0956954	0.1125389
diff	-0.0031861	0.0044541			-0.171196701	0.0055438
under Ho:			0.0044019	-0.72	0.4690	
diff=prop (0) - prop (1)			z=-0.7238			
Ho: diff=0						
Ha:diff<0			Ha: diff = 0		Ha: diff>0	
Pr(Z < z) = 0.2346			Pr(Z > z) = 0.4692		Pr(Z > z) = 0.7654	
Black/African American			0: # of obs=	65946		
			1: # of obs=	5052		
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0264004	0.0006243			0.0251768	0.027624
1	0.0314727	0.0024564			0.0266583	0.0362871
diff	-0.0050723	0.0025345			-0.0100397	-0.001049
under Ho:			0.0023559	-2.15	0.0310	
diff=prop (0) - prop (1)			z=-2.1530			
Ho: diff=0						
Ha:diff<0			Ha: diff = 0		Ha: diff>0	
Pr(Z < z) = 0.0157			Pr(Z > z) = 0.0313		Pr(Z > z) = 0.9843	
Hispanic			0: # of obs=	65946		
			1: # of obs=	5052		
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.307767	0.0017974			0.3042441	0.3112898
1	0.4647664	0.0070171			0.4510132	0.4785197
diff	-0.1569995	0.0072436			-0.1711967	-0.1428022
under Ho:			0.0068037	-23.08	0.0000	
diff=prop (0) - prop (1)			z=-23.0757			
Ho: diff=0						
Ha:diff<0			Ha: diff = 0		Ha: diff>0	
Pr(Z < z) = 0.0000			Pr(Z > z) = 0.0000		Pr(Z > z) = 1.0000	

Veteran					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.077336	0.0010402			0.075972	0.0793748
1	0.0326603	0.0025007			0.027759	0.0375617
diff	0.0446757	0.0027085			0.0393672	0.0499841
under Ho:					0.0038251	11.68 0.0000
diff=prop (0) - prop (1)					z=-11.6796	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 1.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 0.0000		
Disabled					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0534377	0.0008758			0.0517211	0.0551542
1	0.0334521	0.0025298			0.0284937	0.0384105
diff	0.0199856	0.0026771			0.0147385	0.0252327
under Ho:					0.0032416	6.17 0.0000
diff=prop (0) - prop (1)					z=6.1653	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 1.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 0.0000		
Age 14-18					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0221393	0.000573			0.0210163	0.232623
1	0.111441	0.0044272			0.1027638	0.1201183
diff	-0.0893017	0.0044642			-0.0980513	-0.0805521
under Ho:					0.002288	-36.78 0.000
diff=prop (0) - prop (1)					z=-36.7676	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 0.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 1.0000		
Age 19-24					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.122297	0.0012758			0.1197965	0.1247976
1	0.3066112	0.0064871			0.2938968	0.3193257
diff	-0.1843142	0.0066114			-0.1972723	-0.1713562
under Ho:					0.0049949	-36.9 0.000
diff=prop (0) - prop (1)					z=-36.9001	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 0.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 1.0000		
Age 25-29					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.1270282	0.0012967			0.1244866	0.1295698
1	0.1433096	0.0049297			0.1336476	0.1529716
diff	-0.0162814	0.0050974			-0.0262721	-0.0062907
under Ho:					0.0048801	-3.34 0.001
diff=prop (0) - prop (1)					z=-3.3363	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 0.0004		Pr(Z > z) = 0.0000		Pr(Z > z) = 0.9996		

Age 30-39					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.2309769	0.0016412			0.2277602	0.2341935
1	0.2019002	0.0056476			0.1908311	0.2129694
diff	0.0290766	0.0058813			0.0175496	0.0406037
			under Ho:	0.0061331	4.47	0.000
diff=prop (0) - prop (1)					z=4.7409	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 1.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 0.0000		
Age 40-49					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.1940072	0.0015399			0.1909892	0.1970253
1	0.1177751	0.0045351			0.1088865	0.1266637
diff	0.0762321	0.0047894			0.0668451	0.0856191
			under Ho:	0.0057104	13.35	0.000
diff=prop (0) - prop (1)					z=13.3496	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 1.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 0.0000		
Age 50-59					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.1964183	0.0015471			0.1933861	0.1994505
1	0.0926366	0.004079			0.084642	0.1006312
diff	0.1037817	0.0043625			0.0952314	0.112332
			under Ho:	0.0057157	18.16	0.000
diff=prop (0) - prop (1)					z=18.1574	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 1.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 0.0000		
Age 60-65					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0702848	0.0009954			0.0683338	0.0722358
1	0.020388	0.0019883			0.016491	0.024285
diff	0.0498968	0.0022236			0.0455387	0.0542549
			under Ho:	0.0036431	13.7	0.000
diff=prop (0) - prop (1)					z=13.6962	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 1.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 0.0000		
Age 66-75					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0329967	0.0006956			0.0316334	0.03436
1	0.0057403	0.0010629			0.0036571	0.0078235
diff	0.0272564	0.0012703			0.0247667	0.0297461
			under Ho:	0.0025324	10.76	0.000
diff=prop (0) - prop (1)					z=10.7632	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 1.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 0.0000		

Age 76 and over					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0038516	0.0002412			0.003379	0.0043244
1	0.0001979	0.0001979			-0.00019	0.0005859
diff	0.0036537	0.000312			0.0030422	0.0042652
under Ho:			4.18	0.000		
diff=prop (0) - prop (1)					z=4.1838	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 1.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 0.0000		
Homemaker					0: # of obs=	65604
					1: # of obs=	5045
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0042985	0.0002554			0.0037979	0.0047991
1	0.0041625	0.0009064			0.0023859	0.0059391
diff	0.000136	0.0009417			-0.0017098	0.0019818
under Ho:			0.14	0.887		
diff=prop (0) - prop (1)					z=0.1424	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 0.5566		Pr(Z > z) = 0.8867		Pr(Z > z) = 0.4434		
Low Income					0: # of obs=	65604
					1: # of obs=	5045
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0549814	0.0008899			0.0532371	0.0567257
1	0.6132805	0.0068564			0.5998422	0.6267188
diff	-0.5582991	0.0069139			-0.5718501	-0.544748
under Ho:			-130.4	0.000		
diff=prop (0) - prop (1)					z=-1.3e+02	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 0.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 1.0000		
Offender					0: # of obs=	65604
					1: # of obs=	5045
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0014786	0.00015			0.0011845	0.0017726
1	0.022002	0.0020652			0.0179542	0.0260498
diff	-0.0205234	0.0020707			-0.0245819	-0.016465
under Ho:			-25.93	0.000		
diff=prop (0) - prop (1)					z=-25.9271	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 0.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 1.0000		
Homeless					0: # of obs=	65604
					1: # of obs=	5045
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0071947	0.00033			0.006548	0.0078414
1	0.0160555	0.0017696			0.0125872	0.0195238
diff	-0.0088608	0.0018001			-0.0123889	-0.0053328
under Ho:			-6.88	0.000		
diff=prop (0) - prop (1)					z=-6.8820	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 0.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 1.0000		

Long Term Unemployment					0: # of obs=	65946
					1: # of obs=	5052
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0031541	0.002184			0.0027261	0.0035821
1	0.0195962	0.0019501			0.0157741	0.0234183
diff	-0.0164421	0.0019623			-0.0202881	-0.0125961
	under Ho:	0.0009579	-17.17	0.000		
diff=prop (0) - prop (1)					z=-17.1654	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 0.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 1.0000		
Single Parent					0: # of obs=	70591
					1: # of obs=	5217
Group	Mean	Std.Err.	z	P> z	[95% Conf. Interval]	
0	0.0022949	0.0001801			0.0019419	0.0026479
1	0.049262	0.0029962			0.0433895	0.0551345
diff	-0.0469671	0.0030016			-0.0528502	-0.041084
	under Ho:	0.0010637	-44.15	0.000		
diff=prop (0) - prop (1)					z=-44.1546	
Ho: diff=0						
Ha:diff<0		Ha: diff = 0		Ha: diff>0		
Pr(Z < z) = 0.0000		Pr(Z > z) = 0.0000		Pr(Z > z) = 1.0000		

2 Blinder-Oaxaca Decomposition Results						
1: Gender = Male; 2: Gender = Female				Number of observation		75,413
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0563767	0.0011623	48.50	0.000	0.0540986	0.0586548
Prediction 2	0.0829471	0.0014529	57.09	0.000	0.0800995	0.0857948
Difference	-0.0265705	0.0018606	14.28	0.000	-0.0302172	-0.0229237
Decomposition						
Explained	-0.0155313	0.0011298	-13.75	0.000	-0.0177456	-0.0133169
Unexplained	-0.0110392	0.0014972	-7.37	0.000	-0.0139737	-0.0081047
1: Not White 2: White				Number of observation		75,413
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0556541	0.0010414	53.44	0.000	0.053613	0.0576953
Prediction 2	0.0931993	0.0017708	52.63	0.000	0.0897286	0.0966699
Difference	-0.0375451	0.0020543	-18.28	0.000	-0.0415715	-0.0335187
Decomposition						
Explained	-0.0277169	0.001278	-21.69	0.000	-0.0302217	-0.025212
Unexplained	-0.0098283	0.001641	-5.99	0.000	-0.0130446	-0.006612
1: Not Native American 2: Native American				Number of observation		75,413
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0689742	0.0009736	70.85	0.000	0.0670660	0.0708824
Prediction 2	0.0699465	0.0029137	24.01	0.000	0.0642357	0.0756573
Difference	-0.0009723	0.0030721	-0.32	0.752	-0.0069935	0.0050489
Decomposition						
Explained	-0.0056774	0.0018541	-3.06	0.002	-0.0093113	-0.0020434
Unexplained	0.0047050	0.0023445	2.01	0.045	0.0001098	0.0093003
1: Not Black/AfricanAmerican 2: Black/AfricanAmerica				Number of observation		75,413
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0687265	0.0009336	73.62	0.000	0.0668967	0.0705563
Prediction 2	0.0819423	0.0061693	13.28	0.000	0.0698508	0.0940339
Difference	-0.0132158	0.0062395	-2.12	0.034	-0.025445	-0.0009866
Decomposition						
Explained	-0.0235063	0.0041640	-5.65	0.000	-0.0316676	-0.015345
Unexplained	0.0102905	0.0049232	2.09	0.037	0.0006413	0.0199397

1: Not Hispanic 2: Hispanic		Number of observation				75,413
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0545236	0.0010008	54.48	0.000	0.0525619	0.0564852
Prediction 2	0.1003382	0.0019415	51.68	0.000	0.0965330	0.1041435
Difference	-0.0458147	0.0021843	-20.97	0.000	-0.0500958	-0.0415336
Decomposition						
Explained	-0.0361470	0.0014008	-25.80	0.000	-0.0388926	-0.0334014
Unexplained	-0.0096677	0.0016839	-5.74	0.000	-0.0129681	-0.0063673
1: Not Veteran 2: Veteran		Number of observation				75,413
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0722198	0.0009799	73.7	0.000	0.0702993	0.0741403
Prediction 2	0.0300391	0.0022758	13.2	0.000	0.0255787	0.0344995
Difference	0.0421807	0.0024777	17.02	0.000	0.0373244	0.0470369
Decomposition						
Explained	-0.0022914	0.0020342	-1.13	0.260	-0.0062783	0.0016955
Unexplained	0.044472	0.0030396	14.63	0.000	0.0385145	0.0504296
1: Not Disabled 2: Disabled		Number of observation				75,413
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0704194	0.0009569	73.59	0.000	0.0685438	0.0722949
Prediction 2	0.445633	0.003293	13.53	0.000	0.0381092	0.0510174
Difference	0.0258561	0.0034292	7.54	0.000	0.019135	0.0325772
Decomposition						
Explained	-0.014617	0.0027255	-5.36	0.000	-0.0199589	-0.0092751
Unexplained	0.0404731	0.0026666	15.18	0.000	0.0352467	0.0456995
1: Not aged 25 - 29 2: Aged 25 - 29		Number of observation				70,649
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0701757	0.0010294	68.17	0.000	0.0681581	0.0721934
Prediction 2	0.0797796	0.0028443	28.05	0.000	0.0742049	0.0853544
Difference	-0.0096039	0.0030249	-3.17	0.001	-0.0155325	-0.0036752
Decomposition						
Explained	0.0032667	0.0015795	2.07	0.039	0.0001709	0.0063625
Unexplained	-0.0128706	0.0024999	-5.15	0.000	-0.0177704	-0.0079709
1: Not aged 30 - 39 2: Aged 30 - 39		Number of observation				70,649
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0739115	0.0011211	65.93	0.000	0.0717141	0.0761089
Prediction 2	0.0629941	0.0019093	32.99	0.000	0.0592519	0.0667363
Difference	0.0109175	0.0022141	4.93	0.000	0.0065778	0.0152571
Decomposition						
Explained	0.0171765	0.0011999	14.31	0.000	0.0148247	0.0195282
Unexplained	-0.006259	0.0018521	-3.38	0.001	-0.0098891	-0.0026289

1: Not aged 40 - 49 2: Aged 40 - 49				Number of observation	70,649	
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0776691	0.0011178	69.48	0.000	0.0754782	0.0798599
Prediction 2	0.0444578	0.0017861	24.89	0.000	0.040957	0.0479586
Difference	0.0332113	0.0021071	15.76	0.000	0.0290814	0.0373411
Decomposition						
Explained	0.0266704	0.0011734	22.73	0.000	0.0243706	0.0289702
Unexplained	0.0065409	0.0018677	3.50	0.000	0.0028803	0.0102014
1: Not aged 50 - 59 2: Aged 50 - 59				Number of observation	70,649	
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0798557	0.0011318	70.56	0.000	0.0776374	0.0820739
Prediction 2	0.0349319	0.0015931	21.93	0.000	0.0318094	0.0380543
Difference	0.0449238	0.0019542	22.99	0.000	0.0410936	0.048754
Decomposition						
Explained	0.0297765	0.0011651	25.56	0.000	0.027493	0.03206
Unexplained	0.0151473	0.0017854	8.48	0.000	0.011648	0.0186466
1: Not aged 60 - 65 2: Aged 60 - 65				Number of observation	70,649	
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0749333	0.0010252	73.09	0.000	0.0729239	0.0769427
Prediction 2	0.0219289	0.0021369	10.26	0.000	0.0177406	0.0261172
Difference	0.0530044	0.0023701	22.36	0.000	0.048359	0.0576498
Decomposition						
Explained	0.0272192	0.0016367	16.63	0.000	0.0240113	0.0304271
Unexplained	0.0257852	0.002441	10.56	0.000	0.0210009	0.0305695
1: Not aged 66 - 75 2: Aged 66 - 75				Number of observation	70,649	
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0732808	0.0009961	73.57	0.000	0.0713286	0.0752331
Prediction 2	0.0131818	0.0024317	5.42	0.000	0.0084158	0.0179478
Difference	0.060099	0.0026278	22.87	0.000	0.0549487	0.0652493
Decomposition						
Explained	0.0255161	0.0022568	11.31	0.000	0.0210929	0.0299393
Unexplained	0.0345829	0.0029529	11.71	0.000	0.0287955	0.0403704
1: Not aged 76 and over 2: Aged 76 and over				Number of observation	70,649	
Outcome	Coefficient	Robust S.E.	z	P> z	[95% Conf. Interval]	
Differential						
Prediction 1	0.0716538	0.0009721	73.71	0.000	0.0697486	0.0735591
Prediction 2	0.0039216	0.0039139	1.00	0.316	-0.0037496	0.0115927
Difference	0.0677323	0.0040328	16.8	0.000	0.0598281	0.0756365
Decomposition						
Explained	0.0142572	0.008353	1.71	0.088	-0.0021144	0.0306287
Unexplained	0.0534751	0.0093153	5.74	0.000	0.0352174	0.0717328

3 Manual adjustments made to PIRL data

Variable name	Original Value	Recoded Value	Number
Gender	Did not self-identify (value=9)	Removed from analysis	72
Disability	Did not self-identify (value=9)	Not Disabled	2,273
Hispanic	Did not self-identify (value=9)	Not Hispanic	28,408
American Indian	Did not self-identify (value=9)	Not Native American	36,740
Asian	Did not self-identify (value=9)	Not Asian	36,740
Black/African American	Did not self-identify (value=9)	Not Black	36,740
Pacific Islander	Did not self-identify (value=9)	Not Pacific Islander	36,740
White	Did not self-identify (value=9)	Not White	36,740
Veteran Status	Did not self-identify (value=9)	Not Veteran	4
Within 2 years of TANF Exhaustions	Did not self-identify (value=9)	Not on TANF w/n 2 years of exhaustion	66,716
Singe Parent	Did not self-identify (value=9)	Not a single parent	54,335
Cultural Barriers	Did not self-identify (value=9)	No cultural barriers	54,293
Coenrollment			
Adult and Youth	Coenrolled as both an adult and youth	Adult	37
Adult and Dislocated Worker	Coenrolled as both an adult and dislocated worker	Dislocated Worker	9
TAA and Dislocated Worker	Coenrolled in both TAA and dislocated worker	Dislocated Worker	7
<p>Age was computed as follows: Date of program entry - Date of Birth, then divided by 365 and rounded to next full integer. If date of program entry was blank then date received basic career services was used.</p>			

4 Primary Data Variables Used in this Analysis

View Column Name	Element Name
col_dob	Date of Birth
col_gender	Sex
col_disability	Individual with a Disability
col_hispanic	Ethnicity: Hispanic / Latino
col_americanind	American Indian / Alaska Native
col_asian	Asian
col_black	Black / African American
col_pacific	Native Hawaiian / Other Pacific Islander
col_white	White
col_vetstatus	Veteran Status
col_longtermunemployment	Long-Term Unemployed at Program Entry (WIOA)
col_tanfwithin2	Exhausting TANF Within 2 Years
col_fostercare	Foster Care Youth Status at Program Entry (WIOA)
col_homeless	Homeless participant, Homeless Children and Youths, or Runaway Youth at Program Entry (WIOA)
col_offender	Ex-Offender Status at Program Entry (WIOA)
col_lowincome	Low Income Status at Program Entry (WIOA)
col_english	English Language Learner at Program Entry (WIOA)
col_basicskills	Basic Skills Deficient/Low Levels of Literacy at Program Entry
col_cultural	Cultural Barriers at Program Entry
col_singlepar	Single Parent at Program Entry (WIOA)
col_homemaker	Displaced Homemaker at Program Entry (WIOA)
col_minpartdate	Date of Program Entry (WIOA)
col_adult	Adult (WIOA)
col_dw	Dislocated Worker (WIOA)
col_yth	Youth
col_wp	Wagner-Peyser Employment Service (WIOA)



State of New Mexico
Department of Workforce Solutions
NM Performs

Concept of Operations
(ConOps)

PREPARED BY:

NEW MEXICO DEPARTMENT OF WORKFORCE SOLUTIONS

MARGARITO ARAGON, WIOA Operations & Performance Manager

SHARON MANZANARES, ES Systems Auditor

VERONICA ALONZO, WIOA Program Coordinator



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1. INTRODUCTION

The Workforce Innovation and Opportunity Act (WIOA) was signed 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 of the public workforce system in 15 years.

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.

Requirements for Workforce Innovation and Opportunity Act (WIOA) performance reporting became effective beginning program year 2018 (July 1, 2018).

The Concepts of Operations (ConOps) document explains how NMDWS WIOA and Employment Services staff operate the WIOA Performance Review system “NM Performs” and conduct “data driven” performance review activities.

2. OPERATIONAL ROLES AND RESPONSIBILITIES

The NM Performs system is a Workforce Innovation and Opportunity Act (WIOA) dashboard reporting solution for “data-driven” performance monitoring and continuous review.

The NM Performs system performance monitoring data views and reports are designed to provide timely and accurate data on activities and outcomes to assist NMDWS Leadership to set priorities, target resources, review and report on program goals.

NMDWS staff operate the system supporting the system in the following key operational areas.



2.1 WIOA Performance Review Team

The WIOA Performance Review Team has governance responsibilities for conducting performance reviews of WIOA. The WIOA Performance Review Team oversees agency wide usage of the WIOA data and determines publishing of WIOA reports shared for internal and public program performance analysis and summarizes performance outcomes.

The WIOA Performance Review Team are NMDWS staff with access to program performance data across all Workforce Development Boards.

The team is responsible for conducting timely and accurate performance reviews of WIOA performance, data quality, users access management and reports.

The WIOA Performance Review Team incorporates performance reports on program activities into WIOA performance meetings and distributed reports for determining program initiatives, goals and objectives.

2.2 WIOA Operations & Performance Manager

The WIOA Operations & Performance Manager facilitates and leads Quarterly Performance review meetings.

The WIOA Operations & Performance Manager summarizes performance report results for internal and public program performance analysis and decision making.

The WIOA Operations & Performance Manager coordinates meeting participants and agenda to include top leadership, WBD, One Stop Management and WIOA Performance monitors.

2.3 WIOA Performance Monitor

The WIOA Performance Monitor Point of Contact (POC) responsible for WIOA program performance monitoring, reports and PIRL data.

The WIOA Performance Monitor facilitates and leads the monthly WIOA Performance Team meetings and agendas. This role coordinates meeting participants to includes WIOA and ES Program Support staff.



The WIOA Performance Monitor coordinates the summarizes performance report results for internal and public program performance analysis and decision making.

The WIOA Performance Monitor assists Workforce Development Boards, Employment Services and Leadership with reporting, summarizing performance outcomes and approval of reports for internal and public program performance analysis and decision making.

The WIOA Performance Monitor is the POC for NM Performs users and access requests.

2.4 WIOA Program Coordinator

The WIOA Program Coordinator is the primary Point of Contact (POC) responsible for WIOA Local Workforce Development Boards operational requirements.

2.5 Employment Services (ES) Program Manager

The ES Performance Monitor is the primary Point of Contact (POC) responsible for ES program performance reports. The ES Performance Monitor creates and summarizes performance reports for internal and public program performance analysis and decision making.

The ES Performance Monitor assists TAA, RESEA, MSFW and JVSG Program POC for data reporting, summarizing performance outcomes and approval of reports for internal and public program performance analysis and decision making.

2.6 Staff Roles and Responsibilities RACI

NM Performs - RACI		(R) Responsible	(A)Accountable	(C)Consulted	(I)Informed
Reports WIOA Performance					
	WIOA Performance Admin	WIOA POC Vacant	Magarito Aragon	Sharon Manzanares	Ricky/Yolanda
	WIOA Performance Monitoring	WIOA POC Vacant	Magarito Aragon	Sharon Manzanares	Ricky/Yolanda
	WIOA Data Views / Reports	WIOA POC Vacant	Magarito Aragon	Sharon Manzanares	Ricky/Yolanda
	WIOA Data Reviewer	WIOA POC Vacant	Magarito Aragon	Sharon Manzanares	Ricky/Yolanda
Reports - Employment Services Performance					
	ES Performance Monitoring - General	Sharon Manzanares	Marcos Martinez	Sharon Manzanares	Ricky/Yolanda
	ES Performance Monitoring - TAA	Rena Lucero	Marcos Martinez	Sharon Manzanares	Ricky/Yolanda
	ES Performance Monitoring - RESEA	Samantha Garza	Marcos Martinez	Sharon Manzanares	Ricky/Yolanda
	ES Performance Monitoring - MSFW	Nickolasa Casillas	Marcos	Sharon	Ricky/Yolanda



			Martinez	Manzanares	
	ES Performance Monitoring - JVSG	Christian Zafra	Marcos Martinez	Sharon Manzanares	Ricky/Yolanda
	ES Data Views / Reports	Sharon Manzanares	Marcos Martinez	Sharon Manzanares	Ricky/Yolanda
Application Operations					
	FutureWorks Training poc	WIOA POC Vacant	Magarito Aragon	Sharon Manzanares	Marcos Martinez
	WIOA Training	WIOA POC Vacant	Magarito Aragon	Sharon Manzanares	Marcos Martinez
	ConOps Updates	WIOA POC Vacant	Magarito Aragon	Sharon Manzanares	Marcos Martinez
	GEO Admin - PIRL settings	Sharon Manzanares	Magarito Aragon	WIOA POC Vacant	Marcos Martinez
Security Access Request					
	FW SAR Request POC	WIOA POC Vacant	Business Owner	CSO	WIOA POC Vacant
	Tech Support SAR Administration	Tech Support	CSO	Business Owner	Supervisor
File Transfers					
	File Transfers	WTD Systems	Business Owner	Prod Support	FWS
	File Reviewer	WIOA Reviewer	Business Owner	Prod Support	FWS
	Incident Management	WIOA POC	Business Owner	WIOA POC Vacant	FWS / Help Desk
	Report / Dashboard - FW Change Request	FWS	Business Owner	WIOA POC Vacant	CIO
	Access Report - Audit	CSO	CIO	WIOA POC Vacant	FWS / Users
	FWS Subscription Contract Management	Business Owner	CIO	Yolanda M. Cordova	FWS

- R** Those who do the work to complete the task
- A** The one ultimately answerable for the correct and thorough completion of the deliverable or task
- C** Those whose opinions are sought, typically SMEs
- I** Those who are kept up-to-date on progress

3. WIOA NM Performs User Access

The NM Performs User Access POC ensures users are mapped according to their position, location and role & responsibilities.

The NM Performs User Access POC receives users requests and updates the user list and ensures the updates are completed timely and accurately. User access roles and access mappings details follow.

3.1 NM Performs Classes of Users

Organization/ Role	Administrative Access	Roster Access for All WDBs	Roster Access	PM National Access
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WIOA Business Owner	Y	Y	Y	Y
WIOA Program performance monitors	N	Y	Y	Y
Workforce Development Board Management	N	N	Y	Y
WDB Office Managers	N	N	Y	Y
NMDWS Systems / Tech Support	Y	N	N	N

3.2 NM Performs Role Access Descriptions

Role	Description
Administrative	Users with Administrative access have access to user account records and specific data update information. This access is assigned to NMDWS – WIOA Program administrators and WTD Tech Support who have the authority to submit security access changes, report issues, submit change requests and respond to incidents and requests.
Roster - All WDBs	Users with access to all Roster - All WDBs are performance monitors who track the performance of multiple WDBs. This level of access is assigned to NMDWS – WIOA Program performance monitors.
Roster	This level of user access is determined the users’ Workforce Development Board location and position
PM National	PM National gives access to WIOA national data that taps the USDOL public PIRL dataset. Users may have access to this module as part of their Performance Matters Plus application service. This level of access is assigned to all levels of program staff.

4. WIOA Data Governance

The foundation data for the NM Performs system is the NM PIRL data for all WIOA information. The source of the NM PIRL data is the GEO case Management system, “Workforce Connection Online System, (WCOS.) All data and users are governed under applicable Federal and NMDWS data security, use and confidentiality policies and procedures.

4.1 WIOA Data Quality

The WIOA Data Quality POC reviews PIRL data and is contacted by FWS to review the data verification results prior to committing the data to the system.

- The data reviewer checks key indicators trends and investigates anomalies.
- The data reviewer is responsible for resolving any issues reported by FWS.



- The data reviewer responds to FWS for loading the Monthly PIRL file.
- The data review responds to FWS for freezing of PY year-end data.

4.2 WIOA Data Sharing

The WIOA Operations & Performance Manager is the NM Performs Business Owner and the Point of Contact for report sharing and data use.

5. Interfaces

5.1 PIRL Data Files

- The NM PIRL data is extracted out of the New Mexico Workforce Connection On-Line System (WCOS) hosted by Geographic Systems, Inc.
- NMDWS WTD Infrastructure staff are responsible for transferring files to FWS upon receiving a Help Star ticket request. The request is processed according to the associated file and SOP.
- PIRL files are transferred monthly on the 16th or first business day after the 16th of the month. FWS user list update files are sent upon request of the WIOA POC.

5.2 User List Files

- NMDWS WTD Infrastructure staff are responsible for transferring files to FWS upon receiving a Help Star ticket request. The request is processed according to the associated update user access request SOP.
- User list files are transferred as needed and by Help Star request. FWS user list update files are sent upon request of the WIOA POC.

6. Administration

6.1 Budget and Funding

The WIOA Dashboards System “NM Performs” System is licensed from FutureWork Systems by NMDWS WIOA program. The WIOA Operations & Performance Manager is the IT system’s Business Owner.

- WIOA program staff manages the procurement for maintaining the subscription in collaboration with the Workforce Technology Division.
- The current subscription is active until 4/14/2020

6.2 NM Performs Business Owner

The WIOA Operations & Performance Manager is the Business Owner of the NM Performs system. Staff roles and responsibilities are listed the following RACI.



REVISION HISTORY

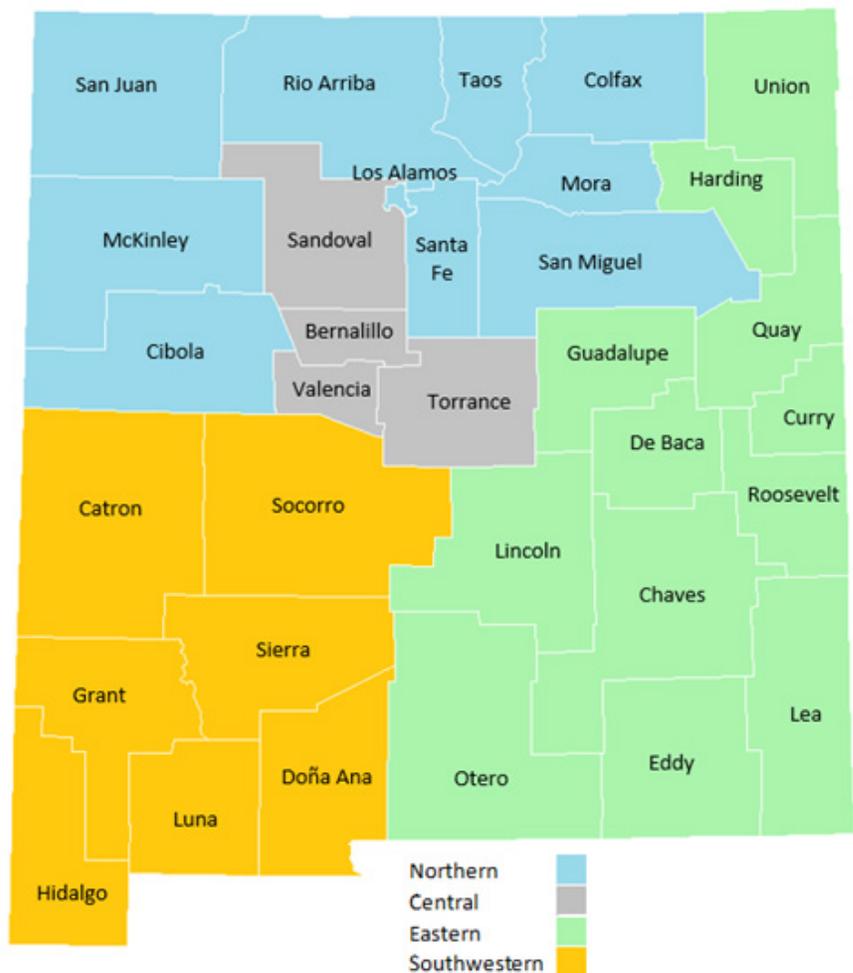
Version	Date	Description of Changes
1.0	10/18/2019	Operational Requirements Baseline Version
1.1	11/13/2019	WIOA Operational Requirements team comments

New Mexico Data Focus: Profile of Youth by Workforce Region

This month's data focus looks at New Mexico's youth by Workforce Region. (For information on youth by county, please see the special article titled New Mexico Data Focus: Youth, found in the August 2019 edition of the Labor Market Review, available at https://www.dws.state.nm.us/Portals/0/DM/LMI/NM_Data_Focus_Youth.pdf.) All data are provided by the U.S. Census Bureau's 2013–2017 American Community Survey 5-Year Estimates, specifically tables S0101, S1401, B15001, B01001, B17024, B06001, B23001, and B14005. For more information on the survey, please visit <https://www.census.gov/programs-surveys/acs>.

Highlights

- In 2017 about two out of five New Mexican youth aged 16 to 24 lived in the Central Region.
- About 15.6 percent of the population in the Southwestern Region were aged 16 to 24, the highest rate of any region in the state and higher than the state share of 12.3 percent.
- The Southwestern Region had the highest percentage of youth aged 18 to 24 who were white alone (88.7 percent) while 33.5 percent of youth in the Northern Region were Native American. The Eastern Region had the highest percentage of black youth in the state (6.0 percent).
- About 68.7 percent of youth in the Southwestern Region were Hispanic, more than three times the rate of Hispanic youth in the United States (21.4 percent).
- Among all regions in the state, the Northern Region had the highest percentage of youth who were born in New Mexico (70.9 percent) and the lowest percentage of youth who were born in another state in the U.S. (22.5 percent).
- In the Southwestern Region, 47.7 percent of youth aged 18 to 24 were enrolled in college or graduate school, a rate 11.6 percentage points higher than the state rate of 36.1 percent and 5.1 percentage points higher than the national rate of 42.6 percent.
- Among all regions in the state, the Eastern Region had the lowest percentage of out-of-school youth aged 16 to 19 who were unemployed or not in the labor force (44.0 percent).



Profile of Youth in the U. S.

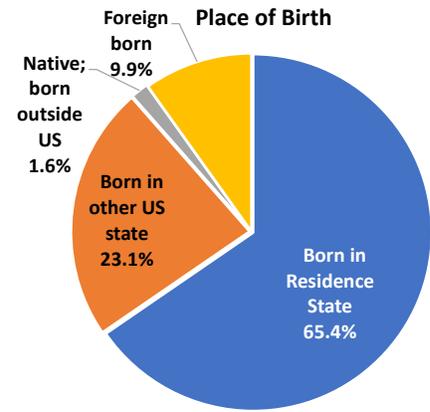
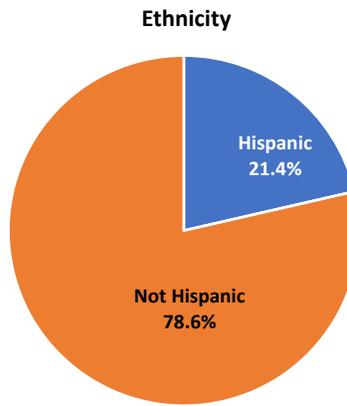
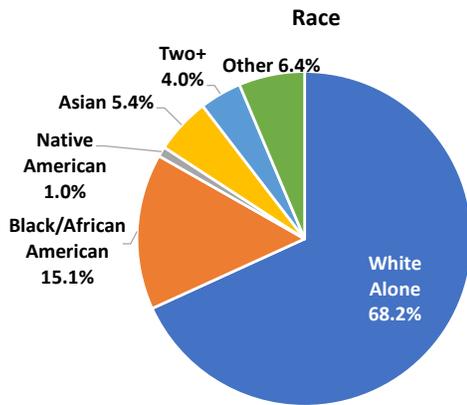
POPULATION OF YOUTH AGES 16–24:

39,526,048

SHARE OF TOTAL POPULATION:

12.3%

DEMOGRAPHICS OF YOUTH AGES 18–24

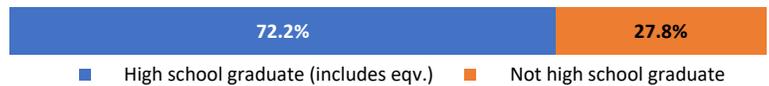


SCHOOL ENROLLMENT

Youth Ages 16–19

Enrolled in School	14,606,919
Not Enrolled in School	2,417,164
High school graduate (includes eqv.)	1,744,424
Not high school graduate	672,740

Youth Ages 16–19 Not Enrolled In School



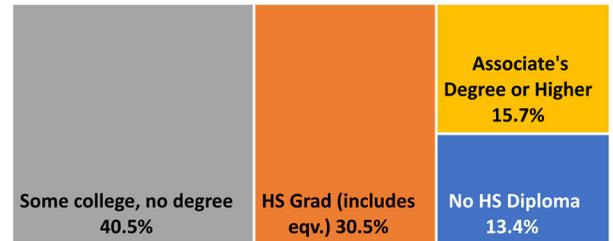
Percent of Youth Ages 18–24 Enrolled in College or Graduate School

42.6%

EDUCATIONAL ATTAINMENT

Youth Ages 18–24

Less than 9th grade	489,323
9th to 12th grade, no diploma	3,680,533
High school graduate (includes eqv.)	9,479,784
Some college, no degree	12,605,519
Associate's degree	1,617,221
Bachelor's degree	3,022,986
Graduate or professional degree	236,118

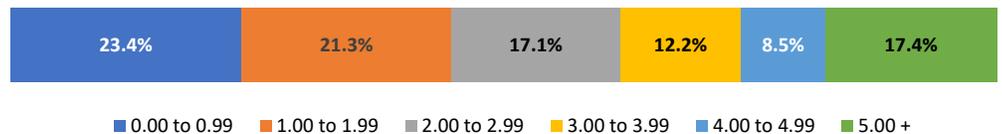


INCOME

Ratio of Income to Poverty Level for Youth Ages 18–24

0.00 to 0.99	6,542,077
1.00 to 1.99	5,934,940
2.00 to 2.99	4,775,910
3.00 to 3.99	3,411,174
4.00 to 4.99	2,384,700
5.00 +	4,854,643

Ratio of Income to Poverty Level for Youth Ages 18–24



EMPLOYED, UNEMPLOYED & LABOR FORCE

	Employed	Unemployed	Unemployment Rate	Not in Labor Force	Out-Of-School Youth Ages 16–19 Who Were Unemployed or Not in Labor Force
16 to 19 Year Olds					
Enrolled in School	3,882,530	947,176	19.6%	9,777,213	49.0% 1,185,044 Youth
Not Enrolled in School, HS Grad (Includes)	1,015,928	258,227	20.3%	470,269	
Not Enrolled in School, Not HS Grad	216,192	105,521	32.8%	351,027	
20 to 24 year olds	14,507,818	1,906,192	11.6%	5,768,263	

Profile of Youth in New Mexico

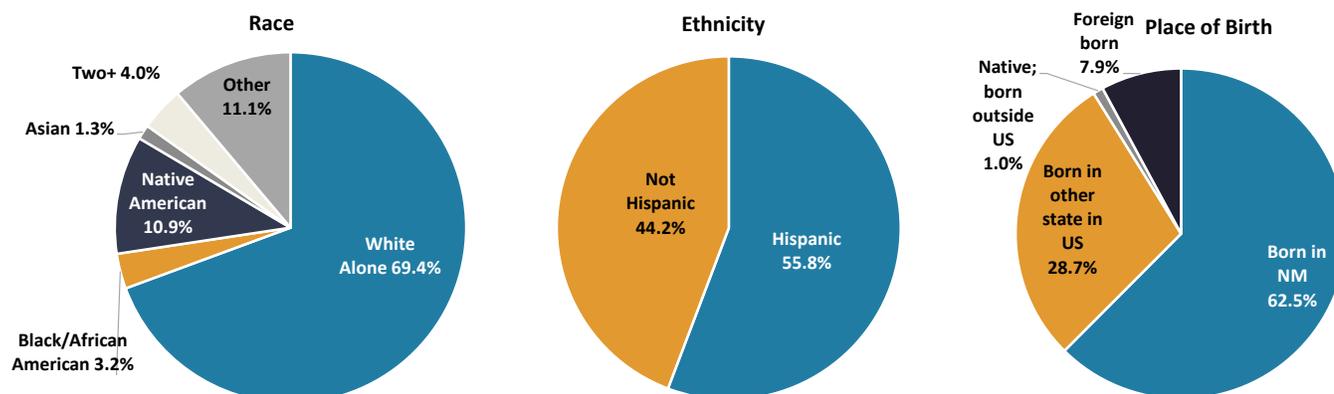
POPULATION OF YOUTH AGES 16–24:

262,078

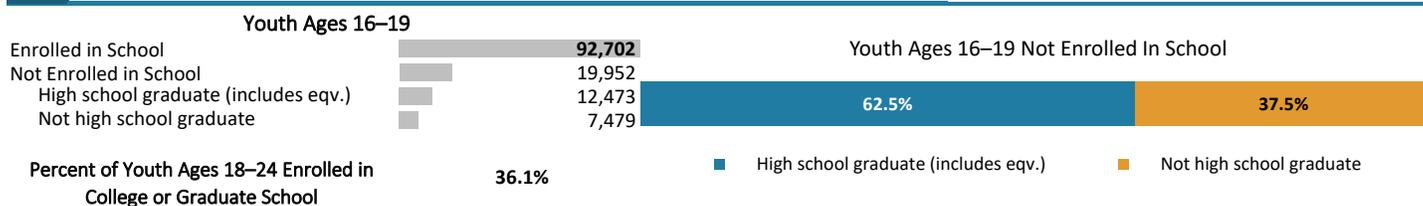
SHARE OF TOTAL POPULATION:

12.6%

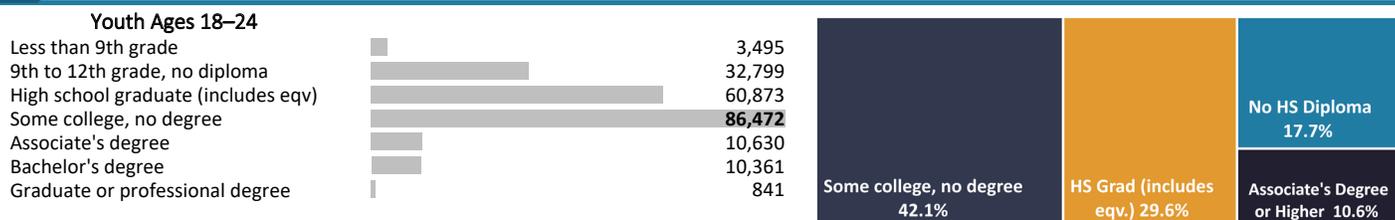
DEMOGRAPHICS OF YOUTH AGES 18–24



SCHOOL ENROLLMENT

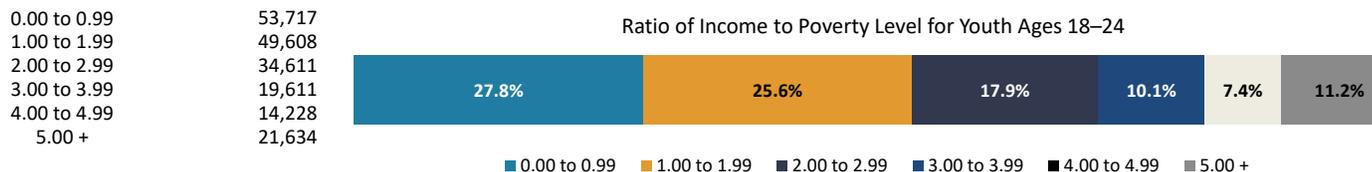


EDUCATIONAL ATTAINMENT



INCOME

Ratio of Income to Poverty Level for Youth Ages 18–24



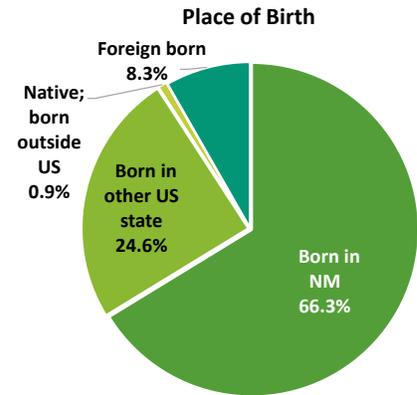
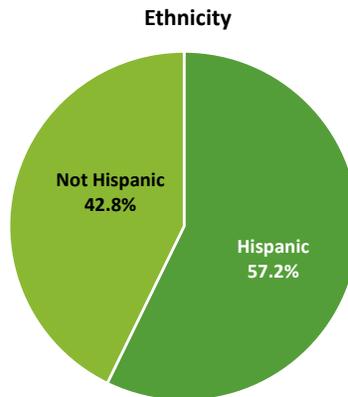
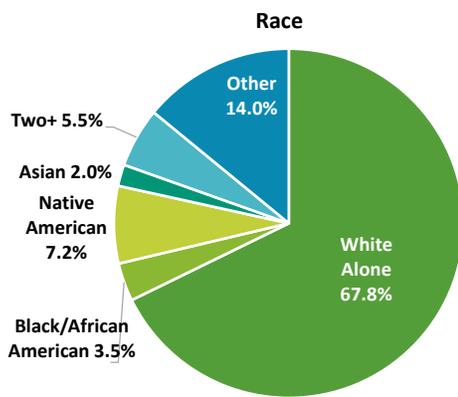
EMPLOYED, UNEMPLOYED & LABOR FORCE

	Employed	Unemployed	Unemployment Rate	Not in Labor Force	Out-Of-School Youth Ages 16–19 Who Were Unemployed or Not in Labor Force
16 to 19 Year Olds					
Enrolled in School	22,362	6,739	23.2%	63,601	
Not Enrolled in School, HS Grad (Includes Eqv.)	7,160	1,796	20.1%	3,517	
Not Enrolled in School, Not HS Grad	2,556	1,257	33.0%	3,666	51.3%
20 to 24 year olds	93,198	13,928	13.0%	39,309	10,236 Youth

Profile of Youth in the Central Region

POPULATION OF YOUTH AGES 16–24: 106,880 SHARE OF TOTAL POPULATION 11.8%

DEMOGRAPHICS OF YOUTH AGES 18–24



SCHOOL ENROLLMENT

Category	Count
Enrolled in School	39,282
Not Enrolled in School	7,173
High school graduate (includes eqv.)	4,789
Not high school graduate	2,384

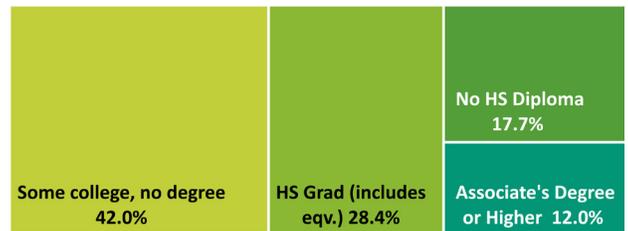
Youth Ages 16–19 Not Enrolled In School



Percent of Youth Ages 18–24 Enrolled in College or Graduate School 38.8%

EDUCATIONAL ATTAINMENT

Education Level	Count
Less than 9th grade	1,438
9th to 12th grade, no diploma	13,210
High school graduate (includes eqv.)	23,519
Some college, no degree	34,811
Associate's degree	4,377
Bachelor's degree	5,194
Graduate or professional degree	401



INCOME

Ratio of Income to Poverty Level for Youth Ages 18–24

Ratio Range	Count
0.00 to 0.99	19,750
1.00 to 1.99	19,525
2.00 to 2.99	13,838
3.00 to 3.99	9,093
4.00 to 4.99	7,258
5.00 +	10,508

Ratio of Income to Poverty Level for Youth Ages 18–24



EMPLOYED, UNEMPLOYED & LABOR FORCE

Category	Employed	Unemployed	Unemployment Rate	Not in Labor Force	Out-Of-School Youth Ages 16–19 Who Were Unemployed or Not in Labor Force
16 to 19 Year Olds					
Enrolled in School	10,155	2,919	22.3%	26,208	47.5% 3,405 Youth
Not Enrolled in School, HS Grad (Includes Eqv.)	2,969	602	16.9%	1,218	
Not Enrolled in School, Not HS Grad	799	394	33.0%	1,191	
20 to 24 year olds	39,595	5,462	12.1%	14,659	

Profile of Youth in the Eastern Region

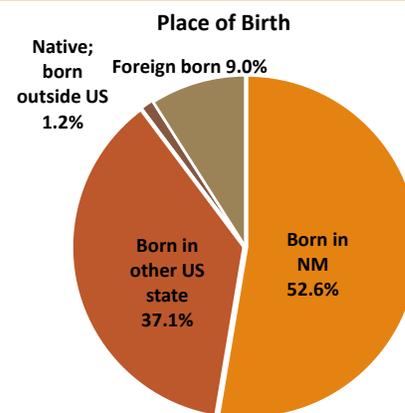
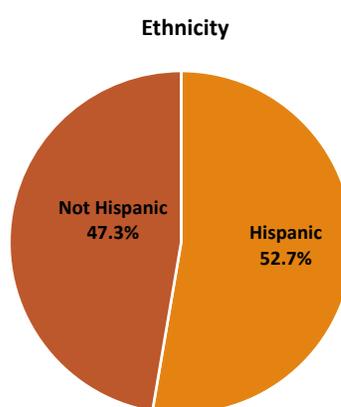
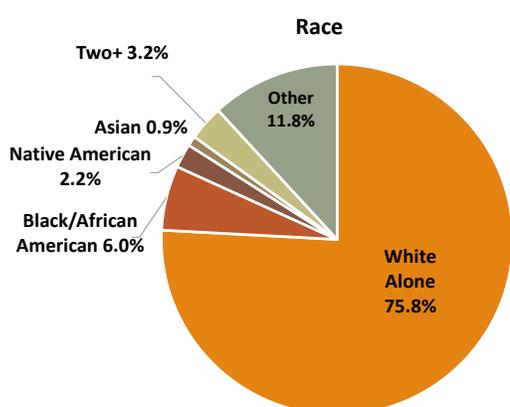
POPULATION OF YOUTH AGES 16–24:

48,931

SHARE OF TOTAL POPULATION:

13.4%

DEMOGRAPHICS OF YOUTH AGES 18–24



SCHOOL ENROLLMENT

Youth Ages 16–19

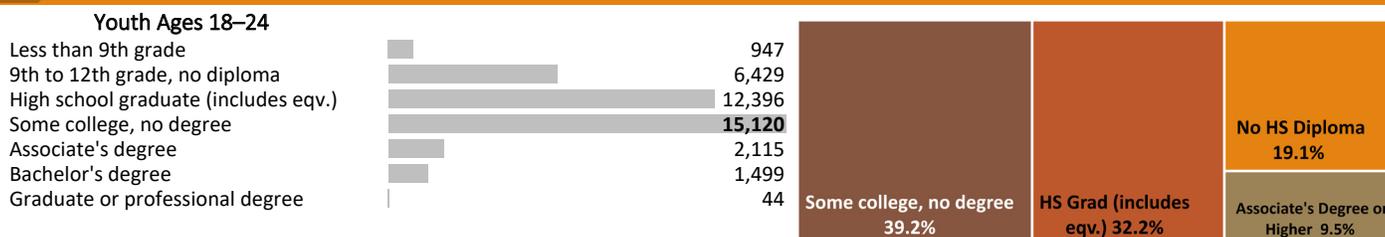
Category	Count
Enrolled in School	16,061
Not Enrolled in School	4,571
High school graduate (includes eqv.)	2,589
Not high school graduate	1,982

Youth Ages 16–19 Not Enrolled In School



Percent of Youth Ages 18–24 Enrolled in College or Graduate School: **25.2%**

EDUCATIONAL ATTAINMENT

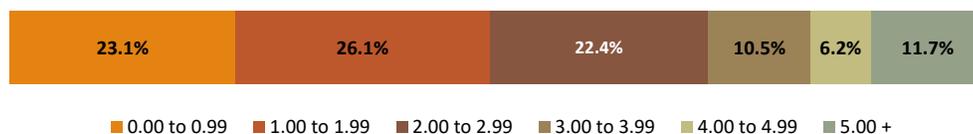


INCOME

Ratio of Income to Poverty Level for Youth Ages 18–24

Ratio	Count
0.00 to 0.99	8,044
1.00 to 1.99	9,075
2.00 to 2.99	7,808
3.00 to 3.99	3,647
4.00 to 4.99	2,147
5.00 +	4,062

Ratio of Income to Poverty Level for Youth Ages 18–24



EMPLOYED, UNEMPLOYED & LABOR FORCE

Age Group	Employed	Unemployed	Unemployment Rate	Not in Labor Force	Out-Of-School Youth Ages 16–19 Who Were Unemployed or Not in Labor Force
16 to 19 Year Olds					
Enrolled in School	4,008	1,193	22.9%	10,860	44.0% 2,011 Youth
Not Enrolled in School, HS Grad (Includes Eqv.)	1,639	305	15.7%	645	
Not Enrolled in School, Not HS Grad	921	325	26.1%	736	
20 to 24 year olds	18,005	1,981	9.9%	6,470	

Profile of Youth in the Northern Region

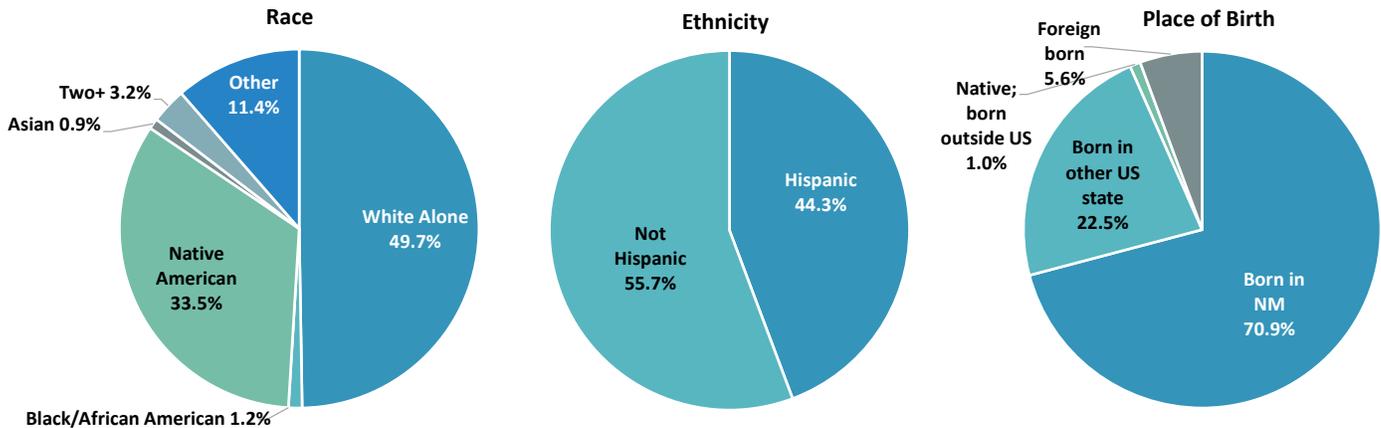
POPULATION OF YOUTH AGES 16–24:

58,905

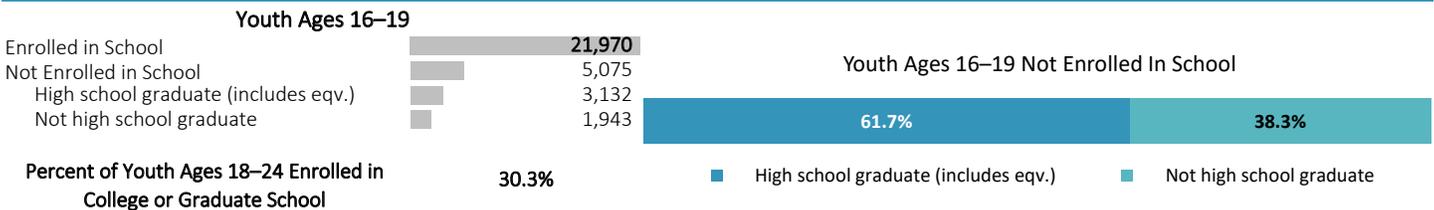
SHARE OF TOTAL POPULATION:

11.5%

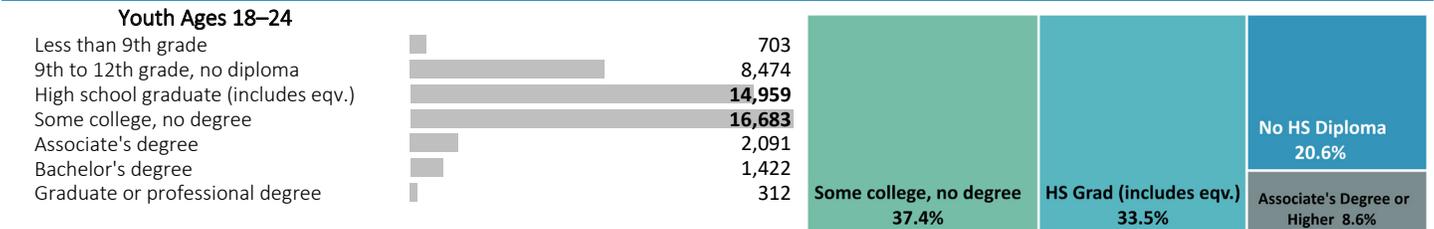
DEMOGRAPHICS OF YOUTH AGES 18–24



SCHOOL ENROLLMENT

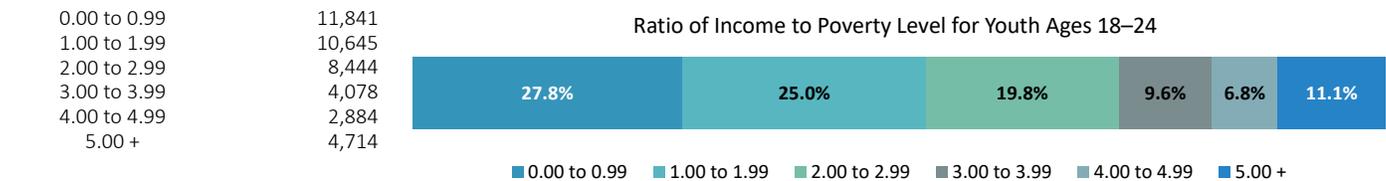


EDUCATIONAL ATTAINMENT



INCOME

Ratio of Income to Poverty Level for Youth Ages 18–24



EMPLOYED, UNEMPLOYED & LABOR FORCE

	Employed	Unemployed	Unemployment Rate	Not in Labor Force	Out-Of-School Youth Ages 16–19 Who Were Unemployed or Not in Labor Force
16 to 19 Year Olds					
Enrolled in School	4,020	1,489	27.0%	16,461	55.9% 2,838 Youth
Not Enrolled in School, HS Grad (Includes Eqv.)	1,658	419	20.2%	1,055	
Not Enrolled in School, Not HS Grad	579	282	32.8%	1,082	
20 to 24 year olds	17,554	3,366	16.1%	10,836	

Profile of Youth in the Southwestern Region

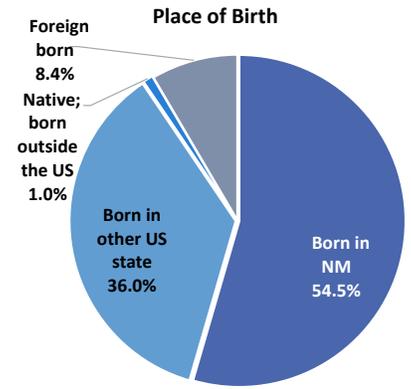
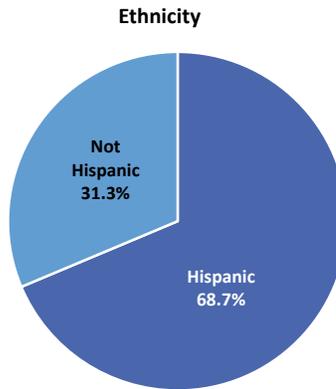
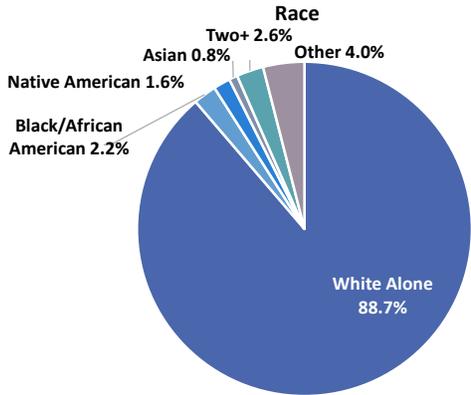
POPULATION OF YOUTH AGES 16–24:

47,362

SHARE OF TOTAL POPULATION:

15.6%

DEMOGRAPHICS OF YOUTH AGES 18–24



SCHOOL ENROLLMENT

Youth Ages 16–19

Category	Count
Enrolled in School	15,389
Not Enrolled in School	3,133
High school graduate (includes eqv.)	1,963
Not high school graduate	1,170

Youth Ages 16–19 Not Enrolled in School

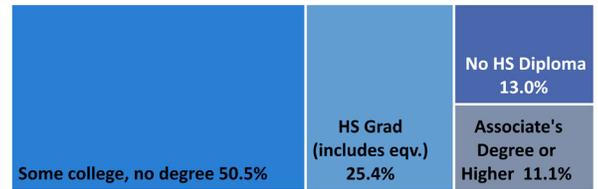


Percent of Youth Ages 18–24 Enrolled in College or Graduate School: 47.7%

EDUCATIONAL ATTAINMENT

Youth Ages 18–24

Education Level	Count
Less than 9th grade	407
9th to 12th grade, no diploma	4,686
High school graduate (includes eqv.)	9,999
Some college, no degree	19,858
Associate's degree	2,047
Bachelor's degree	2,246
Graduate or professional degree	84



INCOME

Ratio of Income to Poverty Level for Youth Ages 18–24

Ratio	Count
0.00 to 0.99	14,082
1.00 to 1.99	10,363
2.00 to 2.99	4,521
3.00 to 3.99	2,793
4.00 to 4.99	1,939
5.00 +	2,350

Ratio of Income to Poverty Level for Youth Ages 18–24



EMPLOYED, UNEMPLOYED & LABOR FORCE

Age Group	Enrolled in School	Not Enrolled in School, HS Grad (Includes Eqv.)	Not Enrolled in School, Not HS Grad	Employed	Unemployed	Unemployment Rate	Not in Labor Force	Out-Of-School Youth Ages 16–19 Who Were Unemployed or Not in Labor Force
16 to 19 Year Olds	Enrolled in School			4,179	1,138	21.4%	10,072	63.3% 1,982 Youth
	Not Enrolled in School, HS Grad (Includes Eqv.)	894	470			34.5%	599	
	Not Enrolled in School, Not HS Grad	257	256			49.9%	657	
20 to 24 year olds				18,044	3,119	14.7%	7,344	

Program Year 2018
Local Workforce Developments Boards
Annual Reports

PY18 Workforce Connection of Central New Mexico

Annual Report

In accordance with §677.205 of the Workforce Innovation and Opportunity Act (WIOA) regulation and WIOA Law Sections 101 and 116, the Workforce Connection of Central New Mexico (WCCNM) submits the Program Year 2018 (PY18) Annual Report to the State of New Mexico, Department of Workforce Solutions, State Administrative Entity (SAE) on October 31, 2019. The report will be incorporated into an expanded annual report for the region that will be available on the WCCNM website at www.wccnm.org.

The Workforce Connection of Central New Mexico (WCCNM) and the New Mexico Workforce Connection (NMWC) centers continue to move forward with strategic approaches to meet the needs of priority industries and assist businesses to become competitive and profitable. Our region's business-driven system allows us to be a qualified and valued resource for businesses and job seekers in the four-county area. During the past year, the WCCNM has continued to enhance services to job seekers as well as the business community through the many resources offered through the NMWC centers. Additionally, the WCCNM and workforce partners are pursuing region-wide and county-specific sector strategies by collaborating with education and economic development entities in support of a robust talent pipeline and career pathways. The WCCNM has leveraged opportunities to foster relationships with both WIOA mandated partners and community-based organizations to pursue important objectives and innovative approaches for workforce development. With these efforts and diligent support from the board, staff and our many partners, the Central Region continues to be a leader for the New Mexico workforce and business community.

1 SUMMARY OF THE WIOA TITLE I.B ADULT & DISLOCATED WORKER PROGRAM

1.1 MAJOR ACCOMPLISHMENTS

The Title I. B Adult & Dislocated Worker Program was very successful in PY18 as they developed 166 new On-the-Job Training (OJT) contracts and carried over 66 active OJT Contracts from the previous year, with hands-on job specific training for 469 individuals in the Central Region. In addition, 96 Customized Training Agreements were executed and training/retraining of 459 individuals (113 under the Customized Training category and 346 under the Incumbent Workers category). Furthermore, 481 people received Individual Training Accounts (ITA) and 186 adults received supportive services, thus increasing job seekers credential attainment, occupational skills, and overall employability. Overall, 1,410 individuals received Title I.B training services in the Central Region which represents a 28% increase of services to eligible adults and dislocated workers in the Central Region. Much of this increase may be attributed to the recent Workforce

Connection of Central NM (WCCNM) LWDB approved WIOA policy, prescribed via the WCCNM ad-hoc subcommittee “Work-to-Learn / Learn-to-Work”, to provide additional training opportunities by increasing the amount of training funds available per individual and development of new work-to-learn policies for paid internships and transitional jobs. These policies are designed to improve employment prospects for eligible individuals by providing related work experience.

The Adult & Dislocated Worker Program piloted an internship program at the end of PY18 and funded two interns for “summer camps” put on by CNM. These interns played a role in marketing and curriculum development for the camps and are at the completion of their degrees in marketing and education through CNM. After the completion of their internships, both interns had permanent employment opportunities. The internship pilot was a success, and the Adult & Dislocated Worker Program will focus on expanding this program in PY19.

The largest growth and impact in PY18 came from Individual Training Accounts (ITAs). The Adult & Dislocated Worker Program greatly increased enrollment for those looking to obtain job skills through classroom training. Partnerships with Brookline College, Pima Medical Institute, CNM, and others have been critical for this growth and have assisted in preparing those to fill many vacancies in healthcare, information technology, and commercial truck driving.

The Adult & Dislocated Worker Program implemented “Rapid Enrollment Events” that have been successful over the last program year. Working closely with the training programs, staff reached out to participants/students to attend a Rapid Enrollment Event where they brought all required documentation and completed the eligibility and enrollment process within the time of the event. In May and July 2019, the Adult & Dislocated Worker team in Albuquerque had “Rapid Enrollment Events” for nearly 40 students pursuing alternative licensure through CNM and UNM to ultimately teach at APS and fill a serious need for teachers and special education teachers in the district. These students completed coursework this past summer with the goal to start co-teaching the following fall and spring. Students in the Electric Line Worker Pre-Apprenticeship Program through CNM Ingenuity also attended Rapid Enrollment Events in July, and graduates will help fill a growing workforce gap as existing line workers begin to retire around the state.

The Adult & Dislocated Worker Program continued assisting the construction industry with funding for apprenticeship training. Staff collaborated with Associated Builders and Contractors of NM to provide members with Title I.B funds to offset some of the costs of the classroom training expense that is required for their apprentices. The Adult & Dislocated Worker Program has been able to assist interested employers each semester for the last three semesters and plan on a continuation of this assistance with an expanded employer base every year.

The Adult & Dislocated Worker Program continues to recruit additional dislocated workers for the Title I.B program; more participants enrolled in the Dislocate Worker program than any of the previous years. There is increased communication and referrals between the Adult & Dislocated Worker team and the Reemployment Services and Eligibility Assessment (RESEA) Program. In addition, Adult & Dislocated Worker staff present about the program benefits to attendees at the RESEA informational workshop in hopes of recruiting more of the dislocated worker population.

1.2 MAJOR CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

The implementation or expansion of regional and local sector strategies and an apprenticeship model (work and learn) will be a significant opportunity for the Adult & Dislocated Worker Program during the next program year. Identifying ways in which to better align career and training services through the Adult & Dislocated Worker Program and funding to address skills gaps and in-demand industries will be critical particularly in the healthcare and IT/tech industries.

The Adult & Dislocated Worker Program will continue to collaborate with various employers and industries to promote paid work experience/internships, transitional jobs, and OJT to create a continuum of services designed to allow participants to work and learn. Opportunities afforded via the Transitional Jobs policy may be significant for disadvantaged individuals, such as former prisoners and long-term unemployed, with a goal to reduce recidivism and poverty within the Central Region.

The program continues to expand outreach efforts and explore strategies to engage more dislocated workers including strengthening the partnership with the RESEA program, utilizing reporting via the Unemployment Insurance Tax & Claims System, developing more tailored and measurable marketing efforts and initiating needs-related-payments for dislocated workers that remain in training after exhausting Unemployment Insurance benefit payments.

2 SUMMARY OF THE WIOA TITLE I.B YOUTH PROGRAM

2.1 MAJOR ACCOMPLISHMENTS

The Youth Program enrolled over 460 new young adults into the program and carried over 304 (active caseload and/or in follow up) youth from the previous year. In PY18, 276 youth participated in work experience activities and 108 new participants received ITAs. In addition, participants received a total of 746 supportive services and incentives. Overall, 920 youth received WIOA Title I.B Youth services throughout the PY18 year.

The Youth Program utilizes a “Positive Youth Development Framework” to assess each participant’s strength in order to tackle areas of growth. With this methodology in place, participants are required to develop an educational and employment goal that will guide them to a future career. This methodology encourages and motivates young adults to stay focused on their future career choice.

The Youth Program utilized *CoreScore* to determine youth participants’ skill level, and integrated *Career Solutions* and *Why I Work* into program delivery to better gauge career interests. The Youth staff developed an *Individualized Service Strategy* (Education and Employment Goal), and implemented *Basic Employability Skills Training* (BEST) and SMART (Strategic, Measurable, Achievable, Relevant, Timely) goals strategy for work placement.

The Youth Program implemented a strategic approach to working with diverse populations across the Central Region by leveraging existing partnerships within the workforce system network. For example, the provider for the Youth Program also administered the YouthBuild program in Bernalillo County. YouthBuild provides a comprehensive program with an emphasis on education, job training, counseling, mentoring, leadership development, and community service. Many YouthBuild participants, co-enrolled with the Youth Program, learned important onsite construction and leadership skills while working toward

their high school equivalency credential. YouthBuild offered an additional Construction (+) component that focused on participants interested in the IT career field. Those participants co-enrolled not only with WIOA Youth Program but with the TechHire Program as well, and participants received ITAs in the IT/tech industry.

Recruitment efforts were successful in PY18 by developing stronger partnerships and increasing outreach efforts in conjunction with all WCCNM partners throughout the year. WCCNM partnerships have been critical including participation in efforts such as NMCAN's *Community Connections*, a multi-agency team of youth-serving organizations that works together to ensure programming has a youth voice, expand communications across organizations, and aligns services to eliminated ineffective referrals to programs across the region. Outreach efforts have also increased substantially. Youth Program staff attended 62 outreach events and conducted 90 presentations to new and potential partners and agencies. The staff recruited in local high schools, community colleges, and other youth affiliated community organizations, and provided outreach material to approximately 3,000 individuals within the Central Region.

2.2 MAJOR CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

The implementation or expansion of regional and local sector strategies will also be a significant opportunity for the Youth Program during the next program year. The WCCNM and the Youth Program will work closely with stakeholders to develop pathways that align with the workforce needs of target industry sectors and provide career advancement opportunities for young adults.

PY18 results for this measure indicate that Central Region is below the 90-percentile of the negotiated rate required to pass this measure. The Central Region is focused to address this issue with a system-wide approach versus isolating it as a youth program problem. The Central Region is dedicated to ensure that youth participants that complete their high school equivalency and then decides not to continue with education by enrolling in additional training must be co-enrolled in career services. The intent is to ensure that the youth participant is fully capable to acquire and maintain employment prior to exiting the workforce system. Our reviews suggest that these efforts should have a positive effect upon the Credential Attainment performance measure.

3 BUSINESS SERVICES

3.1 MAJOR ACCOMPLISHMENTS

WCCNM has experienced tremendous success with the management of the WIOA system and the NMWC centers in the Central Region with the goal of delivering upon the needs of the employers and the businesses in our regional economy. The WCCNM's Business Team is continually engaged with our employer and business customer base to better understand their immediate and future workforce needs and gain a snapshot of their industry and organization's culture and strategic business objectives.

This partnership is critical in growing the Central Region's talent pipeline, and the WCCNM plays a role in not only recruiting and connecting qualified candidates to the employers and businesses but in helping to respond to the workforce gaps with linkages to training, education opportunities, and skill development strategies.

In order to increase networking and outreach opportunities in PY18, the WCCNM joined local chambers of commerce across the four-county region and attended regular meetings and special community-wide events. The chambers invited the WCCNM teams to present about services, programs, and initiatives. The WCCNM Business Teams have benefitted from reaching out to businesses through chambers, in addition to outreach through economic development entities and industry associations.

3.2 MAJOR CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

WCCNM Business teams, including staff from Adult & Dislocated Worker, Youth, Career Services, Veterans, and NMDVR, continue to work together in order to avoid multiple contacts with same businesses, associations, etc. by leveraging the communication tools. Over the next program year, the WCCNM will create updated, professional business material and launch a new WCCNM website that provides improved information to the entire customer base, including the business community.

Repeat business may be a significant challenge for the Central Region. Although we have been successful within the area of business services, it is important that we pursue business services with strategic intent to ensure that we address business needs from a workforce system-wide perspective versus individual partner program goals and performance criteria. The WCCNM is building additional capacity, expertise and dedicating significant investments in technology and partner training. Opportunities for improvements is possible by leveraging industry sector strategies and “work and learn” initiatives, and also with significant investments in technical solutions to promote quality business engagement and increased customer satisfaction.

Priority Industries & Sector Strategies

WCCNM developed *Tier 1* and *Tier 2* industries based on labor market information and industry/occupation projections to address employer needs in Bernalillo, Sandoval, Tarrant, and Valencia counties. Based on data and anecdotal input from the business community, WCCNM identified first tier industries as construction (commercial), healthcare/social services, and professional, scientific & technical services. Second tier industries include: accommodations/hospitality; tourism/art; entertainment & recreation; agriculture, forestry, fishing & hunting; call center; educational services; government; green energy; manufacturing; and retail trade/service.

The WCCNM Board discussed sector strategies at the June 17, 2019 bi-monthly meeting, and consensus was reached to move forward with two main industry sectors across the four-county region: **IT/tech & Healthcare.**

In addition, the WCCNM discussed ways in which to explore opportunities to support and engage with county-specific leading & emerging sectors to include: Bernalillo, Film; Sandoval, Advanced Manufacturing; Tarrant, Sustainable energy; and Valencia, Manufacturing/Construction.

4 PERFORMANCE

4.1 MAJOR ACCOMPLISHMENTS

PY18 performance results for the Adult, Dislocated Worker, and Youth Program are detailed in the corresponding table for Employment Q2, Q4, Credential, and Skill Gains indicators. All performance indicators percentage indicate that performance was met in five categories (in yellow) and exceeded in three additional categories (in green).

	Actual	LWDB Plan	% LWDB Achieved
Employment Q2 Adult	80.4%	82.5%	97.5%
Employment Q4 Adult	76.6%	77.0%	99.5%
Credential Adult	73.0%	65.0%	112.3%
Skill Gains Adult	75.3%	0.0%	
Employment Q2 DW	71.7%	77.0%	93.1%
Employment Q4 DW	74.4%	69.0%	107.8%
Credential DW	65.4%	60.0%	109.1%
Skill Gains DW	71.4%	0.0%	
Employment Q2 Youth	69.7%	72.5%	96.2%
Employment Q4 Youth	66.3%	71.0%	93.4%
Credential Youth	34.6%	58.3%	59.4%
Skill Gains Youth	59.9%	0.0%	

4.2 MAJOR CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

The Youth credential indicator was not reached and resulted in 59% achievement. WCCNM has met with the Youth provider and has provided technical assistance on achieving this metric goal in the future. Gains in this area are currently evident with an effort to drill down on the applicable participant cohort but may not be reflected in the report generated by *FutureWork System*.

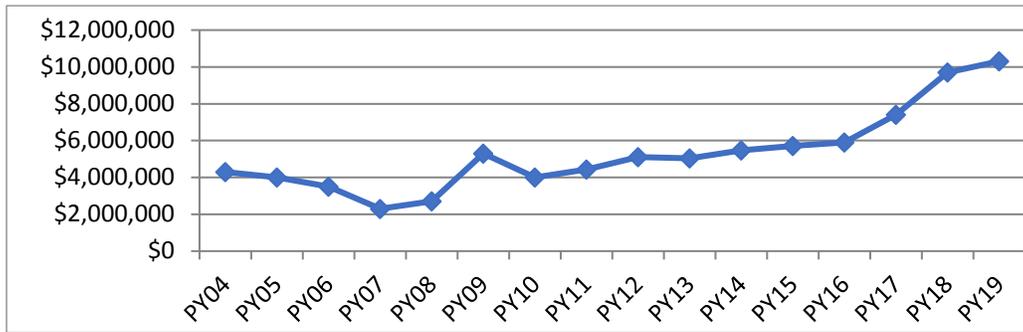
Report generated by FutureWork Systems	Adult				DW			
	Median	Median Cohort	Plan	Percent of Plan Achieved	Median	Median Cohort	Plan	Percent of Plan Achieved
Total	\$ 7,168.95	366	\$ 8,580.00	84%	\$ 8,024.25	71	\$ 8,300.00	97%

In addition, the Adult Median indicator fell short of meeting the negotiated percentage by six points. The provider for the Adult Program received technical assistance, and staff worked to increase the numbers prior to the end of the fourth quarter close out date.

WCCNM's board also approved a change to the OJT policy in an effort to positively impact this indicator. The change included a minimum of OJT reimbursable training cost in the amount of \$13.30 for participating businesses in the city Albuquerque and Rio Rancho.

4.3 FUNDING

The following graph demonstrates how the WCCNM has fared in recent years. In PY04, the funding level was \$4,360,370 and continued to decline until PY09 when stimulus funds began to be awarded. The upcoming PY19 year is awarded at \$10,307,387, representing \$612,721 increase overall from the current PY18's \$9,694,666 formula funding, resulting in a 6.3% increase.



Expenditures

In PY18 for year-end (6-30-19), the PY18/FY19 formula dollars available of \$9,694,666, plus the 2nd year carried-in unspent monies of PY17 of \$1,570,113 totaled \$11,264,779. Of this, \$10,251,149 was expended resulting in an overall 91% expenditure rate.

The breakdown of expenditure amounts and rates of expenditures is as follows after the allowable transfer of \$2,404,259 (65%) of Dislocated Workers original allocation of \$3,698,860 to Adult:

Funding Stream	Available Funding	Expenditures	Rate of Expenditure
Adult	\$5,236,258	\$5,009,395	96%
Dislocated Worker	\$2,016,608	\$1,703,957	84%
Youth	\$2,900,343	\$2,704,320	93%
Administrative	\$1,378,295	\$833,477	60%
Adult Administrative	\$710,820	\$443,338	62%
Dislocated Worker Administrative	\$273,754	\$150,805	55%
Youth Administrative	\$393,721	\$239,334	61%

5 SUCCESS STORIES

5.1 ADULT SUCCESS STORY: STEPHANIE

In December 2018, the WIOA Adult Program had the privilege of assisting AerSale Component Solutions, a global aviation aftermarket service company in Sandoval County, with the hiring and training of a great employee, Stephanie. Not only did the Adult Program assist AerSale in gaining a skilled worker but also assisted Stephanie in finding meaningful work.

AerSale had an opening for a Mechanic IV, and Stephanie applied. Although she had two associates' degrees in applied science, one in integrated studies and one in aviation maintenance technology, and excelled in school, won aviation awards, and graduated with honors, she had some trouble finding employment due to lack of direct work experience in the aviation industry.

Unfortunately, Stephanie difficulties finding work lead to six months of unemployment after leaving her student work position with the Aviation Department at CNM. During this time, her family was supporting her, and as a single mother of three children, Stephanie really wanted to get back into the workforce and provide for herself and her family.

With help from the OJT program, AerSale was able to hire Stephanie, even though she lacked experience in the field. Both Stephanie and her direct supervisor, Dathan Power, have really valued the experience.

Stephanie said that *“It is what I want to do and what I went to school for, and I have learned a lot of different things that school didn’t teach me.”* Stephanie has been a great fit for AerSale as well, and Dathan noted that *“Stephanie has been a good addition to the company, and she has taken quite well to the job.”*

Dathan mentioned that the industry is working to diversity their workforce, and not many women apply or are hired as mechanics in the aviation field. As *Women in Aviation International* states, *“During the last two decades, the number of women involved in the aviation industry has steadily increased and women can be found in nearly every aviation occupation today. However, the numbers are small by comparison.”* This is especially true in the aviation mechanic field, as the Federal Aviation Administration Aeronautical Center’s 2018 data shows, women only make up only 2.44% of aviation mechanic workforce in the United States, based on active certificates held in the field.

After this experience, AerSale is looking to continue with the OJT program to support their growing workforce. They are eager to work with the Adult Program again to assist them in upcoming hires and promotions as they continue to grow and expand their company in the central region of New Mexico.

5.2 DISLOCATED WORKER SUCCESS STORY: ROBERT

Robert was deeply affected after his father suffered a severe stroke. His father recovered with the help of physical therapy and rehabilitation, and Robert realized the importance of therapy and how significant the life-changing outcomes can be for patients, including his father. During his father’s recovery, he witnessed several physical therapy treatment sessions and soon realized that he had the skills and qualities to be a good therapist.

During this time, he was working at a salon that was struggling after many years of success. The owners, who were in the process of divorce, sold the building. There were plans and promises to relocate the business quickly, and the employees were told that it was only a temporary shutdown. The company eventually dissolved, and Robert had to file for unemployment benefits. When the fate of the salon was in limbo, Robert started researching a career in physical therapy at PIMA Medical Institute. He was accepted into the next cohort for the physical therapist assistant program shortly after the salon had permanently closed. While on unemployment, he learned about the benefits of the Dislocated Worker Program. Eager to have his new career come to fruition, he pursued the opportunity, and Robert received tuition assistance instead of relying on student loans alone. Robert completed his physical therapy training with a 3.56 GPA and received supportive service assistance for his license application and exam fee. He was thrilled when he passed his exam, and shortly thereafter, he received his license from the State of New Mexico Regulation and Licensing Department Physical Therapy Board. He quickly applied to his favorite extern site, the downtown Lovelace Medical Center. Lovelace offered Robert the physical therapy assistant (PTA) position with an hourly rate of \$23.00 on weekdays and a differential pay for the weekends of \$27.85. Robert is forever grateful for the assistance he received from the New Mexico Workforce

Connection Center and the Dislocated Worker program which opened the door to a new rewarding career as a healthcare professional. He now has the opportunity to improve patient outcomes every day.

5.3 YOUTH SUCCESS STORY: LEONARDO

In February 2019, 17-year-old Leonardo arrived at the New Mexico Workforce Connection Center with his mother. He was a high school student at Sandia High School and struggling to keep up with homework assignments and classwork. He had basic skills deficiencies in both math and reading. Leonardo was referred to the Youth program during a career fair that he attended at Albuquerque Public Schools. At the time of intake, Leonardo was feeling overwhelmed, carrying the load of his final year of high school and seeking employment to help out his single mother who has been supporting him and his three siblings for years. His mother had recently lost her second job and was having a hard time making ends meet. She was supportive of his interests to work but shared with the Youth Development Practitioner that she would love to see him attend post-secondary school and pursue a career that he loved. Leonardo faced a couple of very difficult months as he learned to juggle homework, finals, high school football, employment and bills, all while helping coordinate drop-off and pick-up times for his younger siblings.

Leonardo was at risk of dropping out of school, but in May 2019, he conquered many obstacles and successfully graduated from high school with a 3.8 GPA. After completing career exploration activities with the Youth Program, Leonardo decided that he would love to pursue a career in the medical field as a registered nurse. The Youth Development Practitioner connected Leonardo to the Healthy Neighborhoods Program, a program/bootcamp in partnership with the WCCNM and the University of New Mexico Hospital. He reluctantly agreed to attend because he knew that would mean having to coordinate dropping off his siblings to summer programs and wanted to make sure he would give his best towards the bootcamp. While attending this bootcamp organized by the Career Services staff at the New Mexico Workforce Connection in Albuquerque, Leonardo learned many skills that would help with his future employment and career goals. He participated in mock interviews, resume writing, career exploration, and work interest assessments. Leonardo toured Presbyterian Hospital, Albuquerque Ambulance, and UNMH. He was able to witness firsthand the amount of hard work and dedication of all medical staff. He was encouraged and convinced that the medical field was the correct career path for him.

Leonardo began his work experience at the University of New Mexico Hospital as a patient transporter. He is now fully trained in HIPPA and is transporting patients with little to no supervision. He continues to excel in all areas and has proven to be a huge asset to the UNMH team. Leonardo has successfully enrolled in post-secondary education classes at CNM where he will begin his steps towards becoming a registered nurse. He will be the first in his family to graduate from college. Leonardo continues to persevere and maintain a positive outlook on life and is a role model for his younger siblings with a bright future ahead of him.

5.4 BUSINESS TESTIMONIALS

“B&D Industries benefits greatly from WIOA’s services. The WIOA program benefits B&D in many ways, one of which allows employees to grow and learn with society, which also benefits the company by helping the company, grow and learn with trends and efficiency. The program also allows employees to be diverse which in some cases helps keep them employed. B&D is also able to hire people with minimal experience

because we can send them to trainings to help them grow within their position.” *Angelique Rael, Human Resource Manager, B&D Industries*

“The WIOA program has been a critical part of SurvTek’s growth in 2019. We were able to promote from within, bring new people into the industry, and expand our capability in a way that we simply would not have been able to do without the WIOA program.” *Randy Asselin, Managing Partner, SurvTek - Land Surveying and Consulting*

“The Workforce Innovation Opportunity Act (WIOA) program has been very beneficial for our company. We truly appreciate all the hard work and hours their staff put in to make sure the contract process runs smoothly. In July, we were able to send our Production Supervisor to the advanced Canon Self-Maintenance Training. The cost of the training alone was \$9,000.00, not including travel and lodging. As a small business, you can imagine these high dollar trainings can really eat into our budget. This one, in particular, opened so many new doors for us and we are excited at the opportunities ahead. This training allowed our employee to earn both an industry and nationally recognized credential as a Canon Certified Technician. This certification has allowed us to become a dealer of Canon machinery in the Southwest Region. In doing so, we were able to add new products and servicing to our menu of products and in the long term, this will open up many financial opportunities. Without the assistance of the WIOA program, this would have turned into a missed opportunity for our company. My sincerest gratitude again!” *D. Rose Jones, General Manager, Deluxe Design*

6 LABOR MARKET SUMMARY

The Central Region and Albuquerque MSA, comprising Bernalillo, Sandoval, Tarrant, and Valencia counties, surrounds the Sandia Mountains and includes the cities of Albuquerque and Rio Rancho. Most of the state’s major technological industries and businesses are located in this region, which is the state’s most populous but geographically smallest region. The income in the Albuquerque MSA represents 45.1% of the state’s income per the U.S. Bureau of Economic Analysis, and 45.9% of the employees in the state per current QCEW data.

The demand for a qualified workforce in the Central Region and the alignment of WCCNM sector strategies and priority industries is reflected in labor market information and economic data. The top ten industry sectors in the region are represented in the corresponding table (Source: NMDWS, QCEW 1Q 2019). The largest employers in the region are the University of New Mexico, Presbyterian Healthcare Services, Sandia National Laboratories, Lovelace Health System, and Albuquerque Public Schools.

Rank	Industry Sector	Number of Establishments	Number of Employees
1	Health Care and Social Assistance	4,356	69,700
2	Accommodation and Food Services	1,755	42,642
3	Retail Trade (44-45)	2,323	41,175
4	Professional and Technical Services	3,200	32,277
5	Administrative and Waste Services	1,234	26,259
6	Public Administration	349	24,093
7	Construction	2,126	23,770
8	Manufacturing (31-33)	841	15,986
9	Finance and Insurance	1,260	12,893
10	Transportation and Warehousing (48-49)	535	11,532

At the end of PY18, the unemployment rate in June for the Albuquerque MSA was 5.3 percent, a not seasonally adjusted unemployment rate slightly below the state's rate of 5.5 percent. The Albuquerque MSA added 4,900 jobs in total nonfarm employment representing an over the-year gain of 1.2 percent.

The largest increases came from the private service providing sector. Education and health services was up 3,200 jobs, or 5.0 percent. Leisure and hospitality was up 2,400 jobs, or 5.4 percent. Professional and business services was up 2,100 jobs, or 3.4 percent.

The largest private-sector job losses came from trade, transportation, and utilities (down 1.3 percent) and mining and construction (down 3.3 percent). Employment in each industry decreased by 800 jobs. Information was down 600 jobs, or 8.5 percent.

The public sector was down 400 jobs, or 0.5 percent. A gain of 1,200 jobs in local government and a gain of 400 jobs in federal government were offset by a loss of 2,000 jobs in state government.

Source: NMDWS, Labor Market Review, Vol. 48 No. 6 Published July 26, 2019.

7 CONTINUOUS QUALITY IMPROVEMENT ACTIVITIES

7.1 SURVEY OUTCOMES

The WCCNM conducted several customer and business surveys across multiple core WIOA programs for PY18 to capture service delivery feedback and opportunities for improvement for the upcoming year.

- For the Title I.B Adult & Dislocated Worker Program, 703 surveys were sent to participants, and 109 responses were received (15.5% response rate).
 - 85.2% of participants were satisfied with the program's services.
 - 82.6% of participants felt that the services met their needs very well or extremely well.
 - 94.5% of participants reported that they were satisfied or very satisfied with the professionalism and accessibility of staff.
 - 94.4% of participants responded that the program either met or exceeded their expectations.
- For the Title I.B Youth Program, 169 surveys were sent to participants, and 12 responses were received (7.1% response rate).
 - All participants were satisfied or very satisfied with the program's services.
 - 89.3% of participants felt that the services met their needs very well or extremely well, and 16.7% reported that the services met their needs somewhat well.
 - 91.7% of participants reported that they were satisfied or very satisfied with the professionalism and accessibility of staff.
 - 100% of participants responded that the program either met or exceeded their expectations.
- For Title III Career Services, 6,054 surveys were sent to participants, and 567 responses were received (9.4% response rate).
 - 67.4% of participants felt that the services met their needs very well or extremely well, and 18.8% reported that the services met their needs somewhat well.

- 83.1% of participants reported that they were satisfied or very satisfied with the professionalism and accessibility of staff.
- 84% of participants responded that the program either met or exceeded their expectations.
- Businesses completed 61 surveys in the Central Region in PY18.
 - 97% reported that employment events met their needs.
 - Nearly 60% of business responding to the survey requested information on additional services and programs available at the New Mexico Workforce Connection.
 - They reported that staff were knowledgeable, friendly, and helpful.

7.2 CHANGES TO SYSTEM AND PROGRAM DELIVERY

The WCCNM will use the customer survey results on an ongoing basis to gauge the service delivery areas in each of the New Mexico Workforce Connection Centers that need improvement. There are many changes that will be made to the flow of resource room activities and pre-screening efforts based on the feedback from customers and the frequency that they reported needing these services. There will also be improvement to the survey process itself with the Youth Program survey in particular, and the WCCNM will send surveys via text rather than email to encourage a higher response rate.

The WCCNM will expand the surveys to businesses via Survey Monkey in the next program year, rather than just using the paper form method distributed at various events and meetings. Survey Monkey has proved to be very easy to use and well received by customers, and the WCCNM will be conducting a more robust business survey with employers served by Title I.B Adult & Dislocated and Youth Programs, Title III Career Services, and the TechHire program. The business survey will be instrumental in developing more impactful marketing material and information, as well as in designing the new, user-friendly WCCNM website.

Dislocated Worker (DW) Program Continuous Quality Improvements promotes efforts to identify and enroll participants that are not engaged in a career pathway consistent with acquiring meaningful employment that leads to economic self-sufficiency. These efforts include:

- Continued collaboration with RESEA;
- Develop additional targeted outreach efforts and products to feature benefits of the DW training program;
- Promote short-term training and credential programs for in-demand occupations such as IT Bootcamps, Apprenticeships, Fast-track Associate Degree Programs, etc.;
- Provide needs related payments for DW clients that exhaust UI benefits to ensure successful completion of approved training.

8 PARTNERSHIP ENGAGEMENT STRATEGIES

The WCCNM continues to pursue innovative approaches that produce long-term improvements across workforce system and to provide cost-effective outcomes for job seekers and businesses while supporting the local economy. Partnership engagement strategies and system-wide approaches have been at the center of these efforts.

The WCCNM partner network continues to grow, and now includes: WIOA Title I.B Adult & Dislocated Worker (SER Jobs for Progress); WIOA Title I.B Youth (YDI); WIOA Title II (UNM Valencia Accelerated College & Career Education-Adult Education Program); WIOA Title III (NMDWS); WIOA Title IV (NM Division of Vocational Rehabilitation); Trade Adjustment Assistance (TAA) Program (NMDWS); Reemployment Services and Eligibility Assessments (RESEA) Program (NMDWS); Veterans' Services Program (NMDWS); TechHire New Mexico (Mid-Region Council of Governments); Graduate! ABQ (United Way); WIOA Title II (Albuquerque Adult Learning Center, Catholic Charities, and CNM Adult Basic Education Program); CNM Carl D. Perkins Grant; Five Sandoval Pueblos Inc. WIOA Program; SCSEP (Goodwill); Help NM-Community Based Service Grant; Help NM - HELP NM-National Farmworker Jobs Program-Employment and Training Grant; TANF Program (NM Human Services Department); Isleta Pueblo WIOA Program; Job Corps; SCSEP (NICOA); NM Aging and Long-Term Services Department; Unemployment Insurance Program (NMDWS); Santo Domingo Pueblo WIOA Program; Southwestern Indian Polytechnic Institute; National Indian Youth Council WIOA Program; YouthBuild (YDI); Innovate + Educate; NMCAN; and HopeWorks LLC.

8.1 GRADUATE! ABQ

Graduate! ABQ launched in 2017 as a partnership between United Way of Central New Mexico, WCCNM, NMDWS, CNM, the University of New Mexico, Youth Development, Inc., and the City of Albuquerque. Housed at the New Mexico Workforce Connection in Albuquerque, Graduate! ABQ has served more than 250 adult clients since its inception.

In PY18, WCCNM submitted a proposal to the NMDWS Administrative Entity to expand the Graduate! ABQ program by supporting the hiring or contracting of a full-time, 18-month term Graduate! ABQ coach to work directly with the Graduate! ABQ Coordinator and the New Mexico Workforce Connection Operations Manager. The full-time position allows for the program to be fully realized and incorporated within the daily operations of the New Mexico Workforce Connection Center, expand across the four-county region, and fulfill the ultimate goal that the work of Graduate! ABQ becomes a part of the mandatory professional development training of all staff across the partner organizations who work in a career counseling role.

8.2 TECHHIRE NEW MEXICO

TechHire New Mexico, the four-year, four million-dollar USDOL Employment and Training grant awarded to WCCNM, is designed to provide innovative Information Technology (IT) job training and placement for residents in the Central Region and is now in its fourth and final grant year.

TechHire New Mexico began serving participants and IT employers in December 2016 by providing paid IT occupational training opportunities for individuals ages 17-29 who experience barriers to training and employment. The grant also focuses on identifying and mitigating IT-related staffing challenges by developing and enhancing a more effective IT talent pipeline for future growth.

Over the past three years, the TechHire New Mexico program has experienced many successes, including more than 360 individual and incumbent worker enrollments, and IT job placement assistance for each participant as they complete their training. All TechHire New Mexico participants receive paid IT related training leading to a nationally recognized certificate or credential and have benefited from the program's exceptional training partners: CNM, CNM Ingenuity (nationally recognized Tech/IT training bootcamps), UNM Continuing Education, UNM Valencia Campus, Cultivating Coders, Diverse IT, and many more.

Through the TechHire New Mexico program, the WCCNM and the New Mexico Workforce Connection have been developing an IT/tech sector strategy that brings together employers, economic development, the public workforce system, and the community college to meet the workforce needs and the business demand in the region.

A key component of the IT sector strategy has been the TechHire New Mexico Advisory Committee which is composed of accomplished education, business, and IT experts who offer innovative advice and dynamic perspectives on employer needs to guide the TechHire New Mexico program and provide guidance on IT curriculum development and training to support employer and participant needs. The TechHire New Mexico Advisory Committee meets every quarter.

An additional partnership necessary for the IT sector strategy has been with the New Mexico Technology Council (NMTC) who assist with Tech/IT employer engagement and outreach for TechHire. NMTC is a member-driven association of businesses, organizations and tech professionals working together to promote the growth and success of New Mexico's technology business sectors. NMTC's vision and mission are a perfect match for the TechHire New Mexico program, and NMTC promotes TechHire New Mexico as a routine part of their daily Tech/IT employer outreach.

The partnership with the Central New Mexico (CNM) Community College, CNM Ingenuity, Inc., and other training providers and education opportunities have been critical for connecting participants with employers by creating market-responsive training pipelines. An example of the successful education partnerships has been with the CNM Ingenuity, Inc. Deep Dive Coding Bootcamps that provide flexible options for individuals to attend the short-term, accelerated trainings full or part-time while at the same time also provide a trained workforce based on the IT industry demand.

The IT/tech sector strategy will not only leverage the resources and program elements of TechHire New Mexico, but also will incorporate all paid training opportunities for IT/tech careers and job placement/recruitment strategies from the entire partner network within the New Mexico Workforce Connection in the Central Region.

8.3 PARTNERSHIP ENGAGEMENT AND SYSTEM-WIDE APPROACHES

8.3.1 Quarterly Gatherings

Quarterly Gatherings are ½ day to full day sessions that include all partners listed in the previous (co-located, core, mandatory, and additional) across the Central Region to share information, celebrate achievements, recognize best practices, and allow for cross-training and networking. Four Quarterly Gatherings were held in PY18, each event with a tailored agenda depending on current training needs, new approaches, and upcoming initiatives/strategies. Training and guest speaker presentations included sessions on each of the WIOA core programs, additional programs such as TechHire and Grad! ABQ, core partner performance measures, Carl D. Perkins funding, EEO and ADA process, sector strategies, Unemployment Insurance meaningful assistance, and guidelines and best practices for serving individuals with disabilities. The events also provide an opportunity to meet with program directors and leaders to discuss infrastructure funding agreements and operating budgets. The Quarterly Gatherings are held offsite, often at partner organization locations and educational institutions such as CNM and have 80-100 attendees.

8.3.2 System-wide Training Strategy

The WCCNM and New Mexico Workforce Connection Training Strategy launched at the beginning of PY18 to bolster cross-training opportunities and to ensure more consistency in pre-screening and partner referrals. The strategy includes three levels: LEVEL 1 (Training covering all “core” WIOA programs and legally-required/mandated training); LEVEL 2 (Training covering all “participating” partners programs and system training such as the NM Workforce Connection online system); and LEVEL 3 (Professional development, additional partner and program training). Trainings are provided at the Quarterly Gatherings, as requested, and online. The Operations Manager maintains a training database to record all completed training for all Central Region staff. WCCNM also is receiving funding for an initial investment to integrate the Graduate! ABQ curriculum (developed based on the work of the full-time coach) along with a nationally recognized career counselor/workforce development professional certification into the current training strategy to build the overall capacity of staff working in counseling roles across the four-county region.

8.3.3 Bi-Weekly Team Coordination Meetings

The WCCNM has had great success with Team Coordination Meetings held regularly and consistently with managers and supervisors of all Central Region programs and representation from the comprehensive and affiliate centers. The group comes together to discuss upcoming events and outreach opportunities, staffing challenges, customer flow issues, and infrastructure needs. The Team Coordination attendees also approve all operational policies and procedures.

8.3.4 Communication and Marketing Efforts

The WCCNM implemented several new approaches in PY18 to strengthen communication and marketing efforts with all partners in the Central Region. To communicate the system-wide activities on a routine basis, the Monthly Report is provided to WCCNM board members and includes the program status and performance of all partners. Also, the “Weekly Connection” is a regular e-newsletter launched in July 2018 for all partner staff to share information, new partnership opportunities, upcoming events, ideas and best practices, important dates, and much more.

As an effort to better coordinate outreach events and leverage these opportunities as much as possible for all of the programs, partners are required to check out an official “event kit” with the Operations Manager that includes marketing collateral for all partner programs in the Central Region. This has maximized the exposure of all of the New Mexico Workforce Connection services, increased brand consistency, and has encouraged partners to embrace cross-training opportunities so that they can represent all services at a high-level to various audiences.

Other efforts included a more active presence on social media. WCCNM has nearly doubled the number of followers on the three social media platforms over the last program year, and posts reflect the range of partner services in the four-counties. In addition to increasing social media presence, the WCCNM is enhancing online communication via a new intranet that was launch in September 2019. The intranet provides all partners with easily accessible alerts, calendar of events and outreach activities, training modules, policies & procedures, contact information, IT work tickets, event kit requests, and room reservations. The WCCNM will also be launching a new website in order to tailor information for our various customer bases, better reach job seekers and businesses, improve our ranking in search engines, provide consistent and updated program information, announce events, integrate our social media, measure the interest in the programs across our network, and highlight our achievements and successes.

EASTERN AREA LOCAL WORKFORCE DEVELOPMENT BOARD

A Proud Partner of the American Job Center Network

PROGRAM YEAR 2018 ANNUAL REPORT

General Overview

Implementation of the Workforce Innovation and Opportunities Act (WIOA) in the Eastern area has continued to progress this year. The labor market in NM and the Eastern area continues to reflect increased job growth, declining unemployment numbers, and increases in the numbers of employed individuals. The increased demand for workers has made it more imperative that the system is working strategically to develop a system that trains and employs qualified workers. Workforce center staff must be knowledgeable in the purpose and needs of the system, its employers and job seekers. Workforce partners MUST work cohesively to upskill workers to meet the constantly growing employment need.

With these things in mind high level discussions were begun to identify the pieces of the system to prioritize over the year. The conversations included board members, board administrative entity (AE) staff, some core partners, Title I sub recipient managers, and the one stop operator (OSO). It was important the priorities were of a nature that create building blocks to lay a foundation to support significant change as well as substantial growth and development of the system over upcoming years. System assessment, evaluation, adaptability and sustainability must be part of any priority established if it is to be meaningful and strategic. Proper processes and policies must be in place for guidance to staff and system partners. Customer feedback on the changes must also be considered in order to ensure that changes made to the system are effective and are having the desired impacts and outcomes. Based on these concepts and conversations key areas were identified to be the starting point.

The first priority was to begin to really look at how to develop a system that at its core is based on continuous improvement. Title I at its most basic level is intended to be a skills development program and it was being underutilized for this. In the past the Title I adult, dislocated worker and youth programs have primarily operated as long-term training programs. While long term occupational skills training is an important component of workforce development, short term high quality, individualized career services should be as well. These services can support, augment and offer wrap around services to enhance or improve partner programs and their outcomes. In light of this, the next priority was to increase the numbers of individuals enrolled in Title I-B services receiving high quality individualized career services. As part of this effort the group needed to work on improving and increasing the availability of services in a manner that maximizes staff efficiency and expands customer choices.

With decreasing labor pools for employers to choose from the next thing was to look at hard to serve target populations that data indicates are underrepresented in the current workforce then to develop strategies to better serve them. The reentry population was identified as the most in need and an area where many organizations were working to improve outcomes though not necessarily in a cohesive and unified system. The system partners needed to work together to assist returning citizens to become more employable prior to release and to increase their engagement in the labor force after release.

Functional alignment and minimization of duplication of services particularly between Title I and Title III staff has been an ongoing effort of the board and the operator, but the system continues to struggle with this. It was determined through staff feedback and observation this was in part the result of inadequately defined roles and silo policies and procedures. The board and OSO needed to begin to really identify and define functional alignment across internal partner programs. This includes determining what partner performs what function based on program requirements and customer need and documenting how services are recorded to provide the necessary reporting requirements for all the programs. We also needed to evaluate how changes would impact customer flow in the centers. The dislocated workers participating in the Re-Employment Services and Eligibility Assessments (RESEA) program were identified as a good target population to test systematic and programmatic changes. With dislocated workers (DW) as a target there was an opportunity to work collaboratively with partners and the OSO to establish a model that; clearly outlines functional alignment of staff, leverages staff resources and better meets the needs of the customer and all the partner programs. It also would allow system process changes to be tested on a relatively small group so that the flow across programs could be made as fluid and seamless as possible.

Staff training was a large focus in PY 17 and continued this year. In fact, the board has added staff development and training to its Title I contracts as well to the site manager requirements. This is anticipated to be an ongoing requirement and need as the board, partners, the One Stop Operator (OSO), site managers and Title I sub recipients work together to improve the system. On-going training of front-line staff will be critical as work continues to revamp the service delivery models across the area and improve the skills and satisfaction of employees and employers of the workforce system.

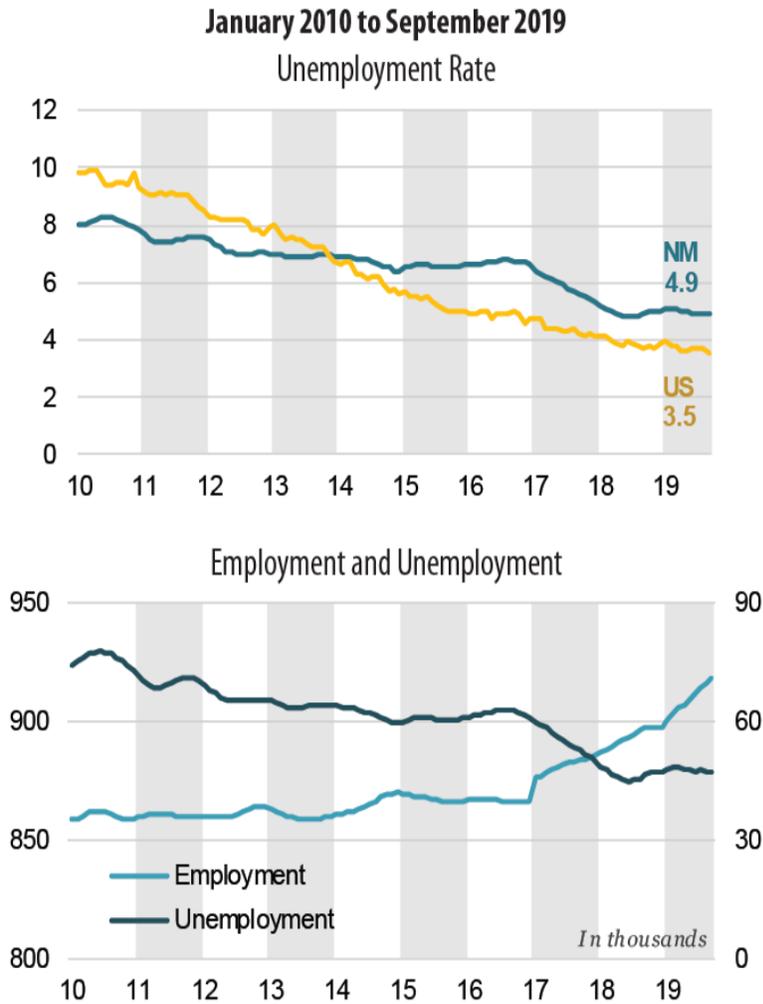
With new goals and responsibilities placed on the offices gaps in leadership skills were identified and training was also needed for the system and program leaders. Jody Holland, who had provided a workshop at a conference was selected to provide the training. The training was an intense 2 ½ day workgroup session and includes monthly follow up calls for one year. Attendees included the OSO, all site managers, program managers, two state administrative entity staff, one AE staff from another board, a manager of a career center in another region and the EAWDB program staff. The workshop addressed separating management from leadership, how to motivate staff, create a team environment, increase productivity and lead a team. This training began to lay a foundation to build an accountability structure for use by the OSO in managing the system.

With customer feedback identified as an important piece of continuous improvement discussions began on how to obtain that feedback in a manner that provided an opportunity for confidentiality and follow-up. The board purchased a survey software that provides the functionality to offer surveys in a Kiosk environment with both on and off-line options as well as tablets to broaden the flexibility and promote real-time feedback. This will allow job seekers to be surveyed in the center prior to leaving utilizing the tablet or survey link on resource room computers. The software would also allow for surveys to be issued during rapid response and off-site events such as job fairs and then uploaded automatically when internet connectivity is re-established. The Employment Services (ES) partner has been surveying all employers that post job orders in the system as well as most job seekers. Of the employers surveyed by ES, most did not hire from workforce center referrals and several others did not receive any referrals but 66% said the offices were meeting their needs. Job Seekers reported an 80% satisfaction level with services provided by staff but also there was a lack of follow-up after individualized career services were provided. This identifies areas for potential improvement over the next year.

The new software will allow for follow up emails to employers or job seekers that have negative experiences with the offices. Board staff, the OSO and ES partner are working to identify ways to prevent or minimize duplication of survey efforts and share results. When the tablet surveys are launched in the offices it is anticipated this will replace the job seeker surveys currently conducted by the ES partner. Until that is accomplished the board will focus on surveying employers and customers of the Title I program. The results of those surveys are addressed further in correlation to the populations surveyed.

Labor Market

Unemployment in New Mexico continues to decline but remains higher than the national average at around 5 percent. The labor force participation rates and numbers of employed individuals are increasing, up about 1 percent with indications of stronger growth in PY 19. The unemployment figures for Eastern counties range from 3.7 percent in Union County to 5.8 percent in Guadalupe County as of September 2019. The majority of the area is below 5 percent.



The oil industry continues to drive and dominate the labor market and economies of much of the Eastern area either directly or in supporting industries such as material moving. In September 2018 NM experienced the sale of nearly one billion dollars in federal oil leases. This created one of the largest oil booms ever with a large part of that taking place in the East. The increase in oil production is driving demand in other sectors such as construction, hospitality and leisure. Personal income in the state increased 5.1 percent in the first quarter of 2019 compared to the national average of 3.4 percent. Nearly half of the new jobs in the state are in the construction and natural resource extraction industries. Growth in the construction industry is largely being attributed to the oil boom. One illustration of the impact is that Lea county, a rural not so long-ago farming community now has the highest population of any county in the area and is expecting to double in population over the next 10 years.

Employment Profile for the Eastern Workforce Development Area

Occupations with the highest projected annual openings 2016-2026

Rank	Occupation	Annual Openings
1	Cashiers	727
2	Personal Care Aides	677
3	Combined Food Preparation and Serving Workers, Including Fast Food	670
4	Retail Salespersons	610
5	Waiters and Waitresses	491
6	Heavy and Tractor-Trailer Truck Drivers	422
7	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	374
8	Construction Laborers	346
9	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	332
10	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	331

Long-term employment projections for the top 10 occupations in the Eastern Area 2016-2026.

Occupation	2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change
Construction and Extraction	14,665	16,457	1,792
Personal Care and Service	5,435	6,963	1,528
Food Preparation and Serving Related	13,383	14,600	1,217
Healthcare Practitioners and Technical	5,764	6,415	651
Healthcare Support	2,949	3,598	649
Education, Training, and Library	8,597	9,168	571

Transportation and Material Moving	9,820	10,383	563
Building and Grounds Cleaning and Maintenance	5,446	5,907	461
Management	11,408	11,822	414
Installation, Maintenance, and Repair	6,896	7,282	386

Below are the Eastern area occupations with the highest number of job openings Advertised online in October 2019 and the numbers of potential candidates.

Rank	Occupation	Job Openings	Potential Candidates
1	Registered Nurses	398	100
2	Physicians and Surgeons, All Other	135	3
3	First-Line Supervisors of Food Preparation and Serving Workers	123	28
4	Retail Salespersons	110	151
5	Physical Therapists	92	0
6	Occupational Therapists	80	0
7	Customer Service Representatives	77	401
8	General and Operations Managers	77	80
9	Cashiers	73	458
10	Combined Food Preparation and Serving Workers, Including Fast Food	71	90

Business Services

The board, its operator and partners are working to improve the level of customer service and the quality of services available to employers. Office staff have been provided training on quality outreach to employers and employer customer service. Over the course of the year the offices have conducted and/or participated in over 97 job fairs and hiring events. The office staff have been encouraged to think creatively about how to make the events and services more valuable and meaningful. The staff looked for ways to encourage the job seekers that would be attending the event to be prepared ahead of time to meet with the employers. Two offices piloted what they called a “golden ticket” event. One was held in the office and one in an empty mall store. They were traditional job fairs with a twist. Thirty days prior to the event it was advertised that beginning on a specific date (ten days prior to the event) job seekers could come to the office, register and have their resume’s reviewed by staff and targeted to the type of career they wanted to pursue. At the end of the meeting those job seekers were given a “Golden Ticket”. On the back of the ticket was information that reflected their desired career field. When the golden ticket holders arrived at the job fair, they would present their ticket to the career coach and were escorted immediately to the employer(s) with jobs in their desired field. If job seekers came into the job fair without a golden ticket, they had to spend time updating their registration and resume before seeing an employer and did not receive the benefit of staff resume review assistance. Golden ticket holders were provided priority when multiple job seekers were waiting to see the same employers.

Job seekers and employers of the fairs were both surveyed prior to leaving the events. Job seekers reported that they really enjoyed the warm introduction when escorted to the employers and the employers overwhelmingly reported that they enjoyed knowing that the customers that were escorted with a golden ticket were a match to the types of positions they were actively recruiting for. The employers did speak with other candidates, but they knew the individuals that were introduced by center staff were a direct match and felt they were much better prepared. The employers stated they wished there had been a higher number of golden ticket holders. We will look for ways to better encourage that in the future.

Feedback from job seekers and employers for the office that held the fair in the center was that the space was too small. It made it difficult to engage in meaningful conversations. Whereas, the mall space was much more comfortable (based on feedback from surveys) however, there were no print capabilities for resumes and there was no wi-fi access to allow individuals to complete on-line applications on the spot. The OSO is working with AE staff to acquire portable printers and hot spots for out of office employer events for this year.

As was previously mentioned there has been a strong push by the board on its service providers to increase the enrollment in and utilization of Title I services. Even with staffing shortages being experienced in most of the offices there has still been an increase in the utilization of On the Job Training (OJT) by employers to hire and train individuals. A survey specific and unique to OJT employers was developed. All PY 18 and PY 19 employers that utilized OJT were surveyed on: the quality of service they received from their local representative, the ease of the OJT contract and paperwork process, the allowable training time (available hours for reimbursement), the quality of the placements, whether or not they would recommend OJT to other employers, and what improvements could be made. The response rate was a little over thirty percent and were mostly positive. All customer service and candidate fit responses were good or outstanding. Only one employer felt the process was somewhat difficult, but all employers said they would likely utilize OJT in the future and stated they would recommend it to other employers. The only negative feedback was regarding the timeliness of reimbursements which board staff and service providers are working to make a more efficient and timely process.

PY 17 to PY 18 OJT utilization comparison

PY 17			PY 18			% Change
New	Carry over	Total Active	New	Carry over	Total Active	
35	7	42	63	17	80	+ 90.5%

Adult, Dislocated Worker, and Youth Services

Ongoing staff development efforts around customer service, outreach, functional alignment and co-enrollment processes this year resulted in increased Title I enrollments and expenditures. This was reflected across adult, dislocated worker and youth services. PY 19 1st quarter data reflects higher enrollment numbers than the same time frame for the previous year. PY 18 Q1 Title I active enrollment count was 362. The count for the same period for PY 19 reflects 456. This shows the EAWDB service provider to be on target for continued improvement in enrollment numbers for PY 19 as well.

Information on enrollments and expenditures is reflected below.

PY 17 and PY 18 comparisons for enrollments and expenditures

Adults			Dislocated Workers			Youth		
PY 17	PY 18	% Change	PY 17	PY 18	% Change	PY 17	PY 18	% Change
299	467	+56.2%	24	78	+225%	108	150	+38.9%

There was a 46% increase in overall spending from PY 17 and PY 18. The increases in program spending are reflected below.

PY 18 Program Expenditures

Youth	Percent Increase	Adult	Percent Increase	Dislocated Worker	Percent Increase	Total
\$810,147	36%	\$2,312,292	52%	\$295,066	32%	\$3,417,505

Word of mouth referrals to the offices for services has increased presumably due to better customer service and improved outreach. Title I program managers set enrollment goals for staff that made it necessary for staff to be creative identifying opportunities to conduct outreach and partner. For example, the four-year university in the area was interested in having someone from the office provide training for individuals on how to register for employment and search for jobs in the online system. In response, Title I staff began operating two days per week out of an office on campus in a community that does not currently have a job center. The process improved the quality of engagement and partnership between the office, job seekers, and the education partner.

Active efforts have been made to identify opportunities to increase the quality, access and availability of services provided in the job centers. The board has acquired workshop materials and training for staff in quality workshop delivery and facilitation. The plan is to establish a set schedule for workshops and have the workshops presented in one location broadcast via Zoom to the other offices. It has already been requested that RESEA services be scheduled on the same day in each office to help make this possible. Each office will have a trained facilitator on site to assist local office attendees. The workshops will also be one of the offerings to unemployment insurance recipients in the re-work of the RESEA model that will be discussed in detail under dislocated worker services. Workshops being developed and planned for launch include:

General Assessment and Orientation (GAO)

Resume development

Interviewing success and techniques

Career Search techniques/master your job search

Career Networking

Social Media – What does your social media tell employers about you?

The Resume Development workshop launched in the 1st quarter of PY 19 and the others are scheduled for implementation throughout the remainder of PY 19. The workshops are being staggered in their release to allow for adequate feedback from attendees and staff to improve the value of the service and increase the skills of the presenters and facilitators prior to releasing the next workshop.

The area’s adult and dislocated worker service provider continued to target training dollars heavily in healthcare related industries. This is reflected in 60% of training participants were enrolled in healthcare related fields.

The breakdown of training for adults and dislocated workers by occupation is reflected below.

	Served
All Participants (#1306)	497
Architecture/Engineering (17)	3
Art/Design/Entertainment/Sports/Media (27)	6
Building/Grounds Cleaning/Maintenance (37)	2
Business/Financial Operations Managers (13)	2
Community/Social Services (21)	12
Computer/Mathematical Science (15)	1
Construction/Extraction (47)	12
Education/Training/Library (25)	24
Farming/Fishing/Forestry (45)	3
Food Preparation/Serving (35)	1
Healthcare Practitioner/Technical (29)	257
Healthcare Support (31)	21
Installation/Maintenance/Repair (49)	30
Life/Physical/Social Science (19)	2
Management Occupations (11)	27
Office/Administrative Support (43)	6
Personal Care/Service (39)	2
Production (51)	20
Protective Support (33)	3
Sales (41)	4
Transportation/Material Moving (53)	59

Adult Services

With lower numbers of job seekers coming into the centers and higher numbers of open positions a strategic look at how to locate more job seekers was necessary. The Title I adult/DW contract manager and the EAWDB program manager began to look at WIOA target populations that are underrepresented in the workforce to help find ways to address labor shortfalls. Our offices seeing and serving only small numbers of offenders. In speaking with the OSO and local partners, it was identified that in Chaves county the local adult education (AE) provider was offering adult education classes weekly in the both the adult and juvenile county detention facilities. It was decided the best course of action was to build upon and augment what our partner already in place.

The AE director informed the team that in her work with the inmates some of the challenges facing them upon release were:

Most had substantial court fines to pay and low earning potential;

Many did not have solid work history or occupational skills;

Many did not possess a valid photo identification card;

Without the ID they could not test for their High School Equivalency (HSE);

Many were released to transitional facilities which is a temporary address and they cannot obtain an ID the transitional facility was not allowable for use for that;

Testing for the HSE requires a fee they did not have; and

Upon release they did not know who to reach out to for assistance in searching for employment.

The group worked together to tackle one challenge at a time to build a model that could be replicated in other communities. There were no mechanisms for testing these individuals while they were in the centers and recent regulation changes surrounding HSE testing dictated that testing facilities must meet specific criteria and be certified. Testing centers must also ensure positive identification of the individuals tested and many of those released did not possess an ID. The group felt the best solution was to make every effort to test them prior to release.

Through the AE partner the group worked to get a list of the criterion necessary to become a certified testing facility. The facilities already had all the pieces in place to become certified testing centers. The AE provider worked with the detention centers to assist with submission of the required information and the facilities became certified testing centers.

The group also worked with the facility wardens to allow for access to inmate “booking sheets” which contained all the information necessary for positive identification: name, SSN, address and a photograph. It was agreed that Title I would partner with the AE provider and utilize the same documents for enrollment and eligibility establishment and provide supportive services to pay for inmate testing and certification. This would also provide them access to a career coach prior to release. The coach could introduce labor market information, occupational and career advice, and could transition them to a career coach in the community they were to be released to. The community college testing center did not have the personnel to send a proctor to the detention centers to provide this service. At that time the Title I adult/DW program had a staff vacancy in that office. Staff that had testing/proctoring experience were targeted and hired for that position so that Title I could partner with AE and provide some of the proctoring. Testing is scheduled to begin in November.

The next steps for this model are to find ways to help incarcerated individuals obtain a valid ID prior to release, work with partners and facilities to provide opportunities for long distance virtual case management with staff in inmates release communities. The group will be working over the next year with other AE programs to replicate the first steps of the Chaves county model elsewhere as well as working to build career development opportunities in the prisons while establishing mechanisms for virtual case management for citizens 12-18 months from release.

Dislocated Worker Services

Board staff and Title I service providers have been working together to identify ways to increase Title I enrollment of dislocated workers and improve services available to them. The individuals receiving services under RESEA were targeted to pilot strategies that re-think how these services occur. The unemployment numbers in the Eastern area a low enough that currently all UI recipients are scheduled for RESEA appointments. This afforded an opportunity to take a deep dive into functional alignment of

staff across partners within the centers and establish a working model to re-design customer flow into something that was more seamless to job seekers and made sense within program requirements.

The programs manager, Title I manager, and OSO entered into conversations with the UI and WP partner managers to dig into the needs of the UI program, service needs, and reporting and recording requirements to identify opportunities for Title I to assist in the process. This became known as the RESEA work group. The group worked together with front line staff in one of the offices to map out how we could achieve co-enrollment between Title I, Title III and UI. This became the pilot office. Processes were established for certification of UI eligibility, Title III enrollment and participation, and Title I enrollment and participation that would meet the basic needs of each program and allow for a test launch of the model. The board brought in a nationally recognized consultant and expert in workforce development strategies to observe the customer flow in the two largest offices as well as review/observe the pilot launch of the co-enrollment model. Feedback was brought back to the work group regarding those observations and the beginning of a pilot project was born.

The office staff began working together with the assistance of board staff to smooth out some of the bumps in the processes while the work group engaged with the consultant to plan the changes in services. One thing clear was that the offices are not seeing the individuals that are applying for UI benefits until approximately five weeks later and that was too late. By that time they were either comfortable or frustrated we needed to contact them sooner. Staff feedback was sought each week to identify potential pitfalls and problem areas. The staff operated the model in the pilot office for approximately 10 weeks. It was placed on hold due to allow the workgroup and consultant to come together, unify and solidify the vision and processes and establish the documentation that would be necessary for UI to track project metrics.

The workgroup began conversations with the UI partner to obtain a report of claimants that could be used to contact customers the week following claim submission. The vision is to contact them and make efforts to have them come into the center for general assessment and orientation, completion of background information and resume information before being scheduled for RESEA so the one on one staff time could be spent really assisting the individuals with career planning, exploration or identifying opportunities for them to improve their skills.

While working to build the report it was determined that the initial claim contained information that pre-identifies characteristics that could be used to schedule them with staff that are mostly likely to meet their needs. For example, if an individual was under the age of 25 and did not graduate high school then youth staff would be the Title I staff assisting during the RESEA meeting or individuals that were Spanish speakers would have their appointment set with bilingual staff. It will save the customer an additional hand-off to another staff in the center if we could identify that before they came in for their appointment.

It is important that the processes are well documented for staff, that all related policies are updated to accommodate a new way of doing business and that staff are well trained in what the expectations are and how to manage the process. The pilot relaunched in the 1st quarter of PY 19 with the roll out of the new and improved new claimant report. Staff and partners are excited to see a higher level of service provided to our unemployed customers and the increased levels of support from the board, operator and state program administrators. The level of coordination, cooperation and joint excitement that resulted from this process gave all the working partners a new vision for what could be developed across the system.

Youth Services

The youth services provider was struggling with staffing shortage and training needs. The youth program began the year ramping up staff training around techniques to improve outreach and redesigning of their service delivery model to provide more of the program elements to each youth served. Board staff engaged with the provider to evaluate internal management processes for efficiency and effectiveness in providing oversight and support to field operational staff. Strategies were put in place to address needs and offer staff a way to share best practices. Training events via video conference were established to provide a mechanism to accomplish this. The meeting was the Pitstop and included all youth career coaches, the contract manager and board administrative staff. Initially the meetings were held weekly in order to address training needs on federal regulations and local board policies. Outreach and recruiting efforts and best practices were shared and discussed at each meeting.

The meetings were very effective and were resulting in better enrollment, improved case management, steady increases in enrollment numbers, streamlined documentation processes and increased communication. However, the provider was continuing to have difficulty executing the vision of WIOA in service delivery. At the end of the 1st quarter the provider began experience high levels of turnover up to and including the program managers position. The service provider had recently experienced administrative and board changes at high levels were having a difficult time with oversight of the contract. A recommendation was put forward to the board by the youth committee that a request for proposal to seek a new contractor was appropriate. Efforts were made by the contractor and board staff to maintain services to youth during this time however, this was a challenge. A new provider was selected and is now operating youth services in the Eastern area. We are excited to see the changes that have begun in the beginning of PY 19 and are looking forward to working with the new provider to rebuild a highly effective, comprehensive youth service strategy across the area.

Stories of renewed hope and success provided through the WIOA program

Adult

Kristina

Kristina was a 33-year-old married woman. She and her husband have 3 children of their own and adopted their niece and nephew. Kristina's husband had been in the military, which required them to move often. During their time in the military, she worked several entry level jobs. Kristina's husband became disabled with a 90% rating. Their household was receiving SNAP benefits to help make ends meet. Kristina decided that she would need to get an education to help with supporting the family. She decided that she would go into Radiologic Technology and was attempting to obtain a degree. She had exhausted all her financial aid since she had previously been working toward a degree in teaching. She wasn't sure if she would be able to continue with her schooling. She applied for assistance through the WIOA program and was enrolled. Kristina graduated in May 2019, passed her AART Exam and became a licensed Radiologic Technician. Kristina was able to attain employment on June 3, 2019 with Gerald Champion Medical Center in the catheterization lab. She is currently earning \$24.76 an hour. Kristina is very happy with her new job and the due to her wages her and her husband can support their family.

Calvin

Calvin, 68, presented to the Workforce Connection in need of career assistance. Calvin was a sole proprietor and ran a family business with his wife. As he and his wife aged, the business began to downsize in preparation for their retirement. As retirement approached Calvin came to the realization that he and

his wife would not have the means to support themselves through their retirement. Calvin began to worry and decided to approach the Roswell Workforce Connection in order to receive advice as to what some possible jobs may be available for his skills. Calvin possessed an associate's degree, however, the knowledge he gained in college was now obsolete as new technology had come out since his graduation. It was at this time that Calvin was referred to a Title I career coach. After a discussion of Calvin's situation and expressing his desperation for something that would allow him to earn an income that would allow, he and his wife to sustain the lifestyle they are accustomed to, the Career Coach mentioned an opportunity for Calvin to attend and obtain his CDL through an 8-week course. The Career Coach provided all the necessary information Calvin would need and got him in contact with a doctor to administer his D.O.T. Physical. Calvin began CDL courses, completed the required coursework and obtained self-sustaining employment. Calvin was extremely grateful for the opportunity the program offered him at his advanced age.

Dislocated Worker

Jack

Jack originally presented to the office as a recipient of UI benefits and in a difficult place. He found himself aged 42, alone and having recently lost his job in the energy industry. Jack always earned a living through laborious means, and never achieved job security by means of a credential or certification, and so over the years found himself constantly working only labor jobs. Now much older and unable to perform manual labor at the level he once could Jack found himself losing positions due to not being able to keep up with the physical demands of that his jobs demanded. Jack was receiving UI benefits but lacked a sense of direction not know that he should do now. Jack was referred to a Title I career coach and after much discussion with Jack decided to pursue a Commercial Driver's License (CDL). Jack at the time had done some light driving, but nothing that ever required a Commercial License. The career coach walked Jack through the necessary steps and assisted Jack with securing a job offer from an employer pending obtaining his credential.

Jack began a CDL training course in March 2019. He liked the program and was progressing very well. His expected graduation date was May 10th, 2019, but he worked hard enough that he graduated early. After, waiting to receive his full license with endorsements for Tanker and Hazardous Material he began working for Halliburton at a probationary pay of \$17.00 an hour, but upon completing his first 90 days of employment his pay increased to \$32.00 an hour. Through Title I assistance Jack increased his income as well as his employable skills, and now has a more secure employment future.

Youth

Elicia

Elicia was a single, pregnant mother when was referred to the WIOA youth program to seek assistance. She was a high school dropout but always had good grades. She did have a support system helping her and knew that she needed to earn her High School Equivalency (HSE) if she was going to be able to support her growing family. She was already enrolled in Adult Education Classes (AE) and was ready to test when she began received assistance from the WIOA Youth Program. WIOA assisted her with her HSE attainment, career exploration and later with a work experience at a local dentistry office. Elicia aspired to become a licensed Dental Assistant and this experience reaffirmed that for her. The program was able to assist her with locating training, costs for her credentials and now she is working PRN as a dental assistant trainee while she is waiting to take her final certification exams.

John

John was home schooled nearly his entire life. He tried attending both traditional public school and an alternative school, to obtain his diploma but John was not able to acclimate to the school environment. He did not possess any work experience and had experienced an unstable family life for the last several years. John decided that the best route for him was going to be to enroll in the military. His father was a military veteran. It was a world that he is familiar and comfortable with. The military would also give him a steady income, work experience and stability. The only barrier to his plan was his lack of a high school diploma or HSE. He enrolled in adult education classes where he heard about the WIOA Youth program during a presentation given by the program's Career Coach. He was enrolled in the WIOA program and passed the required tests to successfully attain his HSE. John contacted a military recruiter, enlisted and has begun preparing to leave for basic training. His HSE incentive check will provide him money to sustain him while he is waiting for his military pay to begin.

SOUTHWEST AREA LOCAL WORKFORCE DEVELOPMENT BOARD

MESSAGE FROM BOARD CHAIR & ADMINISTRATOR

October 31, 2019

As our economy continues to improve in New Mexico through lower unemployment rates and increased job growth, the Southwestern Workforce Development Board and Chief Elected Officials continue to invest federal funds in training individuals to create a skilled and ready for workforce to meet the needs of employers. Our network of workforce partners and training providers are an essential component to the success of those who are earning credentials to fill the occupations-in-demand of today, as well as tomorrow.

In addition to the many industries the workforce board assists, this year the board acted to launch an initiative that will recruit and produce more licensed teachers for school districts in the region. Through partnerships with educational institutions and the Governor's apprenticeship initiative, individuals can pursue their dream of teaching and school districts can overcome their teacher shortages.

The workforce board and its partners strive to help youth ages 14 to 24 with barriers to education and employment. Through its youth service provider, youth can embark on discovering careers through an online tool developed by the New Mexico Department of Workforce Solutions called Career Solutions. This tool not only helps youth, but adults identify their areas of interest and point them on the right path toward a career. It also contains a financial tool called Why I Work that asks users questions that will help them determine how much money they will need to earn to afford their selected lifestyle, such as, housing, transportation, entertainment, and other personal costs.

All employers in the region have access to services regardless of their industry. In the Southwestern area, the local board identifies the following as its priority industries for their region;

- Aerospace
- Agriculture
- Education
- Healthcare

- Logistics and Warehousing
- Manufacturing
- Mining
- Hospitality and Tourism

Each of these industries play an essential role in the competitive economy of state and country. The investments made in these industries with the federal funds under WIOA have positive impact in form of earnings and quality of life for those in our communities.

The success of those we serve is our measure for success. Those receiving our services can train for careers with employers in the Southwestern region. They are the future of tomorrow and the promise of economic prosperity for all.

Best regards,

Joshua Orozco, *SAWDB Chair*

Steve Duran, WIOA Administrator

CUSTOMER SURVEYS

In PY18, WIOA Adult & Dislocated Workers completed 421 surveys. Over 87% of the responses indicated that the workforce staff's courtesy and professionalism was excellent and 11% indicated that it was good. As part of the service providers' efforts for continuous improvement, surveys are an important part of the service delivery model. Obtaining feedback and seeking methods to improve the effectiveness of services to the customers is key to the public workforce system.

WIOA Youth Participant Testimonial

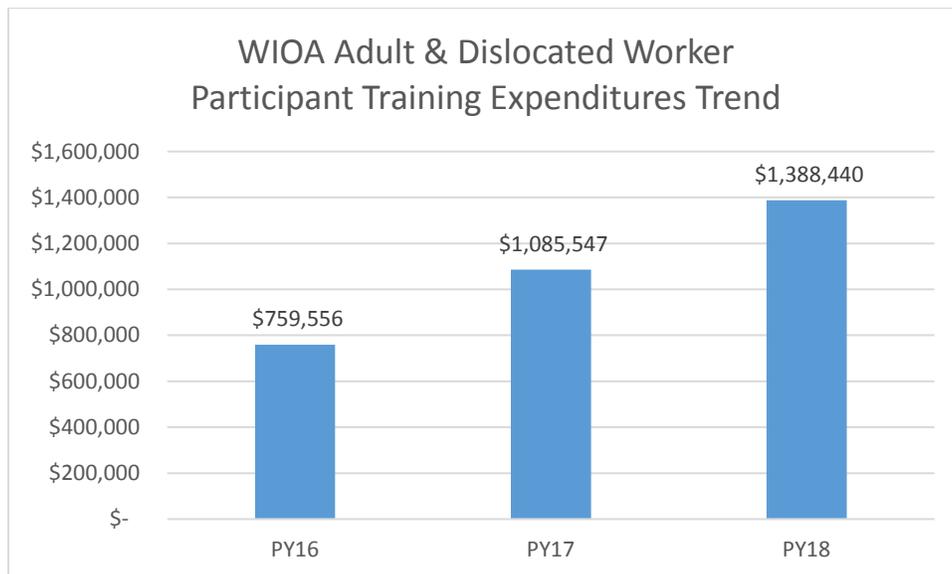
"I am very grateful for this opportunity, and would like to express how much this program means to so many people like me. It's more than a job, it's an opportunity for a person like me to grow as a young adult and sharpen my skills. A program like this, implemented at such a tender age in a troubled young individual, can be life changing. I hope that many more people can join this program in the future and grow as I did in the short time I was a part of it and will continue to be for a little while longer."

SERVICE DELIVERY

Adult & Dislocated Worker Services

During the past three program years of PY16, PY17, and PY18, the amount of participant training investments has increased annually at a rate of 43% and 28% since PY16. The following graph indicates that employers and individuals are benefiting in training programs that narrow the skills gap through greater investments.

The upward trend of the participant training expenditures is an indicator that in PY19, investment levels may likely exceed \$1.7M.

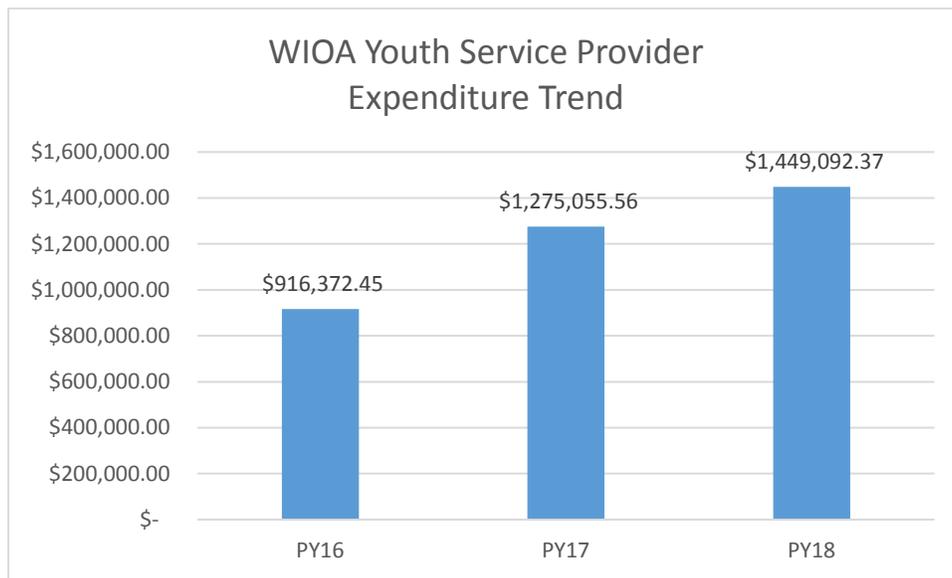


The Workforce Innovation and Opportunity Act establishes a framework for collaboration among its partners in the public workforce system and promotes a stronger integration of services leading to a skilled and ready workforce in New Mexico.

In the Southwestern area of New Mexico, much of the service delivery area is rural and employment opportunities can be very limited in some of the smaller communities. In PY18, the SAWDB amended its supportive services policy to address the transportation barriers to education and employment that exist for individuals. The change in policy not only provides more transportation services reimbursements, but increases the amount of funding to individuals who need childcare and medical services to participants in training.

Youth Services

In Program Year 2018, the investments made in youth ages 14 to 24 increased in the Southwestern area. The primary investments were made in youth who were out-of-school and the objectives were to provide them with career guidance and exploration, and to reengage them so that they enter a training or degree program leading to career employment. The following graph illustrates that during the past three program years of PY16, PY17, and PY18, the amount of youth services investments has increased annually at a rate of 39% and 14% since PY16.



Innovative Project

An innovative project of the SAWDB was the Youth Career Academy. It was a short-term initiative with the goal of focusing on providing out-of-school youth ages 16 to 24 who have yet to complete their high school diploma or high school equivalency diploma with the opportunity to receive career exploration services, on-site college campus visits, paid work experience and job shadowing in a field of their interest. The final phase of this program involved transferring participants to the WIOA Adult program where they would continue to receive training and supportive services to obtain credentials toward an in-demand career.

Staff faced many challenges and we saw that some of the qualified participants had more barriers than could ever have been anticipated. In the end, a total of 60 participants were enrolled with 47 having

completed all five phases of the academy. The SAWDB Youth & Young Adult Committee are currently discussing how to replicate the successes of the academy in the future.

BUSINESS SERVICES

Become a Teacher Initiative

Establishing stronger relationships with businesses to better understand and prepare to meet their employment needs is Goal #1 of our Four-Year Plan. The Southwestern Area Workforce Development Board has partnered with the Las Cruces Public Schools in Doña Ana County to help introduce more qualified teachers into the local workforce. In support of Governor Lujan Grisham's apprenticeship initiative, the New Mexico Department of Workforce Solutions and the board are helping LCPS address their teacher shortage. With this partnership, Teaching Assistants and Substitute Teachers can move forward and become a teacher through the traditional path of obtaining a bachelor's degree in teaching or through the alternative licensure program for those who already have a bachelor's degree in another field.

Through Goal #2, we strengthened our relationship with New Mexico State University with their participation in this Teacher Initiative. NMSU plays a vital role in this effort. They made this idea a reality by modifying existing classes and curriculum that meets WIOA requirements, broadening the spectrum of qualified participants in the Tuition Assistance program.

Because the occupations in demand can change periodically, the Southwestern Area Workforce Development Board established elementary, middle school, and secondary teachers as an occupation-in-demand for those pursuing Level 1 Licensure in the State of New Mexico through June 30, 2024 to ensure eligibility of those pursuing teaching degrees.

The Southwestern Area Workforce Development Board worked with the State Administrative Entity to create new policies and modify any existing ones with hopes of a seamless process for the participants, the service providers, eligible training providers, and administrative staff at the local board level.

In addition to Tuition Assistance, this program also helps pay for books and supplies, transportation, childcare, and testing fees. Partnering with other school districts in the region are in the works, beginning with Cobre Consolidated Schools in Grant County.

Paid Summer Internships

To enhance partnerships with K-12 schools, in Goal #11 of our regional Four-Year Plan, the Southwestern Area Workforce Development Board's Youth Services provider partnered with the Gadsden Independent School District in Doña Ana County to provide paid internships for in-school youth. Eligible youth participants ages 14 – 21 were able to choose their internship among the following fields: Agriculture Mechanics, Agricultural Plant Systems, Architectural Drafting (CAD), Automotive, Construction Trades, Welding, and Creative Media. The program enrolled 10 students who worked a total of 80 hours over 5 weeks.

Business Outreach Services

The New Mexico Workforce Connection Business Services Teams work to connect employers in the region with a variety of services to support their workforce needs. Under the Workforce Innovation and Opportunity Act, the teams offer a variety of key services at no cost to employers:

- Posting job openings
- Job candidate searches
- Pre-screening for job applicants
- Veteran candidate searches
- Training reimbursements
- Labor market information

Rapid Response Team

The state and local public workforce systems play an important role in assisting employers and workers with a rapid response team that is equipped to quickly deploy staff to help those effected by a possible or actual layoff. The teams inform employees on how to access workforce services and workshops that include how to prepare or update a résumé, how to do a job search, how to dress and prepare for an interview, and to access training. During PY18, two rapid response events that effected hundreds of employees were held for a call center and nursing home in the region. The team is trained to be pro-active and poised to aid employers and their workers with layoff aversion service as well.

PERFORMANCE

For PY18, the tables in [Attachment A](#) of this report show participant summary information and performance indicators. The Adult program served 456 individuals of which 378 were low income and 68 were single parents. The Dislocated Worker program served 90 individuals; forty of whom were low income and seven were single parents. The Youth program served 307 youth of which 273 were low income and 17 were single parents. The performance indicators show the rate of employment after exit for the 2nd and 4th quarters, as well as the median earnings, measurable skills gains, and credential attainment rates.

SUCCESS STORIES

Individual Training Account

The oldest of three children, Mr. Dean graduated from high school and wanted to stay in Deming to help care for his family. He wanted to get some sort of training so he could get a good paying job. His grandmother told him about New Mexico Workforce Connection and how she was an ITA participant. Mr. Dean visited New Mexico Workforce Connection and the ITA program helped him complete Certified Nursing Assistant training at Western New Mexico University. As a participant, the program paid for his short-term certification, books, scrubs, and exam. He passed the New Mexico State Prometric Nurse Aid exam in June 2019 and is now employed as a CNA at Mimbres Memorial Nursing Home.

On-the-Job Training

Truth or Consequences Brewing was born when a couple from another state decided to relocate to Truth or Consequences and start their dream of opening a micro-brewery. New Mexico Workforce Connection provided job training for four locals in the following positions: Operations Manager, Assistant Manager who was promoted to Sales Manager, Draft Technician, and Project & Event Planner who received a title change to Business Marketing/Development & Event Planning. With this team, T or C Brewing was awarded recognition for their specialty beers and are planning to open another location in Las Cruces.

Dislocated Worker

Mr. Jackson had lost his job and visited New Mexico Workforce Connection to file for unemployment. He was registered to receive supportive services that would help him renew his journeyman electricians' license. Workforce staff suggested he

contact a local business to see if they might have any vacancies and not only was he hired, he was given a new truck and an apprentice crew.

In-School Youth

Mr. Benally resided on the Alamo Navajo Reservation in Socorro County. He did not know English well, was very shy, quiet, and needed help with basic skills. While taking financial literacy class his senior year of high school, he realized he was struggling with math and needed tutoring.

Mr. Benally visited New Mexico Workforce Connection in January 2019 where he received the tutoring he needed to graduate and gained work experience as a classroom helper for 2nd grade students.

With the assistance of Career Exploration provided by New Mexico Workforce Connection and after completing a Summer Bridge Program placement test, Mr. Benally decided on a college degree and took summer classes to prepare for college. He enrolled in Southwestern Indian Polytechnical Institute in Albuquerque, NM and will graduate in May 2021 with an associate degree in Network Management Pre-Engineering.

Out-of-School Youth

At 20 years of age, Ms. Holly had abandoned college, was having trouble paying her bills, and felt as though the only work she would ever do was that of a hotel housekeeper. She connected with the WIOA Out-of-School Youth program and was given the opportunity to be a project assistant and assistant to the President of the Las Cruces Hispanic Chamber of Commerce. Her employer helped her come out of her shell and recognize her potential. With anxiety and self-doubt in the past, Ms. Holly returned to school to pursue a four-year degree in psychology. She is on the Dean's List, receiving scholarships, and was accepted into a summer program where she will travel to Peru and work on projects such as childcare and jungle conservation work.

LABOR MARKET HIGHLIGHTS

The Southwestern area 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. New Mexico Institute of Mining and Technology, New Mexico State University, and Western New Mexico University are also important sources of employment in the region. Tourist attractions include Gila, Cibola, and Apache National Forests; several state parks; Elephant Butte Lake; and hot mineral baths.

- At the end of PY18, the unemployment rate in the southwestern region's seven-county area was at 6.6%. It was reported that 128,901 individuals were employed with an average hourly wage of \$18.45.
- The health care industry employs the highest number of employees in our region with 20,269 employees at 1,520 establishments.
- With 4,957 job openings posted on the New Mexico Workforce Connection Online System, 373 employers asked for high school diploma or equivalent, and 147 positions asked for a bachelor's degree.
- New Mexico Workforce Connection in the Southwestern Region provided services to 132,733 individuals, and 30,152 services were provided to employers.

Source: NMDWS

New & Expanding Businesses in the Region

- Adobe Techniques
- Big Brothers Big Sisters
- Bosque Construction
- Botanical Infusions
- Jackson Ranch Steakhouse
- Lawley Toyota
- Light Art Space
- Main Street Vintage Mercado

- Diaz Grant Agency
- Electronic CareGiver
- Farmers Insurance – Seawolf Agency
- Gila Regional Foot and Ankle
- Grant County Art Guild Gallery
- Hidalgo Medical Services Bridges to Care
- Home Instead Senior Care
- HoneeBeeGoods Bakery
- Ingo’s Art Café
- Matteo’s Authentic Mexican Food
- Rad Retrocade
- Stampede Meats
- The Amador
- The Potala Place
- Truth or Consequences Brewery
- Vado Speedway Park
- VanDyk Mortgage
- WNM Communications

CONTINUOUS QUALITY IMPROVEMENT ACTIVITIES

In our local Four-Year Plan, we want to address the fact that the Southwest Region does not have adequate facility space to satisfy the One-Stop concept, hence Goal #7.

According to a 2017 report from the U.S. Census Bureau, the population of Doña Ana County is at 215,579. With that size population, it was identified that another One-Stop Center is needed in southern Doña Ana County. Steps were taken to identify a location close to the New Mexico-Texas border to ensure our services are known and available to New Mexico residents, businesses and job seekers alike, who have been seeking services in Texas. Steps are currently underway to get our new One-Stop Center in Sunland Park fully operational.

PARTNERSHIPS

Throughout the years, the SAWDB has developed strong bonds with its workforce partners and other community-based organizations. Since the inception of WIOA, these partnerships have made a positive difference in the level of services offered to employers, job seekers, and youth. Together, the partners have developed strategies, braided resources, and cross-trained their staffs on the wide array of programs within the public workforce system. With over 17 required workforce partners in the system, the six core programs in the Southwestern area, one stop operator, and administrative entity are the catalysts for the SAWDB’s vision and goals.

FINANCIALS

Balance Sheet

On June 30, 2019, the Southwestern Area Workforce Development Board held assets in the amount of \$216,804. The Liabilities and Fund Balance totaled \$216,804.

Southwestern Workforce Balance June 30, 2019	Area Innovation	Workforce and	Development Opportunity	Board Act Sheet
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WIOA

ASSETS:

Cash and cash equivalents	\$ 12,928
Accounts Receivable-Grants	<u>203,876</u>
Total assets	<u><u>\$ 216,804</u></u>

LIABILITIES AND FUND BALANCE:

Accounts payable	\$ 216,804
Deferred Revenue	<u>-</u>
Total liabilities	<u>216,804</u>

Fund Balance

Unreserved and designated for future expenditures	<u>-</u>
Total fund balance	<u>-</u>
Total liabilities and fund balance	<u><u>\$ 216,804</u></u>

Budget vs. Actual

The Southwestern Area Workforce Development Board had an overall Budget of \$8,055,011. As of the end of PY18, the Board expended \$5,010,258. The unexpended amount of \$3,044,752 has been allocated for PY19 and will be expended in the Southwestern Area of the State. Types of costs include, but not limited to, Youth Work Experience, On-the-Job Training, Supportive Services, Customized Training and Career Services.

Southwestern Workforce Statement Changes in Fund Balances Area of Innovation Balances Workforce and Revenues, Budget – Budget Development Opportunity Expenditures, (GAAP Basis) and Board Act and Actual For the Fiscal Year Ended June 30, 2019

	<u>Budget</u>	<u>Actual</u>	<u>Variance</u>
Revenues:			
Federal grants	\$ 8,055,011	5,010,258	3,044,752
Expenditures:			
Employment services:			
Program Year 18/Fiscal Year 19			
Adult	2,543,808	1,253,713	1,290,095
Dislocated Worker	543,543	89,681	453,862
Youth	1,873,957	1,011,556	862,401
Administration	551,256	112,862	438,394
Program Year 17/Fiscal Year 18			
Adult	1,281,707	1,281,707	-
Dislocated Worker	328,380	328,380	-
Youth	679,139	679,139	-
Administration	253,221	253,221	-
Total general governmental	<u>8,055,011</u>	<u>5,010,258</u>	<u>3,044,752</u>
Excess (deficiency) of revenues over expenditures	-	-	-
Fund balance, beginning of year	<u>-</u>	<u>-</u>	<u>-</u>
Fund balance, end of year	<u>\$ -</u>	<u>-</u>	<u>-</u>

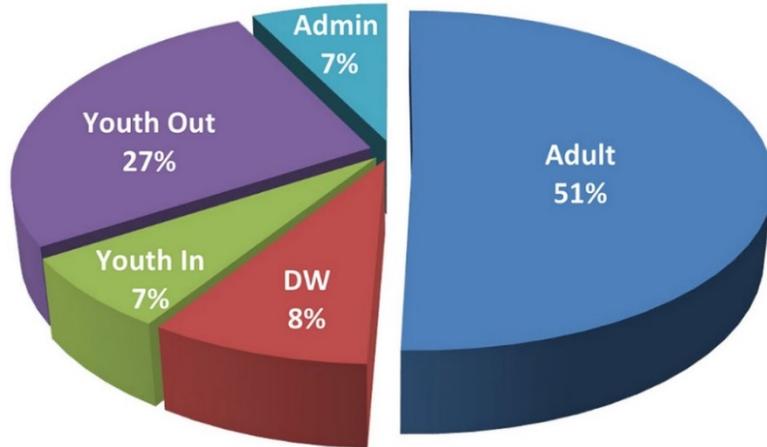
Expenditures by Fund & by County

The following chart shows the expenditures in Program Year 2018 broken down by Adult, Dislocated Worker, Youth In-School, Youth Out-of-School, and Administration. The largest amount of funds expended are in the Adult Program. This is also the

Southwestern Area’s largest funding stream. The Southwestern Area Workforce Development Board only expends up to 10% of expenditures on Administrative costs. Administrative costs include, but are not limited to, Fiscal Agent Services, some duties of the Administrative Entity, Independent Auditor, and other Board costs.

Expenditures by Fund

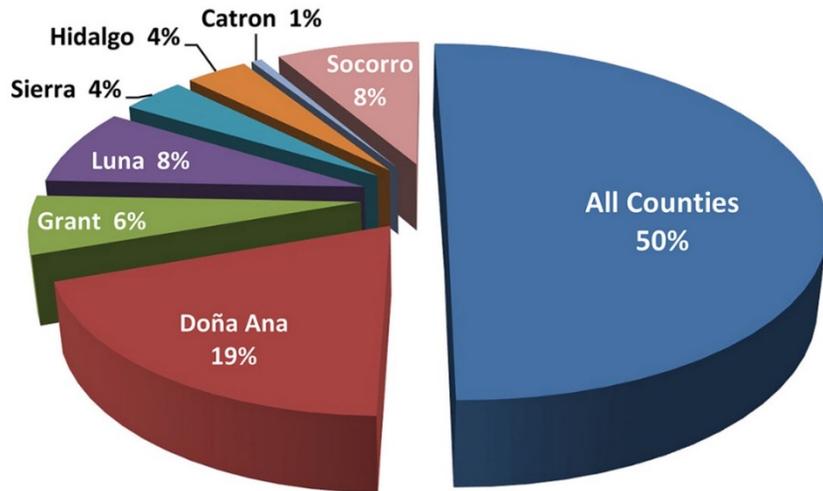
Adult	\$2,535,602
Dislocated Worker	\$418,061
Youth In-School	\$342,441
Youth Out-of-School	\$1,348,072
Administration	\$366,083



Expenditures by County

The chart below shows the percentage of the funds that were expended broken down by each county: Catron, Doña Ana, Grant, Hidalgo, Luna, Sierra, and Socorro. The All Counties section represents costs that benefit all counties in the region such as Administrative Entity costs, Adult and Dislocated Worker Service Provider costs, Region IV Chief Elected Official’s costs, and Southwestern Area Workforce Development Board costs.

All Counties	\$2,515,999
Doña Ana	\$971,823
Grant	\$303,027
Luna	399,642
Sierra	\$185,768
Hidalgo	\$181,770
Catron	\$31,268
Socorro	\$420,964



8.4 ATTACHMENT A – LOCAL AREA REPORT

Local Area Report for WIOA Adult

PY 2018 Qtr 6/30/2019 Local Area Report for WIOA Adult						Page 1			
Time Period: <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Rolling 4 Quarters <input type="checkbox"/> Program to Date WIB Code: 35030 - Southwestern Area Workforce Development Board <small>(choose only one)</small>									
REPORTING PERIOD COVERED: 1/1/2018-6/30/2019									
Performance Items					Basic Career Services (other than self service)	Individualized Career Services	Training Services	Total Current Period	Total Previous Period
A. SUMMARY INFORMATION									
1. Total Exiters (Cohort Period: 4/1/2018-3/31/2019)						18	126	144	164
2. Total Participants Served (Cohort Period: 7/1/2018-6/30/2019)						69	387	456	455
3. Total Reportable Individuals (Cohort Period: 7/1/2018-6/30/2019)									
B. PARTICIPANT SUMMARY AND SERVICE INFORMATION¹ (Cohort Period: 7/1/2018-6/30/2019)									
Sex	1a. Male					29	126	155	165
	1b. Female					40	261	301	290
Ethnicity/Race	2a. Hispanic/Latino					49	265	314	310
	2b. American Indian or Alaskan Native					2	6	8	9
	2c. Asian						2	2	3
	2d. Black or African American					4	7	11	10
	2e. Native Hawaiian or Other Pacific Islander								
	2f. White					43	248	291	284
	2g. More Than One Race						3	3	5
Other Demographics	3a. Eligible Veterans					4	10	14	15
	3b. Individuals with a Disability						11	11	11
	3c. Incumbent Workers								
	3d. Unemployed Individuals					42	171	213	226
Education Level	4a. Secondary School Graduate or Equivalent					28	237	265	269
	4b. Completed 1 or more years of Postsecondary Education					11	71	82	77
	4c. Postsecondary Certification, License, or Educational Certificate (non-degree)					2	11	13	15
	4d. Associate's Degree					3	35	38	36
	4e. Bachelor's Degree or Equivalent					1	19	20	24
4f. Advanced Degree Beyond Bachelor's Degree						1	1	1	
C. EMPLOYMENT BARRIER² (Cohort Period: 7/1/2018-6/30/2019)									
1. Displaced homemakers									1
2. Low-income individuals						58	320	378	375
3. Older individuals						3	11	14	11
4. Ex-offenders						4	4	8	8
5. Homeless individuals or runaway youth						1	2	3	4
6. Current or former foster care youth									
7. English language learners, individuals with low levels of literacy or facing substantial cultural barriers						1	9	10	13
8. Eligible migrant and seasonal farmworkers									
9. Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)									
10. Single parents (Including single pregnant women)						4	64	68	71
11. Long-term unemployed (27 or more consecutive weeks)							3	3	4
D. Core Indicators of Performance									
1. Employment Rate (Q2) (Cohort Period: 7/1/2017-6/30/2018)						51.9%	74.4%	70.6%	75.8%
2. Employment Rate (Q4) (Cohort Period: 1/1/2017-12/31/2017)						46.2%	80.7%	77.7%	76.1%
3. Median Earnings (Cohort Period: 7/1/2017-6/30/2018)						\$642	\$5,752	\$4,727	\$5,943
4. Credential Rate ³ (Cohort Period: 1/1/2017-12/31/2017)							50.7%	50.7%	46.7%
5. Measurable Skill Gains ³ (Cohort Period: 7/1/2018-6/30/2019)							59.3%	56.6%	40.5%
Performance Items							Total Covered Entrants	Percent Served Current Period	Percent Served Previous Period
E. Veterans' Priority of Service (Cohort Period: 7/1/2018-6/30/2019)									
1. Covered Entrants Who Reached the End of the Entry Period							7		
2. Covered Entrants Who Received a Service During the Entry Period							7	100.0%	100.0%
3. Covered Entrants Who Received a Staff-Assisted Service During the Entry Period							7	100.0%	100.0%

*Program name to be entered/displayed here. This form does not apply to Title I Youth Program.
¹Participant information is based on data given at the point of entry into the program.
²Barriers to Employment are determined at the point of entry into the program.
³Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.

Public Burden Statement(1205-0521)

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Local Area Report for WIOA Dislocated Worker

PY 2018	Qtr 3/31/2019	Local Area Report for WIOA Dislocated Worker				Page 1
Time Period: (choose only one) <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Rolling 4 Quarters <input type="checkbox"/> Program to Date		WIB Code: 35030 - Southwestern Area Workforce Development Board				
REPORTING PERIOD COVERED: 10/1/2017-3/31/2019						

Performance Items		Basic Career Services (other than self service)	Individualized Career Services	Training Services	Total Current Period	Total Previous Period	
A. SUMMARY INFORMATION							
1. Total Exitters (Cohort Period: 1/1/2018-12/31/2018)		0	6	29	35	28	
2. Total Participants Served (Cohort Period: 4/1/2018-3/31/2019)		0	39	51	90	70	
3. Total Reportable Individuals (Cohort Period: 4/1/2018-3/31/2019)					0	0	
B. PARTICIPANT SUMMARY AND SERVICE INFORMATION¹ (Cohort Period: 4/1/2018-3/31/2019)							
Sex	1a. Male	0	12	20	32	26	
	1b. Female	0	27	31	58	44	
Ethnicity/Race	2a. Hispanic/Latino	0	18	15	33	20	
	2b. American Indian or Alaskan Native	0	0	1	1	1	
	2c. Asian	0	0	1	1	0	
	2d. Black or African American	0	0	2	2	3	
	2e. Native Hawaiian or Other Pacific Islander	0	0	0	0	0	
	2f. White	0	16	15	31	15	
	2g. More Than One Race	0	0	2	2	1	
Other Demographics	3a. Eligible Veterans	0	0	1	1	2	
	3b. Individuals with a Disability	0	0	1	1	2	
	3c. Incumbent Workers	0	0	0	0	0	
	3d. Unemployed Individuals	0	38	48	86	64	
Education Level	4a. Secondary School Graduate or Equivalent	0	9	24	33	32	
	4b. Completed 1 or more years of Postsecondary Education	0	3	14	17	16	
	4c. Postsecondary Certification, License, or Educational Certificate (non-degree)	0	0	3	3	4	
	4d. Associate's Degree	0	1	3	4	4	
	4e. Bachelor's Degree or Equivalent	0	2	4	6	5	
4f. Advanced Degree Beyond Bachelor's Degree	0	0	2	2	3		
C. EMPLOYMENT BARRIER² (Cohort Period: 4/1/2018-3/31/2019)							
1. Displaced homemakers		0	0	0	0	0	
2. Low-income individuals		0	12	28	40	35	
3. Older individuals		0	8	4	12	9	
4. Ex-offenders		0	0	1	1	1	
5. Homeless individuals or runaway youth		0	1	0	1	0	
6. Current or former foster care youth		0	0	0	0	0	
7. English language learners, individuals with low levels of literacy or facing substantial cultural barriers		0	16	1	17	5	
8. Eligible migrant and seasonal farmworkers		0	0	0	0	0	
9. Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)		0	0	0	0	0	
10. Single parents (Including single pregnant women)		0	2	4	6	7	
11. Long-term unemployed (27 or more consecutive weeks)		0	1	0	1	0	
D. Core Indicators of Performance							
1. Employment Rate (Q2) (Cohort Period: 4/1/2017-3/31/2018)			66.7%	72.2%	70.8%	80.0%	
2. Employment Rate (Q4) (Cohort Period: 10/1/2016-9/30/2017)			50.0%	76.5%	73.7%	72.2%	
3. Median Earnings (Cohort Period: 4/1/2017-3/31/2018)		\$0	\$5,358	\$8,564	\$7,800	\$7,766	
4. Credential Rate ³ (Cohort Period: 10/1/2016-9/30/2017)			46.7%	46.7%	42.9%	42.9%	
5. Measurable Skill Gains ³ (Cohort Period: 4/1/2018-3/31/2019)			0.0%	38.8%	37.3%	31.5%	
Performance Items					Total Covered Entrants	Percent Served Current Period	Percent Served Previous Period
E. Veterans' Priority of Service (Cohort Period: 4/1/2018-3/31/2019)							
1. Covered Entrants Who Reached the End of the Entry Period					0		
2. Covered Entrants Who Received a Service During the Entry Period					0		
3. Covered Entrants Who Received a Staff-Assisted Service During the Entry Period					0		

*Program name to be entered/displayed here. This form does not apply to Title I Youth Program.
¹Participant information is based on data given at the point of entry into the program.
²Barriers to Employment are determined at the point of entry into the program.
³Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.

Public Burden Statement(1205-0521)

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Local Area Report for WIOA Youth

PY 2018 Qtr 6/30/2019 Local Area Report for WIOA Youth Page 1						
Time Period: <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Rolling 4 Quarters <input type="checkbox"/> Program to Date		WIB Code: 35030 - Southwestern Area Workforce Devel				
REPORTING PERIOD COVERED: 4/1/2019-6/30/2019						
Performance Items		Youth:	Received services other than occupational skills training	Received occupational skills training	Total Current Period	Total Previous Period
A. SUMMARY INFORMATION						
1. Total Exiters (Cohort Period: 4/1/2018-3/31/2019)			89	40	129	135
2. Total Participants Served (Cohort Period: 7/1/2018-6/30/2019)			225	82	307	293
3. Total Reportable Individuals (Cohort Period: 7/1/2018-6/30/2019)						
B. PARTICIPANT SUMMARY AND SERVICE INFORMATION¹ (Cohort Period: 7/1/2018-6/30/2019)						
Sex	1a. Male		128	32	160	147
	1b. Female		96	49	145	145
Ethnicity/Race	2a. Hispanic/Latino		181	46	227	209
	2b. American Indian or Alaskan Native		9	30	39	39
	2c. Asian		1	1	2	2
	2d. Black or African American		7	4	11	10
	2e. Native Hawaiian or Other Pacific Islander					
	2f. White		157	43	200	190
	2g. More Than One Race		2	1	3	3
Other Demographics	3a. Eligible Veterans					
	3b. Individuals with a Disability		22	4	26	21
	3c. Out-of-School Youth		165	50	215	205
	3d. In-School Youth		60	32	92	88
	3e. Unemployed Individuals		215	75	290	278
Education Level	4a. Secondary School Graduate or Equivalent		61	31	92	79
	4b. Completed 1 or more years of Postsecondary Education		1	1	2	2
	4c. Postsecondary Certification, License, or Educational Certificate (non-degree)			1	1	
	4d. Associate's Degree		1		1	1
	4e. Bachelor's Degree or Equivalent					1
	4f. Not a Secondary School Graduate or Equivalent		162	49	211	211
C. EMPLOYMENT BARRIER² (Cohort Period: 7/1/2018-6/30/2019)						
1. Displaced homemakers						
2. Low-income individuals			212	80	292	273
3. Older individuals						
4. Ex-offenders			18	7	25	20
5. Homeless individuals or runaway youth			18	11	29	22
6. Current or former foster care youth			1		1	1
7. English language learners, individuals with low levels of literacy or facing substantial cultural barriers			104	62	166	173
8. Eligible migrant and seasonal farmworkers						
9. Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)						
10. Single parents (Including single pregnant women)			9	5	14	17
11. Long-term unemployed (27 or more consecutive weeks)						1
D. Core Indicators of Performance						
1. Employment, Education, or Training Placement Rate (Q2) 7/1/2017-6/30/2018)			69.9%	55.2%	67.4%	62.4%
2. Employment, Education or Training placement Rate (Q4) 1/1/2017-12/31/2017)			63.3%	61.3%	62.9%	63.3%
3. Median Earnings 7/1/2017-6/30/2018)			\$1,560	\$450	\$1,290	\$1,309
4. Credential Rate 1/1/2017-12/31/2017)			62.5%	58.1%	61.1%	52.6%
5. Measurable Skill Gains 7/1/2018-6/30/2019)			31.8%	27.2%	38.0%	27.2%

¹Participant information is based on data given at time of enrollment.

²Barriers to Employment are determined at the point of entry into the program.

³This indicator also includes those youth participants, whether formula or discretionary, who entered into a training or education program.

⁴Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.

Public Burden Statement (1205-0521)

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NORTHERN AREA LOCAL WORKFORCE DEVELOPMENT BOARD

October 31, 2019

The Honorable Michelle Lujan Grisham
Governor
490 Old Santa Fe Trail Room 400 Santa
Fe, New Mexico 87501

The Honorable
Cabinet Secretary, Workforce Development 490 Old
Santa Fe Trail Room 400
Santa Fe, New Mexico 87501

The Honorable Yolanda Montoya-Cordova Deputy
Secretary of Workforce Solutions 401 Broadway,
NE
Albuquerque, New Mexico
87103

Dear Governor Lujan-Grisham and Members of New Mexico Workforce Development:

On behalf of the Northern Area Local Workforce Development, it is my pleasure to present the Board's 2018 Annual Report to the Governor and the New Mexico Department of Workforce Solutions. This report satisfies the Board's responsibility under the New Mexico Workforce Development Act to provide updates on the performance of our Local Workforce Boards

We appreciate your review of this report and look forward to working with you to strengthen New Mexico's workforce development system.

Respectfully,

Dr. LeAnne Salazar-Montoya
Executive Director
Northern Area Local Workforce Development Board

CC: State Workforce Development Board Office NALWDB
Chair and Board

Board Summary

The Northern Area Local Workforce Development Board (NALWDB) was incorporated in 2001 as a nonprofit 501(c)(3) to operate as the Administrative Entity (AE) for workforce funds in the ten (10) northern New Mexico counties of Cibola, Colfax, Los Alamos, McKinley, Mora, Rio Arriba, San Juan, San Miguel, Santa Fe, and Taos. The Northern Area serves approximately 27.6 percent of New Mexico's total population

WDBs are part of the Public Workforce System, a network of federal, state, and local offices that support economic expansion and develop the talent of the nation's workforce.

State and local WDBs serve as connectors between the U.S. Department of Labor and local American Job Centers that deliver services to workers and employers. The WDBs' role is to develop regional strategic plans and set funding priorities for their area.

Think of your local WDB as your link to the public workforce system. As one of their many functions, many WDBs facilitate partnerships between local businesses with similar training needs. WDBs also rely on labor market information to develop sector strategies that focus resources on a particular high growth industry for their area, often involving skill training for local businesses (US Dept. of Labor).

Tenets of the Northern Area Local Workforce Development Board (NALWDB) and the Workforce Innovation and Opportunity Act:

1. Increase access to employment, education, and training and support services— particularly for people with barriers to employment.
2. Create a comprehensive, high-quality workforce development system by aligning workforce investment, education and economic development.
3. Improve the quality and labor market relevance of workforce investment, education and economic development efforts.
4. Promote improvement in the structure and delivery of workforce services.
5. Increase the prosperity of workers and employers.
6. Reduce welfare dependency, increase economic self-sufficiency, meet employer needs and enhance productivity and competitiveness.

The Strategic Plan for the Northern Area Local Workforce Development Board

The Northern Area Local Workforce Development Board has committed to:

- **IMPACTFUL:** Ensuring the effective delivery of education and training opportunities to our individual constituents and our regions communities.
- **COLLABORATIVE:** Work consistently to involve partners through networking and outreach.
- **COMMUNICATIVE:** To enhance our communication internally and throughout Northern New Mexico to optimize our potential and to better serve our communities.
- **CONSISTENT:** To stay consistent with the organizational core values.
- **EMPOWERING:** To support and empower fellow New Mexicans so they can obtain employment in their communities.

9 SUMMARY OF THE DELIVERY OF SERVICES

Adult and Dislocated Worker, Youth Services and Expenditures

	Total		
	Adult	Dislocated Worker	Youth
Total Expenditures	3,057,097.28	780,817.51	713,262.04
Total Admin Expenditures	242,012.41	61,812.73	56,464.76
Total Support Services Expenditures	46,001.69	8,326.58	6,942.64
Transportation Assistance	4,510.00	1,770.00	4,670.00
Child and Dependent Care			
Housing Assistance			
Educational Testing Assistance			
Legal Aid Services			
Reasonable Accommodations			
Referrals to Healthcare			
Community Service Linkage			
Work Attire and Work-Related Tools			
Books, Fees and School Supplies			
Employment and Training Related Fees			
Needs Related Payments	41,491.69	6,556.58	2,272.64
Total Training Services Expenditures	1,747,324.66	208,011.23	184,455.20
Individual Training Accounts	1,134,163.61	160,026.30	
Customized Training	47,143.83	5,800.90	
Incumbent Worker Training			
On-the-Job Training	566,017.22	42,184.03	1,539.00
Work Experience			182,916.20
Internship			

9.1 ADULT/DW ACTIVITIES

We are always open to finding new ways in which to help move our Region's population toward a more self-sufficient wage. An example of new project that required us all to "think outside the box" is an initiative with the Greater Gallup Economic Development Corporation. The GGEDC identified several local employers who were either expanding their business or new and upcoming from outside areas that had been experiencing difficulty in finding and recruiting skilled individuals to meet their very specific employment needs. Rather than settling for potential hires outside of their local community the GGEDC decided it was time to develop their own training program to address the very specific and unique needs of their business community to enable development of their own local workforce to meet those needs.

The Veteran Community Collaborative is held once a quarter and consists of a variety of community organizations who work on behalf of the veterans in Taos County. Services are aimed to serve both disabled vets and all other veterans that may require or need services in housing, mental health, education and employment. These services are sometimes free to the veteran depending on qualified status. A weeklong healing retreat is held during the year in Angel Fire, NM and is for veterans who have PTS at no cost to the family. An SBE veteran recently attended the retreat, and as he reported 'it was life changing' he worked on developing skills that will ultimately help him enter sustainable employment in a career as an EMT.

Also, in collaboration efforts with the US Forest Service we have assisted veterans in their efforts to find employment within the federal government. The workforce connection and DVOP have successfully placed qualified veterans in customer service, resource technician and administrative positions throughout the northern NM area by providing assistance with federal resumewriting, obtaining all documentation required for federal hires. Accessing or creating e- benefit accounts for specific documents, i.e. DD214 and verification of service-connected disability.

Outreach to veterans has also proven successful in providing access to benefits at the Veterans Administration, Priority of Service at the NMDWS and placement at homeless shelters or permanent housing through the HUD/VASH voucher program and Goodwill Industries of New Mexico. The program is made possible by a grant from the United States Department of Veteran Affairs.

Supporting SBE veterans by creating goals and objectives leads to job readiness and has helped them to enter employment. A veteran who was homeless and living in the men's shelter in Taos was able with support from the DVOP to align his goals with his strengths in sales, and he landed a job at the Friday Motors in Taos, he has since been able to find permanent housing and provide for himself. He also is very happy with his job.

9.1.1 Major Accomplishments

SER-JFP served 988 individuals via the WIOA program in PY 19 which is saying a lot when considering the large number of very small communities that are served in this very large geographical area. Because of the excellent rapport established with partner programs, local business and county/city governmental officials, we have more business than our small staff can handle at times but handle it they do! Our local staff are trained to learn about the applicant before making recommendations. Learning about their participants respective hobbies, interests, experiences and hopes all help to guide them forward toward a sound career pathway leading to unsubsidized employment in a demand industry.

The GGEDC partnered with their local Workforce Connection Partners to develop and a program that would be offered locally. It is a hybrid program that combines several occupations and industries into one core program and provides for certification and internship leading to the treasured, unsubsidized, permanent employment opportunity that business and local job seekers so desperately need. The program is scheduled to begin in Fall of PY 2019... more to come!

9.1.2 Major Challenges

One area in particular that we found a great need in our local school districts was the Alternative Licensure program at many local training institutions. This program enables us to address the huge Teacher shortage by taking individuals with a bachelor's, master's, law or doctoral degree who may have an interest in teaching but lack the necessary teaching credentials. These people may have years of experience in other fields which could have significant relevance in the classroom. In addition to having experience in a particular field, these people may have been parents, scout leaders, or sports coaches and realized that working with youth is more rewarding than the non-teaching career they had chosen.

However, returning to college for a four-year teaching degree may not be an option. The NMPED Alternative Licensure may be the right choice for those who completed a bachelor's degree in a non-traditional teaching field and wishing to "fast-track" into teaching. These courses are offered in many of our local Training Institutions and for a minimal cost can provide individuals with rewarding careers in helping to propel youth forward in our local secondary schools.

9.2 YOUTH ACTIVITY

In PY 2018-19, youth successfully were supported and encouraged as they worked through their work experience activities in varied positions, from reception to labor/construction. Our youth fed people, fixed computers, built water tunnels, and helped protect animals to name a few of the tasks completed.

Full participation, from all youth, is strongly encouraged and expected in the planning and execution of the youth's overall program. This expectation has proven very beneficial for youth. As early as the orientation, applicants are encouraged to begin their job search to identify potential Host Agencies. Each applicant is asked to think of the place that makes them think, "*Wow! If I could work there, my life would be PERFECT!*" This simple phrase is often all an applicant needs to hear to make the first step for their goal setting.

A majority of youth are highly motivated and attend their eligibility determination/enrollment meeting with a created Resume in-hand. The focus in PY 2018, in addition to helping youth secure Host Agencies to complete their work experience training programs, has been to foster their independence, increase their confidence, and to strengthen their understanding of the huge possibilities of Industry and occupational choices. This process encourages youth to display their resourcefulness, exercise their independence, and learn to maneuver the occupational system.

9.2.1 Major Accomplishments

Youth Career Development Specialists, continued Outreach and Orientations efforts making every effort to connect with youth at local parks and hangouts; with partner programs, youth shelters and Teen Drug Court to name a few. They also met with countless employers who could potentially serve as a host agency for our programs. Outreach was conducted creatively at job fairs, and community events, such as the San Juan Center for Independence (SJCI) Trunk-or-Treat event, SJCI Youth Day event at San Juan College's campus, Youth & Elder fest Day at the Shiprock Fair, Career Exploration classroom presentations, participation in Parent Teacher Conferences, and meetings with school counselors and administrators at Middle, Alternative, and High Schools as well as Adult Basic Education Programs.

9.2.2 Major Challenges

Youth who have completely "dropped out" of secondary educational institutions, we have worked with our local Adult Education Programs in Las Vegas (Luna Community College) and Taos (UNM-Gallup) to develop a program that helps to re-engage and inspire youth to move forward to a high school equivalency diploma.

The Power UP program was designed to address specific learning challenges through the use of varied learning methods while tailor teaching methods to individual learning styles. During the course

of study, Math Journals will be kept by students to address the verbal- linguistic and visual-spatial learner. Students used these journals to record how they solved math problems and used art to draw and explain their mathematical problem solving. This method can aid Teachers in seeing how students thought and help students to understand the process of mathematical calculations not only numerically but with words and pictures to reinforce complete learning. Art will be incorporated and used in projects such as designing buildings, dream homes, logos for future businesses, self-assessment, and future goals in general. Monetary incentives provided directly to the participant have been incorporated to reinforce and celebrate key achievements throughout the process.

The program went into effect the last quarter of PY 18 and has already experienced a great deal of success. As a result, this program will be introduced to other Adult Education Programs within the Northern Region for potential replication.

10 SUMMARY OF BUSINESS SERVICES

The board has prioritized working with WIOA partners to develop a more highly skilled workforce to enhance economic development opportunities and create more diverse and stable local economies. Therefore, local office staff have been working to provide increased services to employers for filling open positions. Local offices have increased the use of social media. The area offices have Linked In, Facebook and Instagram pages. Local jobs have been posted to these pages on behalf of employers to increase the recruiting efforts to fill those positions. This has resulted in increased applicant pools for the employers in several cases and has increased the services available to employers. The number of direct placements being reported in the offices has begun to climb as has the utilization of On the Job Training (OJT) by local employers.

The offices have long made interviewing space available for employers. The marketing of this service has increased over the last year. This has resulted in much higher numbers of employers utilizing the offices for interviewing sessions. Several of the offices have seen a significant increase in targeted hiring events for specific employers

10.1 MAJOR ACCOMPLISHMENTS

The Northern Area Local Workforce Development Board has through our partners developed many positive, and successful programs throughout our region. We have worked to be innovative in addressing the workforce gaps in each of our counties and to build strong relationships with the businesses in the area. We have developed strong working relationships, and NMDWS partners with U.S. Census Bureau for statewide hiring tour Positions available now for 2020 Census

(Albuquerque, NM) – The U.S. Census Bureau is actively seeking to obtain 23,000 New Mexico applicants to fill thousands of positions at a pay rate of \$13.50 to \$15 an hour. The New Mexico Department of Workforce Solutions and New Mexico Workforce Connection (NMWC) have partnered with Census to help staff those positions across the state. Events have been set up throughout the month of October in 18 select communities where individuals interested in applying will have access to a computer lab and assistance in filling out the online application from Census and

NMWC staff.

Available positions include Office Operations Supervisors, Office Clerks, Enumerators, Recruiting Assistants, and Census Field Supervisors. To apply for a 2020 Census job, visit www.2020Census.gov/jobs

“Taking part in the 2020 Census is extremely important as it has a direct impact on the amount of federal funding our state will receive,” said NMDWS Secretary Bill McCamley. “We need individuals who are ready to get out into their communities and help create history, and as a bonus, will also earn a paycheck while doing it. Our New Mexico Workforce Connection staff and the free resources at our 24 offices located across the state, as well as our Mobile Workforce Unit, are available to assist interested individuals in their application.” Veterans who served on active duty in the U.S. armed forces and were separated under honorable conditions may be eligible for veterans’ preference.

STATEWIDE CENSUS HIRING TOUR DETAILS

Grants

Date: October 8, 2019

Location: New Mexico State University – Grants, 1500 3rd St, Grants, NM 87020
Time: 9:00 a.m. – 3:00 p.m.

Raton

Date: October 15, 2019

Location: Center for Sustainable Community, 130 Park Ave, Raton, NM 87740
Time: 8:00 a.m. – 5:00 p.m.

Time: 10:00 a.m. – 5:00 p.m.

Mora

Date: October 16, 2019

Location: Guadalupe Credit Union, Meeting Room 508, NM-518, Mora, NM 87732
Time: 10:00 a.m. – 5:00 p.m.

Española

Date: October 18, 2019

Location: Northern New Mexico College, 921 N. Paseo De Oate, Espanola, NM 87532
Time: 9:30 a.m. – 3:00 p.m.

Taos

Date: October 22, 2019

Location: New Mexico Workforce Connection, 1036 Salazar Rd, Taos, NM 87571
Time: 10:00 a.m. – 2:00 p.m.

10.2 MAJOR CHALLENGES

The Northern Workforce Investment Region comprises ten counties: Cibola, Colfax, Los Alamos, McKinley, Mora, Rio Arriba, San Juan, Santa Fe, San Miguel, and Taos. Its landscape ranges from towering mountains to high plains as it runs along the Colorado and Arizona borders. Some of the counties in the Northern Area are famous for their art and skiing, making tourism the driving force behind the local economies. Los Alamos National Laboratory also provides significant employment in this area. Other attractions include Carson National Forest; Rio Grande Gorge; Red River; Four Corners; state parks; several nationally recognized ski areas; Jicarilla Apache Reservation; and Taos, Acoma, and Laguna Pueblos.

A challenge facing business services in Northern NM center on skill deficiencies. State policymakers hear frequently from employers that they cannot find skilled workers for open positions. Many of these are mid-skill jobs that require postsecondary training, but not a bachelor's degree. At the same time, many students either are unaware of well-paying jobs available for skilled workers or shy away from training opportunities because of a lack of basic math or science skills. This reported shortage of skilled workers raises questions about the role of postsecondary credentials, the value of technical skills, and whether the U.S. education and workforce development systems are meeting the skills development challenge. It also raises questions about whether labor markets have the incentives and information to function properly. Even when the nation was slowly recovering from the Great Recession, employers expressed frustration. The problem seems to be more pronounced as unemployment rates continue to fall. The table below shows the unemployment statewide.

10.2.1 Area Profile for Northern, NM

Area Labor Force, Employment and Unemployment Data Table

The table below shows the monthly not seasonally adjusted Labor Force, Employment and Unemployment data for Northern, NM in September, 2019.

Area	Civilian Labor Force	Number Employed	Number Unemployed	Unemployment Rate	Preliminary
New Mexico	964,575	920,975	43,600	4.5%	Yes
United States	163,943,000	158,478,000	5,465,000	3.3%	No

Source: NMDWS, Local Area Unemployment Statistics program in conjunction with U.S. Bureau of Labor Statistics

Shortages of skilled workers becomes more pronounced, especially with baby boomers retiring in increasing numbers and slower population growth in the area.

10.2.2 Area Profile for Northern, NM

Jobs and Candidates Available Table

The table below shows the number of job openings advertised online, as well as potential candidates in the workforce system in Northern, NM on October 24, 2019 (Jobs De-duplication Level 2).

Area Name	Job Openings	Candidates	Candidates per Job
Northern	9,027	8,007	0.89

Job Source: Online advertised jobs data

10.2.3 Area Profile for Northern, NM Population Totals Table

The table below shows the estimated population in Northern, NM for the 2006 - 2016 time period.

Area Name	2006 Estimated Population	2016 Estimated Population	Estimated 2006-2016 Population Percent Change
Northern	500,731	501,909	0.24%
New Mexico	1,962,137	2,081,015	6.06%
United States	298,379,912	323,127,513	8.29%

Source: US Census Bureau Estimates

Each workforce region has multiple programs that help individuals prepare for mid-skill jobs. Most of these programs operate outside the traditional K-12-to-university pipeline. Too often these programs operate in silos rather than as part of a broad workforce development system, even though they serve many of the same individuals. When the programs do not work together, they are less effective in closing skill gaps.

11 OPPORTUNITIES FOR IMPROVEMENT

This presents an area of opportunity for Business Services to expand in a larger more coordinated effort along with its WIOA partners. Restructuring our efforts around job driven investment helps connect the type of jobs people train for with jobs in demand. Integrating academic education, technical training, and hands on work experience within a coordinated sector strategy produces the skilled workforce that better meets the needs of business. The non-traditional apprenticeship model presents a huge opportunity for the NALWDB to meet the growing needs of business. All too often, there are mismatches between the field's students are being trained in and the occupations that are available. Often times this is due in part to a lack of coordination among partners and an absence of data driven decision making. For example, there may be too few students preparing for careers in health care, manufacturing, and information technology in the Northern area.

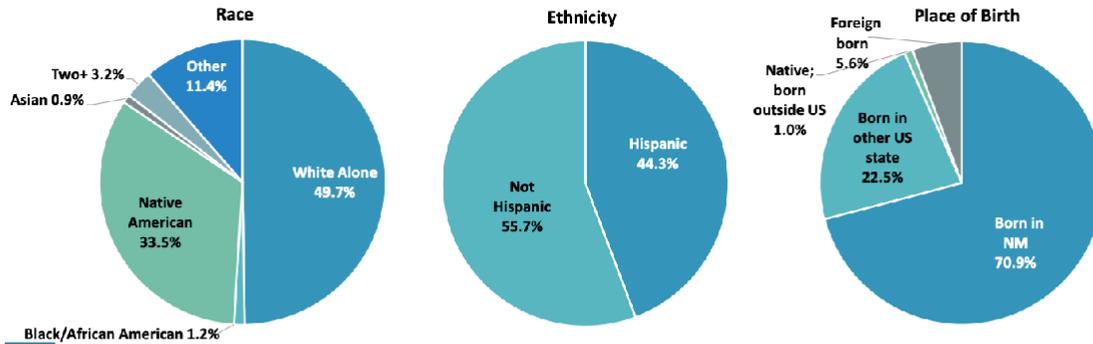
12 INCLUSION OF PERFORMANCE METRICS

Program Year 2018 Youth Program Planning Summary	San Juan	McKinley	Cibola	Santa Fe	Rio Arriba	Los Alamos	Taos	Colfax	Mora	San Miguel	PY'18 Totals
New Enrollments	23	13	13	26	14	0	14	13	4	15	135
In-School Youth	5	2	2	3	3	0	3	2	2	3	25
Out-of-school	18	11	11	23	11	0	11	11	2	12	110
Paid Activity	23	13	13	26	14	0	14	13	4	15	135
In-School Youth	5	2	2	3	3	0	3	2	2	3	25
Out-of-school	18	11	11	23	11	0	11	11	2	12	110

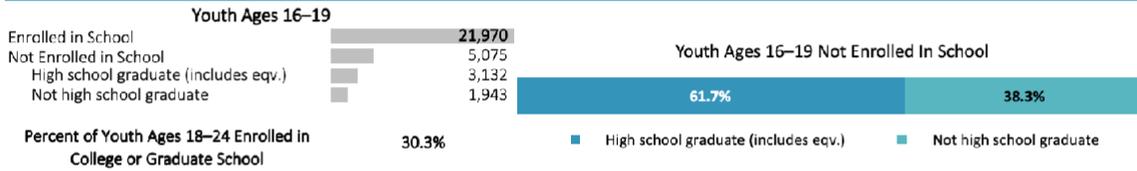
Profile of Youth in the Northern Region

POPULATION OF YOUTH AGES 16–24: 58,905 SHARE OF TOTAL POPULATION: 11.5%

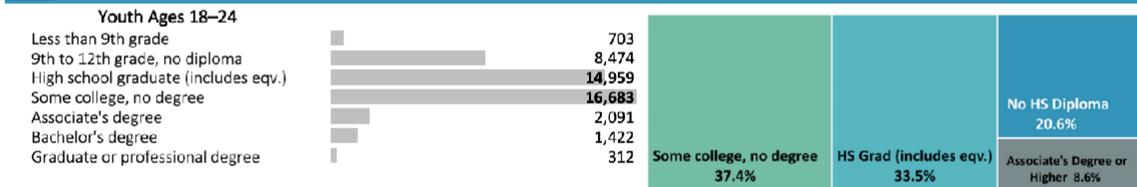
DEMOGRAPHICS OF YOUTH AGES 18–24



SCHOOL ENROLLMENT



EDUCATIONAL ATTAINMENT



INCOME



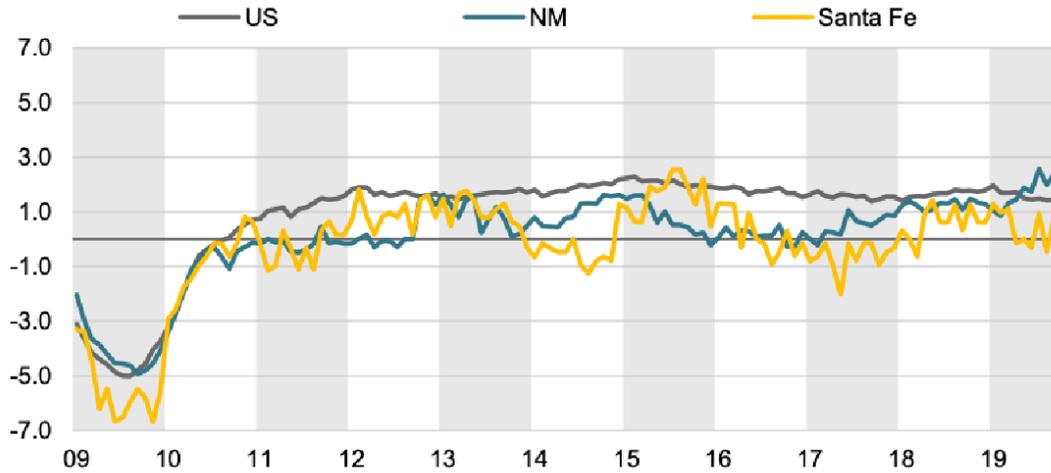
EMPLOYED, UNEMPLOYED & LABOR FORCE

	Employed	Unemployed	Unemployment Rate	Not in Labor Force	Out-Of-School Youth Ages 16–19 Who Were Unemployed or Not in Labor Force
16 to 19 Year Olds					
Enrolled in School	4,020	1,489	27.0%	16,461	
Not Enrolled in School, HS Grad (Includes Eqv.)	1,658	419	20.2%	1,055	
Not Enrolled in School, Not HS Grad	579	282	32.8%	1,082	55.9%
20 to 24 year olds	17,554	3,366	16.1%	10,836	2,838 Youth

Santa Fe MSA

Industry	Jobs	Monthly	Annual	#	%
Total Nonfarm	63,900	-400		500	0.8
Mining & Construction	2,800	0		0	0.0
Manufacturing	800	0		0	0.0
Trade, Transp. & Utilities	9,700	-100		-200	-2.0
Information	900	0		0	0.0
Financial Activities	2,500	0		100	4.2
Prof. & Business Svcs	5,100	0		100	2.0
Education & Health Svcs	10,700	200		-600	-5.3
Leisure & Hospitality	11,600	-700		400	3.6
Other Svcs	3,500	-100		300	9.4
Government	16,300	300		400	2.5

Over-the-Year Growth Rates (%)



12.1.1 Success Stories per funding streams

Testimonies from those we serve

This is my Success Story - By Christopher M Tafoya

My story started back in the fall of 2013, this was the year I decided that I wanted to do more for myself and my family as well as for my patients. I was a CNA at N.M.B.H.I for over 14 yrs. living from paycheck to paycheck. I have always been interested in the medical field as I loved working with patients directly. In the fall of 2013, I registered myself in school at Luna Community College. I started off by taking my prerequisites for the nursing program. At this time, I was still working a full-time job, going to school and co-parenting my 3 children. It was rough doing all three at the same time, but I managed to get through with the help of financial aid. In the summer of 2015, I submitted my application to the Nursing Program at Luna Community College and was accepted. I was so excited that I was going to be able to pursue my dream.

Sadly, to say I never made it past my second semester of the Nursing Program. I was devastated. But I wasn't going to give up on my dream of becoming a nurse. So, I had to wait a year and take an extra class as the curriculum for the Nursing Program had changed. During that time, I was let go from my job due to family medical issues which made me miss work quite a bit during that year. In the summer of 2017, I reapplied to the Nursing Program and started working part-time with my stepfather doing electrical wiring. One day on the jobsite I get a call from the student success coach from allied health at Luna Community College stating that I had been chosen to enter the Nursing Program due to someone declining their entrance. I jumped for joy as I was going to continue my dream. So, I went to fill out my paperwork to get financial aid and was told that I have depleted my funds. I didn't know what I was going to do. I didn't have the money to carry me through school. I was starting to think that I was going to have to decline my entrance to the Nursing Program until a friend had told me about a program through the New Mexico Workforce Connection (SER) that helps students financially. As I walked into the New Mexico Workforce Connection building I was greeted with a smile by a woman named Andrea Martinez, the Workforce manager. As we sat and talked about my situation I was told (not to worry we will do everything we can to help you pursue your dream.) my excitement was back that I was able to continue my education. Every semester I had to report my success. And every time I did, Andrea Martinez was there with a smile telling me how proud she was of me and always reinforcing to me that I will be a great nurse. It wasn't just her hard work of making sure all the paperwork was done to help me financially that got me this far. Her stay positive attitude and encouragement was a big help as well. She never let me think for one minute that I couldn't do it. At times when I felt like I wasn't going to pass my semester she would push me with her words of encouragement and positive attitude. Now I'm at the end of my journey in the Nursing Program and have filled out my graduation clearance paperwork. What an awesome feeling it is to know I'll be walking the line with my associates in nursing science (RN) degree in May 2019. At this time, I would like to commend Andrea Martinez for all her hard work and support throughout my journey. Also, I would like to thank the New Mexico Workforce Connection in their financial support in pursuing my dream. Without the help my dream would have stayed in the darkness of night. But now I am able to let my dream shine bright as I get to do something I love to do, working with patients directly. Do what you love and love what you do!

Sincerely,
Christopher M Tafoya

12.1.2 Adult

Arin Mckenna-In July of 2017, Arin attended an orientation seeking services for continuing education. She had her master's degree in Journalism; however, this degree was obsolete due to the access to the internet and trending bloggers which resulted in a decrease of journalists. She soon found herself struggling to survive with the lack of full-time employment. Arin decided it was time to make a career change and increase her skill set to become more employable. She decided to go back to school for Graphic Design and continue being a freelance writer part time.

Arin began classes in October of 2017 at The University of New Mexico Continuing Ed to pursue a Graphic Design Certificate. She received her intermediate certificate in February 2018 and participated in the PRO TEC (Professional Readiness & Technical Experience for Careers) program. She graduated from the PRO TEC program on March of 2018 and landed an internship at Botanical Gardens where she had previously interviewed, but did not meet all of the qualifications for the position until completing PROTEC.

As she continued classes and neared completion, she was interviewed for another position she previously applied for with the Valley Daily Post. She was hired on the spot, with a wage increase and full benefits. Shortly after she successfully completed her Graphic Design Certificate Program in October of 2018 and was given a promotion. With the help of the Adult WIOA Title I Program, Arin was able to change her career path, upgrade her skill set and find full-time permanent employment with a high-paying wage to support herself. She is now on a new pathway to success in the Workforce.

Adriana Cruz (youth) - was referred to the WIOA Youth Program from the Transitional Living Program known as TLP. The Transitional Living Program is a supervised apartment setting for homeless youth ages 17-24, including pregnant and parenting teens. The youth placed at TLP gain education, life skills and employment skills so they can move out on their own and become independent. This program was established in 1990 and its purpose is to help independent youth find and move into their own apartment in Santa Fe. Through this program the youth are offered ongoing support services which help them access education.

Aaron Lau and Thomas Meyer (Adult OJT) Thomas Meyer

Thomas Meyer (Tom), graduated from the University of Washington in 2017 with a bachelor's in physics. He moved to Santa Fe soon after and was able to land an internship with Woodruff Scientific. Tom's employers were very impressed by his work ethic and ability to learn quickly.

Because of this, they offered Tom a full-time position as a Developer I after completing his internship. As a developer, Tom was able to sharpen the skills and knowledge he attained as an intern, while also learning and obtaining new skill sets.

Although Tom was learning a lot in his role as Developer I, his training was still limited due to a lack of resources. When the opportunity of an OJT from WIOA arose, Tom and Mike Langone, his supervisor, jumped at the opportunity. An OJT would allow for Tom to diversify his training and obtain a greater knowledge of his work. Ultimately, upgrading his skills and knowledge even further.

Tom's OJT started on January 2nd of 2019 and ended on July 31st of 2019 for a total of 1040 hours. As a result, he was promoted to Developer II and is very grateful for his OJT. Aaron has been with Woodruff for two years and looks forward to a bright and successful future with this company.

12.1.3 Dislocated Worker

Robert was deeply affected after his father suffered a severe stroke. Thankfully his father recovered with the help of physical therapy, and through rehabilitation. Robert realized the importance of therapy and how it affected functional outcomes for several patients, including his father. During his father's recovery, he witnessed several physical therapy treatment sessions, and soon determined that he possessed many of the key attributes to be a good therapist. During this time, he was working at a salon that was struggling after many years of success. The owners, who were in the process of divorce, sold the building in which the business resided. There were plans and promises to relocate the business quickly, and the employees were told that it was a temporary shutdown, eventually the company dissolved, and Robert was without a job. When the fate of the salon was in limbo, Robert started researching a career in physical therapy at PIMA Medical Institute. He was accepted into the next cohort for the Physical Therapist Assistant program shortly after the salon had permanently closed. During his time of unemployment, he discovered the benefits of the WIOA

program and what they had to offer. Eager to have his new career come to fruition, he pursued the opportunity WIOA afforded. This program helped Robert to offset the high cost of his education without relying on student loans at all. Robert completed his Physical Therapy training with a 3.56 GPA, and received supportive service assistance for his License application, and exam fee. Robert was thrilled when he passed his exam, and shortly thereafter he received his License from the State of New Mexico Regulation and Licensing Department Physical Therapy Board. He quickly applied to his favorite extern site; downtown Lovelace Medical Center. Robert was offered the Physical Therapy Assistant (PTA) position with an hourly rate of \$23.00 on weekdays, and a differential pay for the weekends of \$27.85. Robert is forever grateful for the assistance he received from his Career Development Specialist, and the

Youth

Ms. Jasmine Gallegos

Jasmine had been referred to the youth program by a community partner, Economic Development Center. She had very little knowledge about our youth program and only knew that we could help her find a job. Jasmine met with our Youth Staff person who provided all the information regarding the Title I youth program. At the end of the session, Jasmine was very excited about the program and wanted to become a participant.

Jasmine is an energetic and outgoing young lady. Her career pathway of choice and goals in life are very clear to her. She has chosen to become a Professional Mechanic. She has studied and attended classes at Luna Community College in her career pathway. She lacked work experience in her field and needed to build a resume that could demonstrate that she had real world experience in the industry.

We worked together to find an ideal work site that would provide her with the hands-on work experience she required. She was placed at the New Mexico Department of Transportation District 4 Headquarters. She has been able to gain experience working with traditional gasoline operated vehicles and has also been exposed to the diesel aspects of mechanics by learning to provide mechanical prepares (with a mentor supervising) on all the district's fleet of vehicles and equipment.

Recently, a job vacancy became available in the mechanic department; needless to say, Jasmine applied for the job and was granted an interview. Afterward she expressed optimism and stated that she thought she could have done better and expressed concern that she may be less experienced than other applicants, but she is willing to learn. She was a little apprehensive because nervous on the fact that there has never been a women mechanic at this district mechanic's department, which may have added to her nerves throughout the interview. For now, she is anxiously awaiting the outcome of her interview and continuing to gain work experience.

12.1.4 Labor Market Summary

Impact on local community

Advertised Job Skills

This section shows the top advertised detailed job skills found in job openings advertised online in Northern, NM in September, 2019. (Jobs De-duplication Level 1)

Rank	Advertised Detailed Job Skill	Advertised Skill Group	Job Opening Match Count
1	Customer service	Customer Service Skills	<u>2,225</u>
2	Must be flexible	Basic Skills	<u>1,152</u>
3	Problem solving	Basic Skills	<u>880</u>
4	Interpersonal skills	Interpersonal Skills	<u>645</u>
5	Organizational skills	Basic Skills	<u>630</u>
6	Decision making	Basic Skills	<u>576</u>
7	Work independently	Basic Skills	<u>535</u>
8	Critical thinking	Basic Skills	<u>463</u>
9	Self motivated	Basic Skills	<u>433</u>
10	Attention to detail	Basic Skills	<u>386</u>

Source: Online advertised jobs data

Advertised Tools and Technology

This section shows the top advertised detailed tools and technologies found in job openings advertised online in Northern, NM in September, 2019. (Jobs De-duplication Level 1)

Rank	Advertised Detailed Tool or Technology	Advertised Tool and Technology Group	Job Opening Match Count
1	Microsoft (MS) Office	Office Suite Software	<u>753</u>
2	Keyboard	Keyboards	<u>558</u>
3	Personal Computer (PC)	Personal Computers	<u>535</u>
4	Motor vehicles	Automobiles or Cars	<u>304</u>
5	Microsoft Word	Word Processing Software	<u>254</u>
6	Cash Register	Cash Registers	<u>228</u>
7	Ladders	Ladders	<u>227</u>
8	Computer keyboard	Keyboards	<u>159</u>
9	Microsoft PowerPoint	Presentation Software	<u>137</u>
10	Personal protective equipment	Hazardous Material Protective Apparel	<u>129</u>

Source: Online advertised jobs data

Candidate Area Distribution

This section shows the distribution potential candidates in the workforce system in New Mexico by workforce development regions on October 24, 2019 .

Rank	Area Name	Candidates
1	<u>Central</u>	10,089
2	<u>Southwestern</u>	8,523
3	<u>Eastern</u>	8,392
4	Northern	8,007

Candidates By Occupation Group

This section shows the distribution potential candidates in the workforce system in Northern, NM by occupation group on October 24, 2019 .

Rank	Occupation Group	Candidates
1	<u>Healthcare Practitioners and Technical Occupations</u>	265
2	<u>Food Preparation and Serving Related Occupations</u>	539
3	<u>Management Occupations</u>	828
4	<u>Sales and Related Occupations</u>	768
5	<u>Office and Administrative Support Occupations</u>	1,616
6	<u>Education, Training, and Library Occupations</u>	189
7	<u>Transportation and Material Moving Occupations</u>	590
8	<u>Healthcare Support Occupations</u>	386
9	<u>Computer and Mathematical Occupations</u>	220
10	<u>Architecture and Engineering Occupations</u>	190

12.1.5 Tying our Sector Strategies to the needs of our local labor market

The Northern Area Local Workforce Development board is committed to building upon the goals and objectives of the State of New Mexico Department of Workforce Solutions statewide objectives to target and serve the people of New Mexico. This board is working with stakeholders to further identify the local needs. We like the state are committed to growing the targeted approaches with industry sectors and to coordinate efforts to meet these mutual goals. We are partners in Improving New Mexico's workforce talent which is a statewide focus for all four Local Workforce Development Boards (LWDBs).

We strive to design, develop, implement and evaluate change strategies that:

- Increase educational attainment of adults, particularly through expanded use of market-relevant credentials and transformation of community college approaches to workforce development;
- Improve access to robust career navigation supports for workers and learners;
- Expand and deepen business-education collaboration, including through increased use of industry sector partnerships; and
- Help communities develop sustainable jobs and prepare residents for emerging careers.

12.1.6 Education

ALBUQUERQUE, N.M. (AP) — [New Mexico's](#) largest school district continues to struggle with a shortage of teachers and substitute teachers. KOB-TV reports Albuquerque Public Schools is looking to hire 200 full-time teachers and 900 substitutes teachers. According to the district, they need 685 substitutes a day but currently have less than 500. Officials say the district is working with a temp agency to recruit more substitutes and educational assistants. The shortage comes as school districts in the state struggle to find qualified teachers amid retirements and low pay.

<https://www.usnews.com/news/best-states/new-mexico/articles/2019-10-12/newmexicos-largest-district-still-has-teacher-shortage>

12.1.7 Film

The landscape for film and TV in New Mexico is ever changing. This is one reason the state remains a “goto” area in the industry. In fact, Fiscal Year 2019 saw a record year in direct spending from the film industry here..... “We’re not at capacity with crew,” Keyes said. “We still have a large crew on the rollover list. We need to continue to train people and we need to get them advanced training.”

<https://www.abqjournal.com/1357207/film-industry-has-record-breaking-year-ex-direct-spend-into-the-newmexico-economy-was-5255-million.html>

12.1.8 Continuous Quality Improvement

- A. How many customers will be surveyed?
At minimum 10% of the customers will be surveyed quarterly.
- B. What customers will be surveyed
100% of Title I and Title III customers should be surveyed. Based on experience from the most recent survey conducted, we will receive a significantly smaller percentage of completed surveys. (100% of customers will be sent the survey, with the expectation of receiving 10-15% completed surveys) The survey should be conducted quarterly to ensure that we remain relevant and can address issues as they arise. Title I will be selected after exit. Title III customers should be selected based on the type of service received i.e. Self- service, Staff Assisted, and Business.
- C. What tools and technology will be used? NMWCOS/Survey
Monkeyorsimilaronlineapplication
Data to then be looked at by board utilizing a research based continuous quality improvement model, PDSA (Plan Do Study Act).
- D. What action will be taken with results of surveys
- E. Utilizing the PDSA model, the One Stop Operator will notify Site Managers of any unsatisfactory results. The Site Manager will be responsible for contacting the participant regarding the survey. The Site Manager will identify the reason for the unsatisfactory review and will document what immediate changes can be made at their level. If the issue requires more attention it should be escalated to the OSO. Site Managers should report on monthly office activities/ highlights, customer survey follow- up's, and subsequent resolution.

The link below will give the results of the customer survey.

<https://www.surveymonkey.com/results/SM-D7BKF5SQ7/>

PDSA is most often a circle with no beginning or end, meaning that continuous improvement is a process that never stops.

A simple description of the PDSA cycle is:

- Plan. Identify an opportunity and create a plan for improvement
- Do. Test the change on a small scale where results can easily be observed and measured
- Study. Evaluate the results of the test and summarize the lessons learned
- Act. If the test worked, implement the change on a slightly larger scale and monitor results

Remember, the process is a cycle. If the test fails, repeat the entire process. If it works, monitor results and start over again with a new plan to promote additional improvements. The work of continuous improvement is never-ending.

12.1.9 Examples of Partnership

New Mexico Department of Workforce Solutions Assists

US Forest Service in Hiring Disabled New Mexicans for Needed Jobs

ALBUQUERQUE -- The New Mexico Department of Workforce Solutions (NMDWS) is working closely with the US Forest Service to help fill needed seasonal jobs with veteran and disabled New Mexicans looking for meaningful work.

For years, NMDWS has been assisting the Forest Service in filling their 300+ seasonal jobs with a rapid hire model utilizing the department's 21 regional offices and Mobile Workforce Unit. In the last two weeks, NMDWS and the Division of Vocational Rehabilitation were able to assist the Forest Service in hiring 15 disabled New Mexicans in a targeted effort to provide meaningful work to members of our disabled community.

These service members will greet visitors and distribute items like maps, Christmas tree permits, and senior passes.

"Everyone deserves a fair shot at fulfilling work," Gov. Lujan Grisham said. "I'm striving to create that environment every day. How cool is a job with the Forest Service? I'm grateful my Workforce Solutions team has been part of this effort."

"Serving our beautiful public lands gives these community members a quality job as ambassadors to our spectacular mountains, lakes, and deserts" said NMDWS Cabinet Secretary Bill McCamley. "It also affirms that all New Mexicans have a way to contribute, and we are so proud to work with the Forest Service so that everyone can win with this program."

The state of New Mexico will continue to work with every public and private employer to find quality work for every New Mexican who wants a good job and get employers the skilled help they need to thrive.

"Earn While You Learn" Welding Program Announced by PESCO, San Juan College, NMDWS

ALBUQUERQUE -- The New Mexico Department of Workforce Solutions (NMDWS) is proud to announce the start of an "earn while you learn" welding program in Farmington. Process Equipment and Service Company (PESCO) has hired 20 employees who will earn wages during a 5-week welding bootcamp beginning July 8. The bootcamp will take place at San Juan College's welding training center, where participants will be taught by the college's welding program instructors as well as PESCO trainers. Participants who successfully complete the bootcamp will move directly into working at the PESCO facility in Farmington.

PESCO and San Juan College partnered last year to run a successful bootcamp and fill critical roles as PESCO expands. This year, with funding support from the Workforce Innovation and Opportunity Act, students will be able to earn a paycheck during their training. The partnership will look to continue this program as PESCO continues to ramp up operations.

“This program has allowed PESCO to tap into a larger labor pool of workers that otherwise would not be qualified to work at PESCO,” said John Byrom, Business Development Manager for PESCO. “With the strong funding support of NMDWS we are now able to have an even greater reach to those that must have that critical income during the five weeks of training.

Going without income for five weeks is simply not an option for some folks.”

“Every New Mexican deserves an opportunity to get a great job and we are excited to be working with PESCO and San Juan College to make this work,” said Bill McCamley, NMDWS Secretary. “This is the first example of a new set of programs the Lujan Grisham administration is rolling out across the state to give people a skills-to-job pathway without having to take on loans.”

“We are excited San Juan College and PESCO are partnering to support student-to-worker pipelines,” said Kate O’Neill, Secretary of the New Mexico Higher Education Department. “We need more skilled tradespeople and paid apprenticeships to promote best practices for getting the job done.”

“The ‘skills-to-job’ approach is a win-win for businesses and employees, and I encourage more companies to engage with NMDWS to expand the reach of this innovative program,” said Rob Black, President and CEO of the New Mexico Association of Commerce and Industry. “This is a great example of government partnering with business to create career opportunities for New Mexicans.”

The partnership envisions this program to continue, with the possibility of another bootcamp taking place at the end of the calendar year.

NMDWS funding will support training for high-demand jobs at Los Alamos National Laboratory

Training programs at Northern New Mexico College and UNM-LA prepare students for work with the Laboratory and N3B

(Albuquerque) – Funding from the New Mexico Department of Workforce Solutions (NMDWS) will help prepare the workforce of the future for well-paid careers at Los Alamos National Laboratory and the environmental remediation company Newport News Nuclear BWXT – Los Alamos (N3B).

The funding will support new programs that train more than 50 area students for high-demand jobs as radiological control technicians (RCTs) and nuclear-trained operators. Northern New Mexico College (NNMC), the University of New Mexico-Los Alamos (UNM-LA), Los Alamos National Laboratory and N3B are collaborating to make these programs a reality.

Workforce Solutions Department Secretary Bill McCamley announced the news at NNMC in Española, at a July 30 event also attended by State Higher Education Department (HED) Secretary Kate O'Neill. The financial support comes through the Workforce Innovation and Opportunity Act (WIOA) and through apprenticeship funding and will assist students with tuition and salary dollars.

"These programs serve as gateways to good jobs in key areas with both employers," said McCamley. "This sort of collaboration between the State, higher education institutions and employers provides students with a clear path to a profession and stops them worrying about debt as they gear up for new opportunities."

RCTs and nuclear-trained operators play a vital role at both LANL and N3B by monitoring activities and ensuring that operations are safe and comply with policies and procedures.

Employees in these fields have a \$42,000 starting salary and can advance to a salary of more than \$100,000.

"Northern New Mexico College is honored to be a part of this wonderful collaboration," said Dr. Rick Bailey, president of NNMC. "We are grateful to Secretaries McCamley and O'Neill for their leadership, and to Laboratory operator Triad and N3B for their partnership. Along with our friends at UNM-Los Alamos, we look forward to providing exciting career pathways for our students and economic development momentum for our community."

In partnership with Los Alamos National Laboratory, NNMC is offering a two-year associate degree in Radiation Protection that provides career opportunities at Los Alamos National Laboratory. Radiological control technicians help the Laboratory safely conduct operations that are essential to its national security mission.

The NMDWS funding will support tuition for 30 of the initial cohort of 40 students, with the National Nuclear Security Administration and Los Alamos National Laboratory funding the other ten.

"We applaud Governor Lujan Grisham's strong support of these workforce development initiatives that are aimed at impacting people's lives and our state's economy," said Dr. Thom Mason, director of Los Alamos National Laboratory. "Programs such as these are win-win because they prepare local students for good paying jobs and provide the Laboratory with the skilled workforce it needs."

In partnership with NNMC and courses offered at the DOE's National Training Center, N3B will offer a 22-month state-registered apprenticeship program to train nuclear operators, with an initial cohort of five students. Combining approximately 2500 hours of instruction and on the job training, successful graduates should receive 50 college credit hours and a program certificate.

"N3B is excited to partner with our Northern New Mexico colleges and universities, along with the Department of Workforce Solutions to provide greater career opportunities to the region," said Glenn Morgan, president of N3B. "N3B's primary mission at Los Alamos National Laboratory is to 'Clean Up the Environment and Protect Our Future.' We are committed to

completing the mission in a safe, efficient and transparent manner while enhancing the education of Northern New Mexico residents and economic development of the region.”

N3B and UNM-LA are offering a 12-week intensive academic program taught at UNM-LA by senior N3B radiological protection personnel, with several hours of hands-on fieldwork under the direct supervision of qualified RCTs. This 10-credit-hour RCT “boot-camp” is a non-registered apprenticeship program for ten students leading to a certificate in Radiation Control.

Dr. Cynthia Rooney, CEO of UNM-LA, remarked, “At UNM-Los Alamos we are committed to serving the Northern New Mexico community, which involves offering quality education and developing workforce pathways to support the needs of the employers in our area. We are delighted to participate in these workforce development programs; we greatly appreciate the strong leadership from Secretary McCamley and Secretary O’Neill and the opportunity to collaborate with N3B, LANL and Northern New Mexico College.”

“We congratulate UNM-LA, Northern New Mexico College, LANL, N3B and Triad for their leadership and collaboration. NMDWS and HED are partnering to become known as departments that work for students who become skilled workers and for employers who find the talent they need,” said Kate O’Neill, HED Secretary.

12.1.10 Santa Fe office events, outreach and relations.

Monthly hiring events-

Next event scheduled for 11/7/2019- Employers include: SF Public Schools, Regional Transportation District, Ski Santa Fe, Heritage Hotels, All City Management Services, Service Masters, Five Star Restaurant, Santa Ana Star Hotel and Casino

Monthly events include 10-12 employers who participate and come together for community’s job seekers to connect, apply, interview and potentially hire.

2019 Forest Service recruitment to fill positions in several NM Regions to include Santa Fe and surrounding Northern Areas

2019 SPO Rapid Hire- 8 State Agencies recruited to fill over 300 local Santa Fe positions

2018-2019 House of Representatives recruitment assistance to fill positions for the legislative session

Partners- Teamed up with DVR Manager Mario Lucero who was instrumental in seeing our disabled veterans and assisting in the obtainment of schedule A letters in order to qualify for Forest Service positions.

Corrections- Bootcamp Construction- Title 1 and Title 3 staff teaming up to be trained to trained soon to be released incarcerated individuals in assisting in getting them job ready and training in the construction field.

Penitentiary of NM, Santa Fe County Jail, Guadalupe Credit Union/Ralph Nava, Chair, Board of Trustees with NM Military Museum Foundation to offer financial literacy and job search counseling to incarcerated individuals with a projected release dates.

DVOP Brenda Pearson- Voted into Santa Fe Veterans Alliance- Representing NM Workforce Connection that supports veterans and organizations to obtain food, benefits, clothing, referrals, networking, etc.

Goodwill partner- comes into the local Santa Fe Workforce office to administer weekly Basic computer classes

Feeding Santa Fe- 800 flyers in bags of food for the needy to advertise upcoming hiring events

City of SF Transit- advertises for the local SF office hiring events in public transportation busses and vehicles

Talk SF Radio Show- Biweekly 20 minute radio show to advertise office events, veterans programs

SER National recruitment day- assisted in obtaining donations for community function

In closing, the continuation of targeted goals include promoting an environment with an improved alignment of strategies and resources to respond to the talent base for business, particularly those in targeted clusters identified sector strategies for our board economic diversification, and making available to job seekers market-relevant training and education as well as connections to employment and career advancement opportunities

In Closing, the Northern Area Local Workforce Development has prioritized the following broad goals:

The northern board plan includes five broad goals and supporting sub-goals, including:

1. Create Career Pathways: Establish Career Pathways as the primary model for skill, credential, and degree attainment and provide all our regional clientele, with an emphasis on New Mexico with barriers to employment, and opportunity to obtain a job that pays.
2. Support Pipeline of Workers: Expand public-private investments in the state's pipeline of workers and incumbent workers for targeted industry sectors from entry-level skills to middle skills and other innovative strategies.
3. Create Work-Based Learning Opportunities for Youth: Increase opportunities for all youth to participate in work-based learning through summer employment, pre-apprenticeship, Registered Apprenticeship, internships, and other experiences in the workplace.
4. Increase Employer Engagement: Engage employers through multi-employer workforce partnerships to improve the connection and responsiveness of workforce programs to the demand side of the labor market, increase public-private investment in critical skills, and support the spread of employer practices that create jobs that pay.
5. Strengthen Data Sharing and More Effective Use of Data: Strengthen data sharing with our partners and workforce development partners to better understand education and employment outcomes, and relay more effectively on data to improve and target our efforts.

6. Improve Internal Building Blocks: Build on current strengths in order to achieve the objectives of the Workforce Regional Board to strengthen its internal capabilities and resources. In the coming 5 years, the board will focus on the following:
 - a. Organizational Leadership
 - b. Structure, process, and resource alignment
 - c. Learning Community

The federal Workforce Innovation and Opportunity Act (WIOA) authorizes the nation's public workforce development system. The law sets forth the framework for how state and local workforce development systems should work together to serve job seekers and employers, including requirements for funding, employment and training priorities, program eligibility, system oversight, and monitoring. It also establishes state workforce development boards in every state. It is designed to help job seekers access the employment, education, training, and support services they need to be successful in the workplace, and to match employers with the skilled workers they need to compete in the global economy.

The law also mandates that certain workforce development partners work in a coordinated way to serve job seekers and employers but is flexible to allow for local decision-making based on local workforce and economic conditions, and employer demand for services. Implementation of WIOA necessitates a new level of interagency collaboration, as well as ongoing and consistent outreach to workforce development system stakeholders.