

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)
EASTERN AREA WORKFORCE DEVELOPMENT BOARD
LOCAL PLAN 2024-2027

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OVERVIEW

The Workforce Innovation and Opportunity Act (WIOA) requires that local workforce development boards collaborate openly with Chief Elected Officials (CEOs) and WIOA partners to create a comprehensive four-year plan, known as the Local Plan. This plan must align with New Mexico's combined state plan and includes strategic elements such as economic analyses, employer needs assessments, and skills gap evaluations. Its purpose is to enhance the coordination of the local workforce system, ensuring New Mexico businesses can thrive in the global economy.

Aligned with the State's vision outlined in the Combined State Plan, WIOA requires local plans to integrate service delivery strategies that support statewide goals. These strategies focus on:

1. Directing investments in economic, education, and workforce training programs to provide relevant education and training, enabling individuals—including youth and those facing employment barriers—to acquire skills that meet market demands.
2. Implementing job-driven strategies within the one-stop delivery system.
3. Facilitating innovation and alignment among economic, education, and workforce partners to develop a skilled workforce.

The Eastern Area Workforce Development Board's (EAWDB) plan articulates its vision for the workforce development system. It serves as a tool to streamline services for businesses and job seekers alike, establishing an integrated workforce system that optimizes resources, minimizes duplication of services, and enhances workforce skills in high-demand industries.

The plan must be available for public comment for thirty days and public comments must be provided to the EAWDB Administrative Entity. The EAWDB ensures transparency by posting the plan on EAWDB.org and distributing it to local partners and CEOs.

Developed with data and partner input, the EAWDB plan sets goals and objectives aimed at improving services for employers, job seekers, and communities, thereby enhancing the skills of the current and future workforce. The EAWDB has strong collaborative relationships with system partners that meet quarterly in local communities for cross training and coordination of services.

STRATEGIC PLANNING ELEMENTS

A. Economic and Workforce Analysis

- I. Economic Conditions
Include a regional analysis of economic conditions including existing and emerging in-demand industry sectors and occupations
- II. Employment Needs of Employers
Include a regional analysis of employment needs of employers in existing and emerging in-demand industry sectors and occupations
- III. Knowledge and Skills Needed
Describe the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations
- IV. Regional Workforce Information
Include an analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

Strategic Planning

The Eastern Area Workforce Development Board (EAWDB) area is comprised of twelve counties and approximately forty-four thousand square miles. The population based on 2023 census estimates as of July 1, 2023, is 369,857 and equates to approximately 17.49% of the New Mexico population. The states decline from 2020 to 2023 is 3,154 or .1%. Population decline in the eastern area for that same timeframe is 7,510 or 2.0%. According to the chart below, eleven of the twelve counties in the area reflect a population decline which falls in line with the overall decline as a state. These declines range from -4.4% in Harding County (29 individuals) to -1.4% in Lincoln County (278 individuals). The only growth of population occurred in Otero County which added 973 individuals. The data also reflects decreases in two of the area's most rural counties of De Baca and Union ranging from -1.4% to -2.6% with Quay County not far behind at a decrease of -2.3%. New Mexico reflects a decline over this period of .1% and 3,154 individuals compared to 7,510 in the region. This likely indicates that individuals are relocating to other areas in the state and more specifically the metropolitan areas around Albuquerque. According to statewide census data there was significant growth in three counties in other regions in the state from 2020 to 2023; Catron County in the southwest region with a 6.07% population increase, Sandoval (4.45% increase) and Valencia (3.62% increase) both counties in the central region. This could indicate individuals are leaving the rural areas for areas with higher wages.

The region's overall decline reflects a diminishing workforce and talent pool across eleven counties, potentially impeding future economic development efforts. This trend also heightens challenges for employers in the region to recruit a qualified workforce, potentially leading to reduced service availability due to workforce shortages. Addressing this ongoing concern remains a priority for the EAWDB.

Annual Estimates of the Resident Population for Eastern Area Counties: April 1, 2020 to July 1, 2023				
Geographic Area	Population Estimate (as of July 1)			
	2020	2021	2022	2023
Chaves County, New Mexico	65,149	64,650	63,892	63,561
Curry County, New Mexico	48,370	47,936	47,430	47,222
De Baca County, New Mexico	1,681	1,679	1,692	1,657
Eddy County, New Mexico	62,333	60,855	60,203	60,275
Guadalupe County, New Mexico	4,439	4,423	4,316	4,292
Harding County, New Mexico	653	631	621	624
Lea County, New Mexico	74,642	73,062	72,343	72,101
Lincoln County, New Mexico	20,307	20,400	20,343	20,029
Otero County, New Mexico	67,862	68,486	68,517	68,835
Quay County, New Mexico	8,712	8,620	8,529	8,510
Roosevelt County, New Mexico	19,148	18,992	18,858	18,787
Union County, New Mexico	4,071	4,096	3,982	3,964
Source: U.S. Census Bureau, Population Division				
Release Date: March 2024				

Annual Estimates of the Resident Population for Counties in New Mexico: April 1, 2020 to July 1, 2023

Geographic Area	April 1, 2020 Estimates <small>base</small>	Population Estimate (as of July 1)			
		2020	2021	2022	2023
New Mexico	2,117,525	2,118,488	2,116,950	2,113,476	2,114,371
Bernalillo County, New Mexico	676,452	676,853	675,286	672,957	671,586
Catron County, New Mexico	3,577	3,606	3,710	3,793	3,825
Chaves County, New Mexico	65,156	65,149	64,650	63,892	63,561
Cibola County, New Mexico	27,175	27,101	27,185	26,871	26,780
Colfax County, New Mexico	12,384	12,352	12,346	12,272	12,255
Curry County, New Mexico	48,426	48,370	47,936	47,430	47,222
De Baca County, New Mexico	1,695	1,681	1,679	1,692	1,657
Doña Ana County, New Mexico	219,569	220,060	221,732	223,530	225,210
Eddy County, New Mexico	62,314	62,333	60,855	60,203	60,275
Grant County, New Mexico	28,191	28,205	27,893	27,693	27,472
Guadalupe County, New Mexico	4,450	4,439	4,423	4,316	4,292
Harding County, New Mexico	653	653	631	621	624
Hidalgo County, New Mexico	4,179	4,164	4,086	4,011	3,965
Lea County, New Mexico	74,457	74,642	73,062	72,343	72,101
Lincoln County, New Mexico	20,266	20,307	20,400	20,343	20,029
Los Alamos County, New Mexico	19,420	19,418	19,390	19,273	19,444
Luna County, New Mexico	25,426	25,458	25,471	25,693	25,316
McKinley County, New Mexico	72,904	72,590	71,464	69,931	68,797
Mora County, New Mexico	4,184	4,191	4,189	4,147	4,123
Otero County, New Mexico	67,835	67,862	68,486	68,517	68,835
Quay County, New Mexico	8,743	8,712	8,620	8,529	8,510
Rio Arriba County, New Mexico	40,360	40,271	40,216	39,991	39,876
Roosevelt County, New Mexico	19,188	19,148	18,992	18,858	18,787
Sandoval County, New Mexico	148,834	149,290	151,478	153,597	155,936
San Juan County, New Mexico	121,666	121,376	120,996	120,569	120,675
San Miguel County, New Mexico	27,202	27,131	27,155	26,902	26,668
Santa Fe County, New Mexico	154,821	155,043	155,400	155,761	155,956
Sierra County, New Mexico	11,573	11,562	11,519	11,474	11,488
Socorro County, New Mexico	16,594	16,551	16,291	16,111	15,963
Taos County, New Mexico	34,490	34,463	34,685	34,590	34,405
Torrance County, New Mexico	15,052	15,062	15,313	15,383	15,633
Union County, New Mexico	4,082	4,071	4,096	3,982	3,964
Valencia County, New Mexico	76,207	76,374	77,315	78,201	79,141

Source: U.S. Census Bureau, Population Division

Regional data forecasts a decline in employment opportunities across most industries through 2026. In response, the EAWDB has identified three key sectors for strategic focus and planning: Healthcare and Behavioral Health, Early Childhood Education, and Construction and Trades. These industries offer diverse job opportunities and career pathways suitable for both skilled workers and those transitioning into new roles. Additionally, these industries provide clear career advancement opportunities. The EAWDB aims to collaborate with education, economic development, and industry partners to enhance awareness of existing career ladders and create new career pathways designed to better serve job seekers and employers in the eastern region.

Over the next two years, the three occupation groups anticipated to experience the highest percentages of employment growth in the east are health care and social support, professional, scientific, and technical services, and management. Among these, health care and social support is projected to see the most significant growth, with a 0.6% increase adding 233 new jobs to the area. This sector is expanding moderately and is expected to continue growing, although at a slower pace than we have seen in the past. It has a high demand for workers relative to its current employment, indicating a need to both replace existing staff and create additional positions. The professional, scientific, and technical services sector is expected to add 21 new jobs, while management of companies and enterprises is projected to see an increase of 6 new jobs which is highly subject to shifts in the oil and gas as well as mining and quarrying industries.

EAWDB, 2024Q1¹

Industry	Current			2-Year History		2-Year Forecast				
	Empl	Avg Ann Wages	LQ	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
Health Care and Social Assistance	18,846	\$49,792	0.85	736	2.0%	3,934	1,782	1,919	233	0.6%
Retail Trade	17,933	\$34,024	1.21	668	1.9%	4,591	2,170	2,719	-298	-0.8%
Accommodation and Food Services	16,259	\$24,866	1.25	848	2.7%	5,613	2,578	3,143	-108	-0.3%
Mining, Quarrying, and Oil and Gas Extraction	15,460	\$101,700	28.28	3,353	13.0%	2,764	1,095	1,775	-107	-0.3%
Educational Services	13,259	\$56,328	1.10	1,245	5.1%	2,276	1,216	1,261	-201	-0.8%
Construction	12,134	\$61,328	1.34	1,231	5.5%	2,023	848	1,243	-68	-0.3%
Public Administration	8,124	\$71,379	1.17	314	2.0%	1,436	658	832	-54	-0.3%
Transportation and Warehousing	6,946	\$72,387	0.93	472	3.6%	1,485	662	854	-30	-0.2%
Administrative and Support and Waste Management and Remediation Services	6,508	\$58,142	0.70	-61	-0.5%	1,485	642	849	-6	0.0%
Agriculture, Forestry, Fishing and Hunting	6,330	\$63,359	3.42	-402	-3.0%	1,378	730	772	-123	-1.0%
Other Services (except Public Administration)	5,948	\$36,332	0.94	82	0.7%	1,329	591	763	-25	-0.2%
Manufacturing	4,278	\$74,157	0.36	34	0.4%	827	344	515	-32	-0.4%
Professional, Scientific, and Technical Services	4,108	\$66,365	0.37	-287	-3.3%	691	272	398	21	0.3%
Wholesale Trade	3,140	\$70,700	0.56	212	3.6%	582	253	377	-49	-0.8%
Finance and Insurance	2,563	\$63,924	0.43	-284	-5.1%	416	180	248	-12	-0.2%
Arts, Entertainment, and Recreation	2,203	\$31,904	0.73	194	4.7%	659	278	378	3	0.1%
Real Estate and Rental and Leasing	2,132	\$62,831	0.80	132	3.3%	404	196	214	-7	-0.2%
Utilities	1,901	\$84,457	2.46	131	3.6%	309	136	195	-22	-0.6%
Information	1,195	\$51,066	0.41	113	5.1%	200	84	129	-13	-0.5%
Management of Companies and Enterprises	691	\$85,724	0.30	-25	-1.8%	124	48	70	6	0.4%
Total - All Industries	149,960	\$57,049	1.00	8,706	3.0%	31,744	14,384	18,229	-868	-0.3%

Source: JobsEQ®

Data as of 2024Q1

Note: Figures may not sum due to rounding.

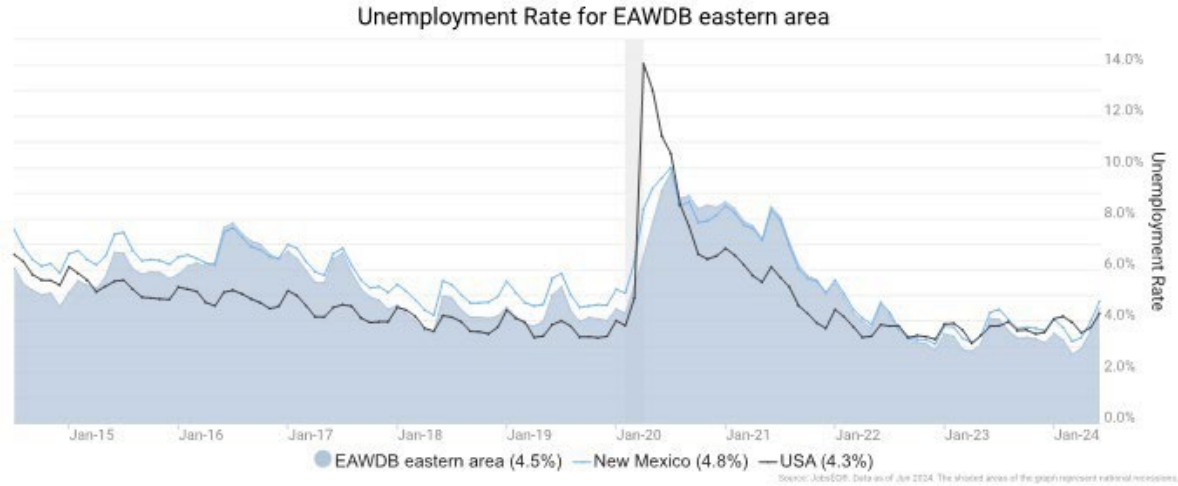
1. All data based upon a four-quarter moving average

Exits and transfers are approximate estimates based upon occupation separation rates.

The Economic Demographic Profile table shows that 57.20% or 161,512 of the civilian population aged 16 and older is engaged in the workforce in the eastern area. The labor force participation rate in the eastern area and New Mexico is lower than the national average. Also, the east has a smaller labor force compared to New Mexico and the USA. Prime age workers have a participation rate of 73.60% in the region, compared to 77.20% for New Mexico and 82.80% for the USA. The eastern area has a higher percentage of its labor force in the armed forces (2.70) compared to New Mexico (0.80%) and the national average (0.50%). The region has over half of the state’s military employment. This reflects the region’s significant economic reliance on its military bases.

Economic Demographic Profile						
	Percent			Value		
	EA/WDB eastern area	New Mexico	USA	EA/WDB eastern area	New Mexico	USA
Economic						
Labor Force Participation Rate and Size (civilian population 16 years and over)	57.20%	57.20%	63.30%	161,512	962,817	167,857,207
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54)	73.60%	77.20%	82.80%	98,203	596,292	106,380,520
Armed Forces Labor Force	2.70%	0.80%	0.50%	7,897	13,880	1,236,378
Veterans, Age 18-64	5.90%	5.50%	4.30%	12,694	67,738	8,636,019
Veterans Labor Force Participation Rate and Size, Age 18-64	76.00%	73.10%	77.10%	9,647	49,493	6,656,238
Median Household Income ²	—	—	—	\$57,638	\$58,722	\$75,149
Per Capita Income	—	—	—	\$29,078	\$32,667	\$41,261
Mean Commute Time (minutes)	—	—	—	20.2	23.1	26.7
Commute via Public Transportation	0.30%	0.70%	3.80%	484	6,747	5,945,723
Source: JobsEQ®, http://www.chmuraecon.com/jobseq Copyright © 2024 Chmura Economics & Analytics, All Rights Reserved.						

The following graph depicts unemployment rate trends from 2015 to 2024. As of June 2024, the unemployment rate in the eastern area was 4.5%, exceeding the national rate of 4.3%, but just below New Mexico’s rate at 4.8%. This represents a slight increase from June 2023, when the unemployment rate in the east was 4.1% but a significant decrease from 2015 and 2016 both over 6%



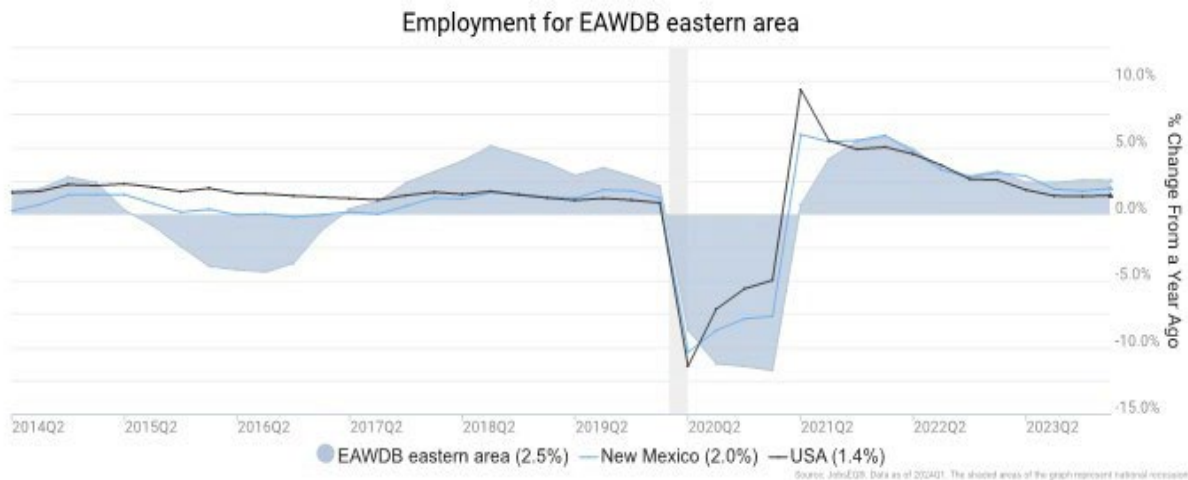
Unemployment rate data are from the Local Area Unemployment Statistics, provided by the Bureau of Labor Statistics and updated through June 2024.

The following table from the Local Area Unemployment System (LAUS) provides a breakdown of labor force, employment and unemployment information for the eastern area by county. As of June 2024, the total labor force for the area is 164,987 with 7,372 unemployed resulting in an overall unemployment rate of 4.5%. Eddy County has the largest labor force with 34,648 workers, while Harding County represents the smallest at 269. Collectively, the larger counties - Eddy, Lea, Chaves, Otero, and Curry - account for 85% of the total regional labor force with a combined workforce of 140,229 and unemployment rate of 4.5%. The seven remaining counties have a total workforce of 23,347 and an unemployment rate of 4.4%. There has been an increase in labor force by 6,999 workers from January 2022 to June 2024 with an overall decrease in the unemployment rate from 5.8% in January 2022 to 4.5% in June 2024.

June 2024 Local Area Unemployment Statistics (LAUS)				
County	Labor Force	Employed	Unemployed	Unemp. Rate
Chaves	27,002	25,540	1,462	5.4%
Curry	22,063	21,185	878	4.0%
De Baca	740	713	27	3.6%
Eddy	34,648	33,444	1,204	3.5%
Guadalupe	1,815	1,730	85	4.7%
Harding	269	258	11	4.1%
Lea	31,259	29,777	1,482	4.7%
Lincoln	9,025	8,668	357	4.0%
Otero	25,257	24,022	1,235	4.9%
Quay	2,839	2,679	160	5.6%
Roosevelt	8,560	8,149	411	4.8%
Union	1,510	1,450	60	4.0%
Eastern Region				
Totals	164,987	157,615	7,372	4.5%

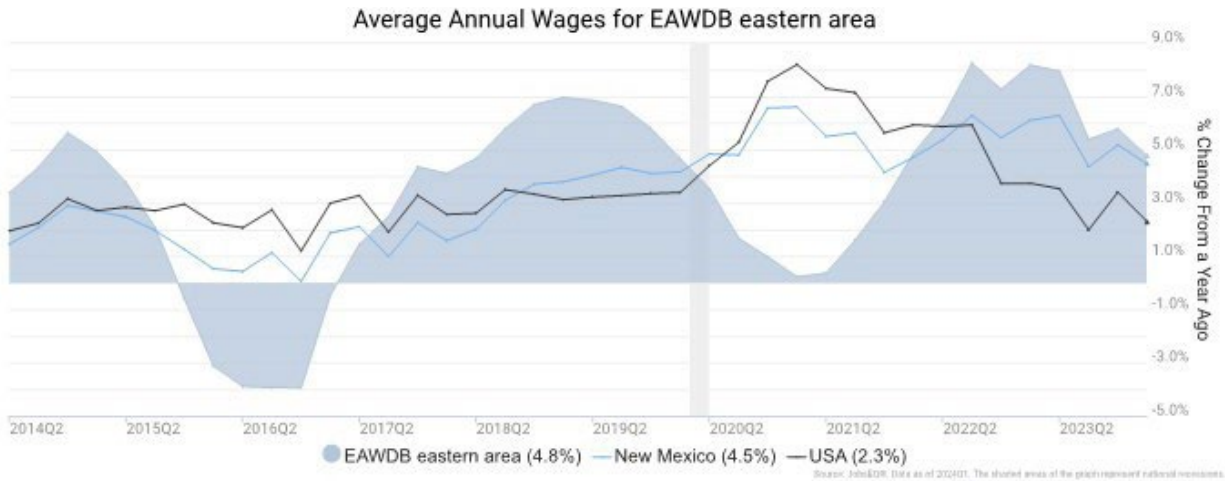
Source: NMDWS, Local Area Unemployment Statistics program in conjunction with U.S. Bureau of Labor Statistics

The employment data reflected below provides total employment information for the eastern area over the last 10 years and the significant fluctuations. Based on the data, employment increased by 2.5% in 2023 over 2022 based on a four-quarter moving average. JobEQ reports that total employment as of the first quarter of program year 2024 is 149,960 individuals.



Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2023Q4 with preliminary estimates updated to 2024Q1.

As of the first quarter of program year 2024, the average worker in the eastern area earned annual wages of \$57,049. This represents a 4.8% increase in average annual wages over the previous four quarters. In comparison, the national average wage was \$70,857 for the same period, which is significantly higher. However, the percentage of increase is higher than NM at 4.5% and substantially higher than the national average of 2.3%. Additionally, the cost of living in the eastern area is 11.4% lower than the national average, balancing the lower wages to some extent.



Annual average wages per worker data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2023Q4 with preliminary estimates updated to 2024Q1.

Cost of Living Information			
	Annual Average Salary	Cost of Living Index (Base US)	US Purchasing Power
EAWDB eastern area	\$57,049	88.6	\$64,417
New Mexico	\$57,489	93.2	\$61,710
USA	\$70,857	100.0	\$70,857

Source: [JobsEQ](#)
Data as of 2024Q1
Cost of Living per [COLU](#), data as of 2024Q1, imputed by Chmura where necessary.

As of the first quarter of program year 2024, the eastern area had 149,960 employed individuals, which constitutes 0.1% of total U.S. employment. The average wage per worker in the region was \$57,049, compared to New Mexico at \$57,489 and the national average of \$70,857. The lower cost of living in the region provides residents a higher purchasing power than the balance of New Mexico. Over the past decade, the region’s annual wage growth was 0.4%, lower than the national rate of 1.3%. However, the increases over the last four quarters show the region to be narrowing the gap. Employment growth in the region over the same period was 3.5%, compared to 3.7% nationally, further supporting the previously mentioned decline.

Top industry sectors for employment include Restaurants and Other Eating Places, Support Activities for Mining, and Elementary and Secondary Schools. Two of these sectors show employment growth; Restaurant and Other Eating places being 1.2% and Elementary and Secondary Schools at 1.5%, respectively, over the last decade. Support Activities for Mining, which includes the oil and gas industry, shows a decline of 0.4% over the last 10 years. This industry has always been cyclical but the increase in electric cars is likely to continue to impact employment for this industry.

EMPLOYMENT



149,960

Regional employment / 164,954,062 in the nation

WAGES

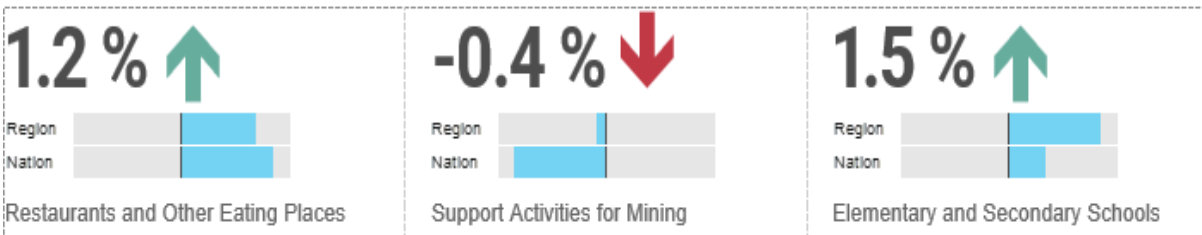


\$57,049

Avg Wages per Worker / \$70,857 in the nation

TOP INDUSTRIES

Avg Ann % Change in Employment, Last 10 Years



The current forecast indicates that most of the top ten industries in the area will experience negative growth. However, the home healthcare services sector is expected to grow by 1.4% annually, representing the highest demand in the region. Despite generating the highest average wages at \$144,037 annually, crude petroleum extraction is projected to contract by 0.9% per year. The region's heavy reliance on support activities for mining, crude petroleum extraction, and dairy is reflected in the location quotients for these sectors. The anticipated decline in higher-skilled, higher-wage jobs and the rise in lower-skilled, lower-wage positions will pose significant workforce challenges both now and in the future. To address these issues, the workforce system in the east will need to focus on upskilling the current workforce through sector strategies, stackable credentials and career pathways, assisting economic development and effectively recruiting new opportunities for regional workers and employers alike.



5-Digit Industry	Empl	Avg Ann Wages	LQ	5yr History	Annual Demand	Forecast Ann Growth
Restaurants and Other Eating Places	11,545	\$22,700	1.15		2,080	-0.4%
Support Activities for Mining	11,134	\$87,406	43.03		1,033	-0.2%
Elementary and Secondary Schools	10,516	\$56,846	1.39		881	-0.9%
General Medical and Surgical Hospitals	4,217	\$63,075	0.74		336	0.0%
Warehouse Clubs, Supercenters, and Other General Merchandise Retailers	3,882	\$29,624	1.85		538	-0.8%
Home Health Care Services	2,894	\$23,505	1.76		362	1.4%
Crude Petroleum Extraction	2,862	\$144,037	34.15		218	-0.9%
Supermarkets and Other Grocery Retailers (except Convenience Retailers)	2,647	\$28,288	1.11		389	-0.8%
Dairy Cattle and Milk Production	2,452	\$42,607	25.67		285	-1.1%
Hotels (except Casino Hotels) and Motels	2,321	\$24,415	1.65		323	-0.3%
Remaining Component Industries	95,481	\$48,118	1.18		9,889	-0.5%
Total - All Industries	149,960	\$57,049	1.00		15,899	-0.3%

The JobsEQ staffing pattern data below shows that Fast-Food and Counter Workers, Cashiers, and Personal Care Aides show high annual demand, indicating robust growth and/or turnover in these sectors. High-wage occupations like General and Operations Managers have lower demand compared to lower-wage positions like Cashiers and Fast-Food Workers. Sectors such as transportation, retail, food service, and personal care show varying degrees of demand, reflecting industry-specific needs and economic conditions. Overall, this data reflects those areas with high employment and demand, provides insight into labor market trends and potential areas for workforce development and recruitment efforts around those low skill jobs that experience high turnover.

Staffing Pattern

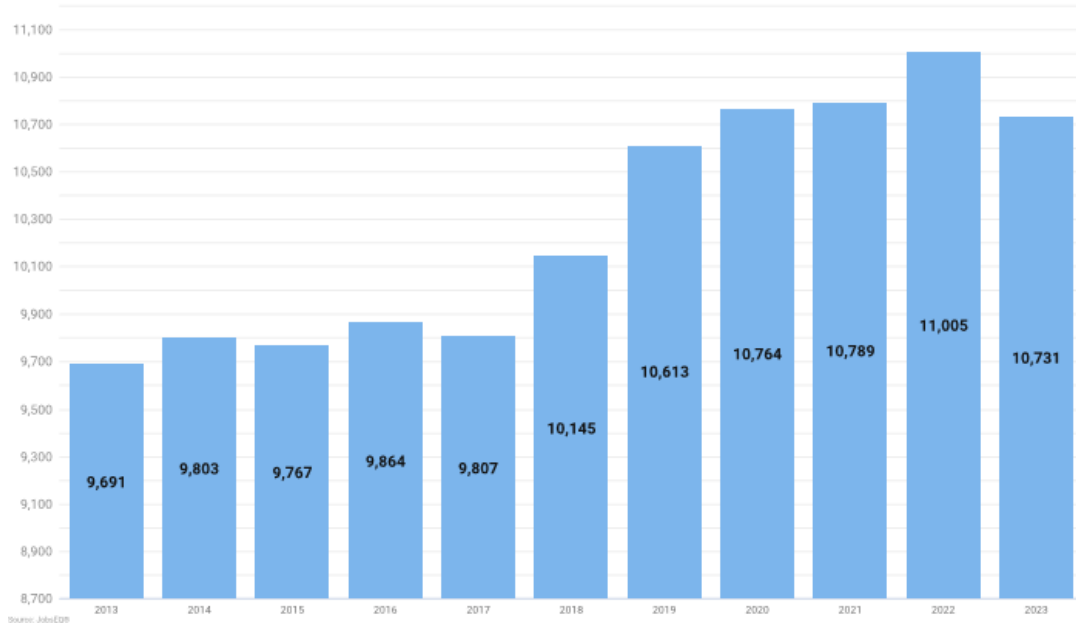


6-digit Occupation	Empl	Avg Ann Wages	Annual Demand
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	4,423	\$42,200	387
Heavy and Tractor-Trailer Truck Drivers	4,297	\$51,900	438
Cashiers	4,154	\$30,400	704
Fast Food and Counter Workers	4,054	\$28,700	893
Retail Salespersons	3,521	\$35,400	476
Construction Laborers	3,125	\$41,200	265
General and Operations Managers	3,051	\$120,900	236
Personal Care Aides	3,043	\$29,100	496
Stockers and Order Fillers	2,640	\$36,500	429
Farmers, Ranchers, and Other Agricultural Managers	2,573	\$82,800	224
Remaining Component Occupations	115,077	\$69,600	11,630
Total	149,956		

In 2023, the number of establishments across all industries in the area reached 10,731, marking an increase of 1,040 from 2013. Growth was generally steady over the decade, with minor declines between 2014-2015 and 2016-2017, and a notable decrease of 274 establishments between 2022 and 2023. However, there was a substantial rise of 468 establishments from 2018 to 2019. Over the past ten years, overall industry growth contributed to a 5.2% increase in GDP, yielding an output of \$355,000 per worker, compared to the national averages of 4.9% growth and \$296,000 per worker. This data underscores the significant role of the eastern area in New Mexico's economic productivity.

Establishments

In 2023, there were 10,731 Total - All Industries establishments in the EAWDB eastern area (per covered employment establishment counts), an increase from 9,691 establishments ten years earlier in 2013.

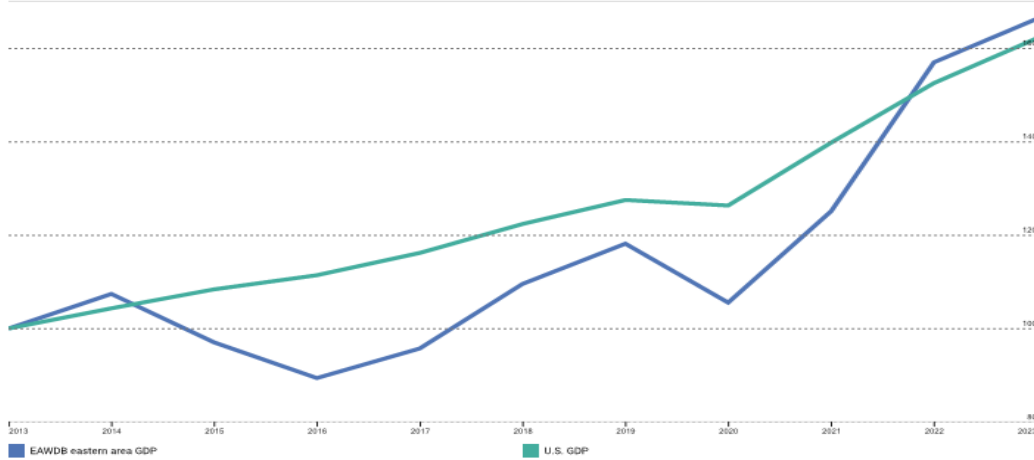


Source: JobsEQ

GDP & Productivity

In 2023, Total - All Industries produced \$31 billion in GDP for the EAWDB eastern area.

GDP: Indexed 2013 = 100



■ EAWDB eastern area GDP

■ U.S. GDP

<p>100.0 %</p> <p>Industry Share of Total GDP / 100.0 % in the nation</p> <p>Region </p> <p>Nation </p>	<p>5.2 % ↑</p> <p>Avg Ann % Change Last 10 Yrs / 4.9 % in the nation</p> <p>Region </p> <p>Nation </p>	<p>\$355k</p> <p>Output per Worker / \$296k in the nation</p> <p>Region </p> <p>Nation </p>
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Source: JobEQ

The EAWDB will work diligently to ensure that the workforce system partners with employers to enhance a workforce dedicated to ensuring the safety, health and the well-being of the customers we serve. This goal aims to create a thriving environment for families in the eastern area. The urgency for investing in the sectors identified above has become more urgent due to several factors mentioned above. The board intends to treat existing job vacancies as critical elements of workforce development in the area to fill positions quickly and more effectively. For example, the immediate shortages in healthcare, behavioral health, and emergency services are going to require prompt, collaborative action across partner agencies and programs to address the pressing needs of the region.

Skill Needs

In a rapidly changing economy, the landscape of employment and job skills is constantly evolving. As industries transform and new technologies emerge, the demand for a skilled workforce becomes increasingly critical. Recognizing this, the EAWDB's goal is to bridge the gap between job seekers' skills and employers' needs. This means that the skills developed through training programs coordinated in the east are directly applicable to current labor market supply and demand. Training programs are designed in collaboration with employers, ensuring that participants acquire relevant skills tied to in demand occupations.

The board also recognizes that technology is constantly evolving. As fossil fuel supplies decline and the state takes deliberate steps toward developing sustainable energy sources, the impact on our regional workforce will be significant. Therefore, addressing energy transition workforce challenges will be a key focus in the EAWDB's strategy development over the upcoming years.

The table below reflects the non-seasonally adjusted number of individuals unemployed, the number of job openings advertised online, and the ratio of the number of unemployed to number of job openings advertised online in the Eastern area between June 2024. There were an estimated 7,372 unemployed individuals in the region with 15,089 job openings available with an approximate .49 unemployed individuals for every job opening. This data indicates that there are nearly 2 job openings for every unemployed person. Overall, there are more job opportunities available than there are unemployed individuals creating a competitive job market, with more job opportunities than there are people actively looking for work.

Supply and Demand for Eastern Region - June 2024					
Area	Unemployed	Job Openings	New Job Postings	Number of Unemployed per Job Opening	Number of Unemployed per New Job Posting
Eastern Region	7,372	15,089	5,023	0.49	1.47

Source: NMDWS, Local Area Unemployment Statistics program in conjunction with U.S. Bureau of Labor Statistics and Online advertised jobs data

The data indicates that the Eastern Region has a favorable overall job market with more job openings available than unemployed individuals, which is a positive sign for job seekers in the area. However, the highest demand areas are largely in retail and services. This combined with the negative growth projections could have a significant impact on the region’s economy. Competition for new job postings is higher, as indicated by the higher number of unemployed individuals per new job posting. This is typically not good for economic development. Furthermore, while there are many positions available, most are likely low skilled low wage jobs with the exception of the healthcare and education sectors. The board and partners must work diligently with the region's economic developers to increase workforce skills and economic development’s business recruiting power.

When the skills possessed by job seekers do not align with the demands of employers, it is a pressing issue across many sectors. Traditional education pathways often take years to complete, leaving a lag between the rise of new industry standards and the availability of a sufficiently trained workforce. Short-term training programs, however, offer a potentially encouraging response to this challenge. By focusing on durable skills and specific competencies required in the current job market, these programs can provide individuals with the knowledge and skills necessary for immediate employment and to meet employers' specific needs.

The One Stop Operator, the EAWDB, and local partners have a common goal to provide various pathways for individuals to obtain the skills they need to earn gainful employment in a career that leads to self-sufficiency. This includes funding for vocational training, apprenticeships, and on-the-job training. By encouraging and supporting diverse educational opportunities, the system helps ensure that individuals from different backgrounds and skill levels can access the resources necessary to meet their career goals.

The EAWDB facilitates partnerships between public and private sectors, including educational institutions, employers, and community organizations. This collaborative approach promotes

innovation in designing training that fosters skills upgrades for our customers and ensures that the skills being taught are up-to-date, relevant and align with occupations that are in demand.

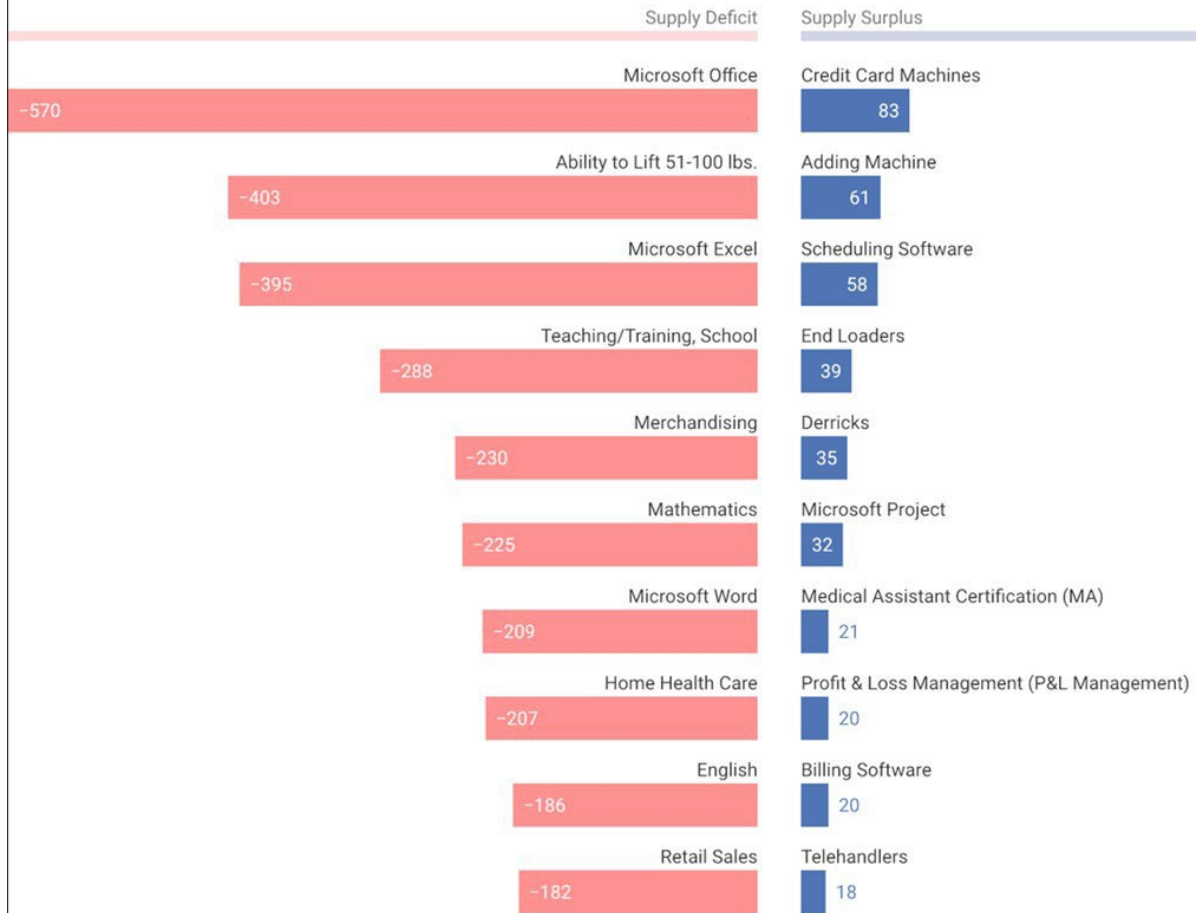
Skilled apprenticeships under WIOA remain a priority for the EAWDB. The board will collaborate with the Bureau of Apprenticeship and Training, state and regional apprenticeship coordinators, educational institutions, and employers both locally and statewide. Our goal is to increase participation in existing apprenticeship programs and develop new ones, particularly to support early childhood education and, when opportunities arise, other fields such as construction trades and renewable energy.

As the economy in the east continues to evolve, the importance of skills development remains paramount. EAWDB's commitment to bridging the skills gap helps to create a more dynamic, adaptable workforce ready to meet the challenges and grasp the opportunities to assist the customers we serve. The JobsEQ data on skill gaps in the eastern area reveals significant discrepancies between the number of candidates possessing specific skills and the number of job openings requiring those skills. Here's a breakdown and interpretation of the graph below:

- Microsoft Office: There are 227 candidates for 797 openings, resulting in a gap of -570. This indicates a substantial shortage of candidates with Microsoft Office skills relative to the demand. This is in part comprised of gaps in skills for Microsoft Excel and Word with gaps of 395 and 209 respectively.
- Ability to Lift 51-100 lbs.: With only 5 candidates available for 408 openings, there is a gap of -403. This suggests a severe lack of candidates who can handle the physical requirements of these types of positions.
- Teaching/Training, School: 173 candidates are available for 461 openings, resulting in a gap of -288. This reflects a significant shortfall of candidates with the credentials necessary for teaching or training.
- Merchandising: There are 61 candidates for 291 openings, leading to a gap of -230. This shows a considerable deficit of candidates with merchandising experience.
- Mathematics: With 119 candidates for 344 openings, the gap is -225 indicating a weakness in regional math skills showing a need for an increased STEM skills focus to improve overall workforce skills.
- Home Health Care: There are 30 candidates for 237 openings, resulting in a gap of -207. This highlights a significant deficit in candidates for home health care roles.
- English: Data shows only 19 candidates for 206 openings requiring strong language skills. The area has a significant number of English Language Learners (ELL) reflecting the need for additional opportunities for individuals to build language skills.
- Retail Sales: There are 188 candidates for 370 openings, creating a gap of -182. While not as severe as other areas, there is still a noticeable shortage of candidates with retail sales experience.

Skill Gaps

Total - All Occupations, EAWDB eastern area



Source: JobsEQ®
Data as of 2024Q1; openings and candidate sample compiled in July 2022

Education Levels

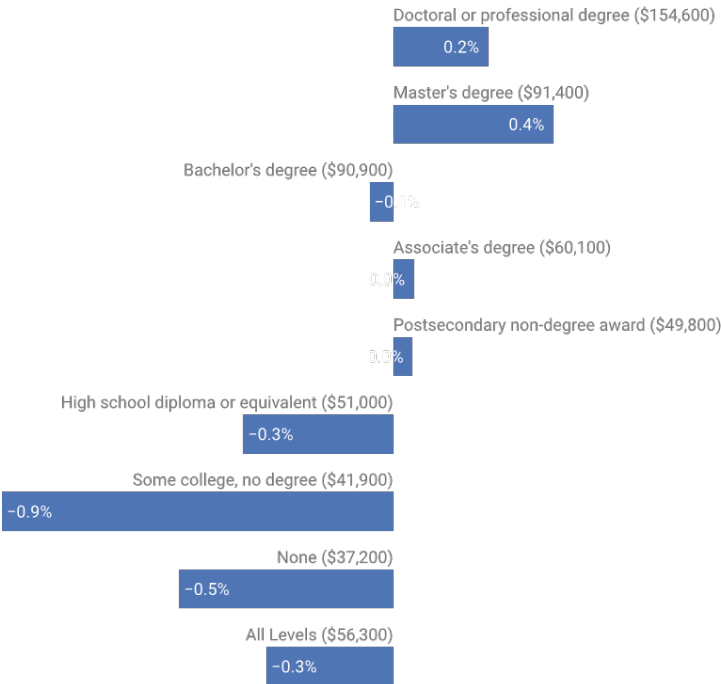
In the area, 17% of the workforce—equivalent to 30,951 individuals—lack a high school diploma. This rate is notably higher than the state average of 12.2% and the national average of 10.1%. Conversely, only 18% of the workforce holds a bachelor's degree or higher, which is significantly below the state average of 28% and the national average of 36%. However, most employment in the region does not require a bachelor's degree. In fact, there has been negative growth in employment requiring a post-secondary degree for several years except the education and health care industries.

	Percent			Value		
	EAWDB eastern area	New Mexico	USA	EAWDB eastern area	New Mexico	USA
Educational Attainment, Age 25-64						
No High School Diploma	17.0%	12.2%	10.1%	30,951	128,413	17,373,867
High School Graduate	29.8%	26.3%	25.1%	54,206	276,543	43,176,248
Some College, No Degree	25.4%	23.6%	19.7%	46,266	247,970	33,916,989
<u>Associate's Degree</u>	9.9%	9.8%	9.2%	18,010	103,426	15,886,884
Bachelor's Degree	11.4%	16.2%	22.4%	20,697	170,333	38,451,123
Postgraduate Degree	6.5%	11.8%	13.4%	11,906	124,551	23,058,233

This provides an opportunity for the board to collaborate with local communities, schools, employers, and partners to create "earn and learn" programs, such as work experience, on-the-job training (OJT) and apprenticeships, aimed at upskilling the current workforce.

Expected growth rates for occupations differ based on the level of education and training required. While overall employment in the eastern area is projected to decline by 0.3% over the next ten years, occupations that typically require a postgraduate degree are anticipated to grow by 0.2% annually. Conversely, occupations requiring a bachelor's degree are forecasted to decrease by 0.1% per year, and those needing a 2-year degree or certificate are expected to remain stable with a 0.0% growth rate.

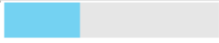
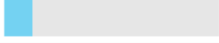
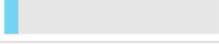
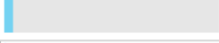


Annual Average Projected Job Growth by Education Levels



Source: JobsEQ®
Data as of 2024Q1

Most job openings are for positions that require only a high school diploma or equivalent, followed by a substantial number of roles needing a bachelor’s degree. There is moderate demand for associate and master's degrees, with fewer openings requiring doctoral or professional degrees. The high number of unspecified or other categories indicates a wide variety of roles with flexible or unclear educational requirements.

Openings by Education Levels

Education Levels		Active Job Ads
Minimum Education Level		
High school diploma or equivalent	11,116	
Bachelor's degree	4,251	
Associate's degree	2,187	
Master's degree	1,290	
Doctoral or professional degree	340	
Unspecified/other	31,888	

Source: JobsEQ

EAWDB Sub-regions

The eastern area is vast and diverse in both industry and needs. To effectively develop a strategy for the region, it is essential to analyze the economic sub-regions. As such, the area is divided into four sub-regions, some of which overlap economic regions in neighboring Texas counties. These sub-regions are categorized based on geographic, economic, and employment market similarities and are composed of the following county groupings:

- Union, Harding, Quay, and Guadalupe;
- Curry, Roosevelt, and De Baca;
- Lea, Chaves, and Eddy;
- Lincoln and Otero counties.

Union, Harding, Quay, and Guadalupe Counties

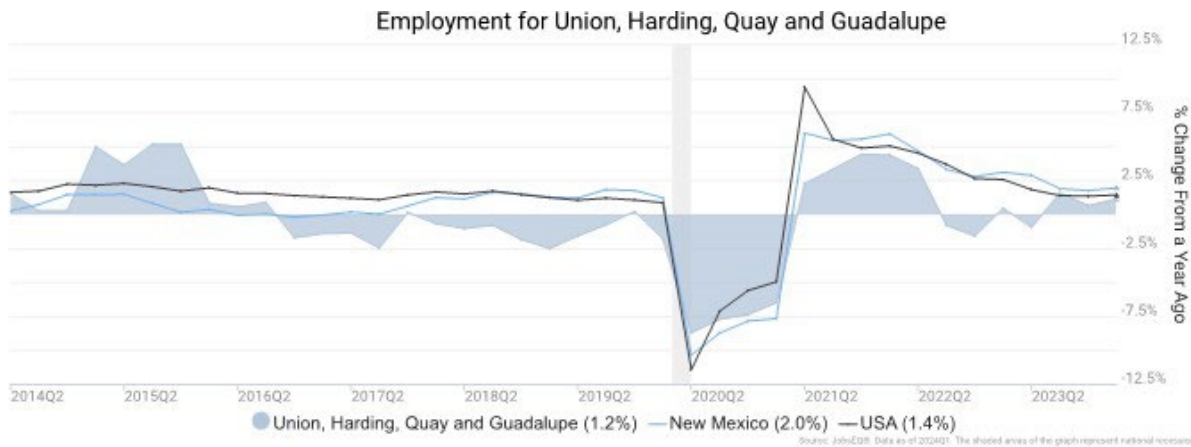
These four counties make up the northeastern part of the region, with a combined population of 17,799 according to the American Community Survey data for 2018-2022. The sub-region has a civilian labor force of 7,214, with a participation rate of 50.1%. Among individuals aged 25 to 64 in Union, Harding,

Quay, and Guadalupe counties, 16.2% hold a bachelor's degree or higher, compared to 35.8% nationwide. As of the first quarter of program year 2024, the average annual wage in the sub-region was \$42,008. This represents a 3.9% increase in average wages over the previous four quarters below the growth for NM but higher than the national average of 2.3%.



Annual average wages per worker data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2023Q4 with preliminary estimates updated to 2024Q1.

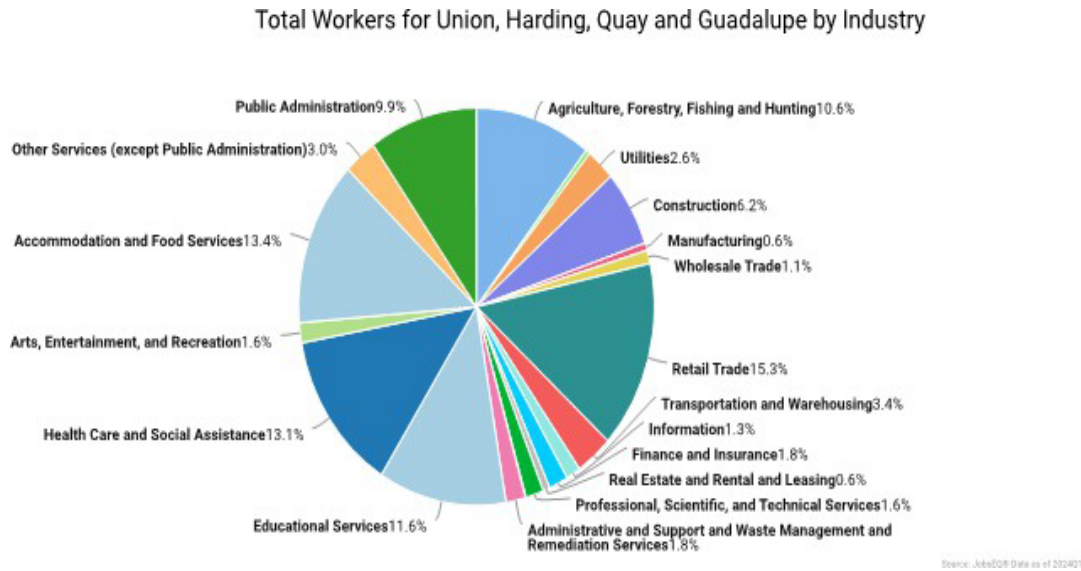
As of the first quarter of program year 2024, total employment in Union, Harding, Quay, and Guadalupe counties combined was 6,204, based on a four-quarter moving average. Over the past year leading up to this period, employment in the region grew by 1.2%, .2% below the national average.



Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2023Q4 with preliminary estimates updated to 2024Q1.

The largest industry sector in this sub-region is Retail Trade, employing 950 workers. The next largest sectors are Accommodation and Food Services, with 834 workers representing almost 25% of

employment. This is followed by Health Care and Social Assistance, with 814 workers. In this sub-region, the sectors that exceed national averages and make up the remaining employment opportunities are Agriculture, Forestry, Fishing and Hunting, Utilities, and Public Administration.

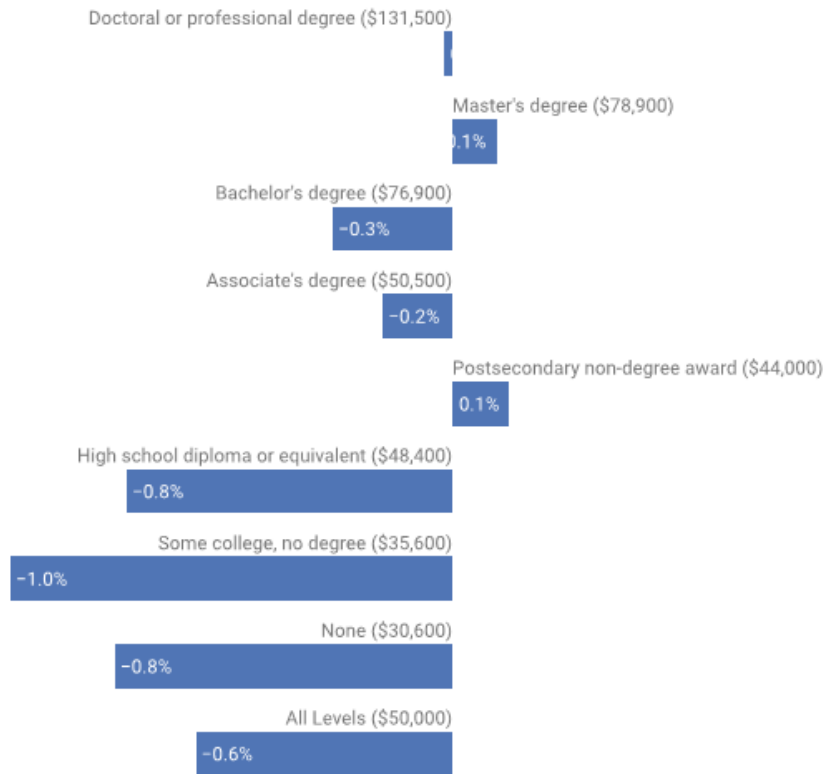


In the sub-region, the sectors with the highest average wages per worker are Management of Companies and Enterprises (\$77,923), Real Estate and Rental and Leasing (\$61,430), and Utilities (\$57,105). Over the past four years, the sectors with the strongest job growth or smallest job losses have been Public Administration (+136 jobs), Retail Trade (+51 jobs), and Arts, Entertainment, and Recreation (+22 jobs).

Looking ahead, employment in this sub-region is projected to decrease by 148 jobs over the next four years, which will likely be followed by further population decline. The sector expected to grow the fastest is Health Care and Social Assistance, with a projected annual growth rate of 0.5%. The sectors with the most significant job gains forecasted are Health Care and Social Assistance (+17 jobs), Utilities (+2 jobs), and Arts, Entertainment, and Recreation (+1 job).

Expected growth rates for occupations vary based on the level of education and training required. Although overall employment in Union, Harding, Quay, and Guadalupe counties is projected to decline by 0.6% over the next ten years, occupations that typically require a postgraduate degree are expected to remain stable, with no annual contraction. Occupations requiring a bachelor's degree are forecasted to decline by 0.3% per year, while those needing a 2-year degree or certificate are expected to contract by 0.2% annually.

Annual Average Projected Job Growth by Education Levels



Source: JobsEQ®
Data as of 2024Q1

Employment by occupation data are estimates as of 2024Q1. Education levels of occupations are based on BLS assignments. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

In 2023, the nominal GDP for Union, Harding, Quay, and Guadalupe counties grew by 1.8%, following a significant increase of 13.7% in 2022. As of 2023, the total GDP for these counties stands at \$603,213,000. Of the sectors in this sub-region, Agriculture, Forestry, Fishing and Hunting contributed the largest portion of GDP in 2023, \$80,918,000. The next-largest contributions came from Educational Services (\$64,753,000); Health Care and Social Assistance (\$60,895,000); and Public Administration (\$56,513,000).

GDP (in \$ millions)

Agriculture, Forestry, Fishing and Hunting (11)



Educational Services (61)



Health Care and Social Assistance (62)



Public Administration (92)



Retail Trade (44)



Transportation and Warehousing (48)



Real Estate and Rental and Leasing (53)



Utilities (22)



Accommodation and Food Services (72)



Construction (23)



Curry, Roosevelt, and De Baca Counties

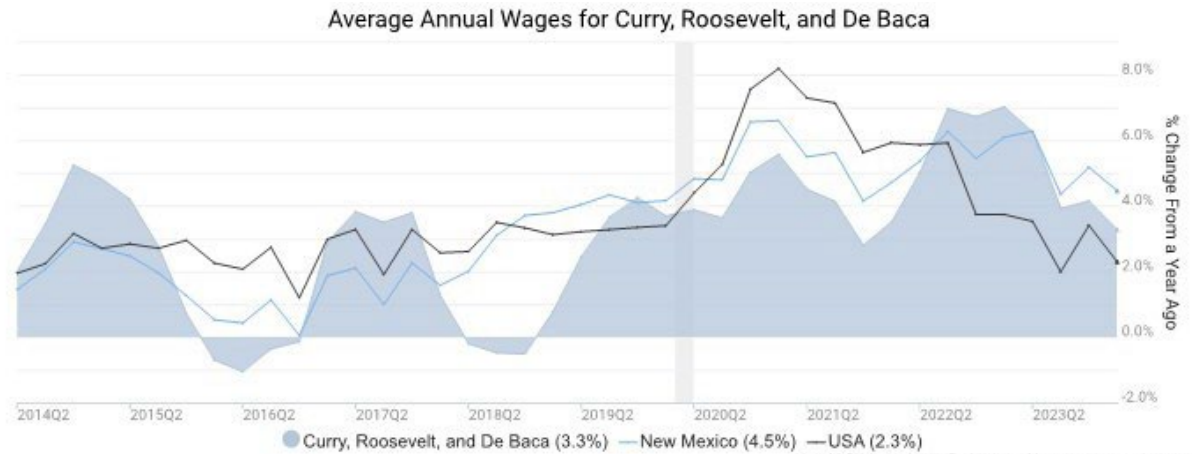
According to the American Community Survey data for 2018-2022, the population of of this sub-region is 69,164, 18.7% of the eastern area’s total population. The area has a civilian labor force of 29,947, with a participation rate of 60.5%.

	Percent			Value		
	Curry, Roosevelt, and De Baca	New Mexico	USA	Curry, Roosevelt, and De Baca	New Mexico	USA
Economic						
Labor Force Participation Rate and Size (civilian population 16 years and over)	60.5%	57.2%	63.3%	29,947	962,817	167,857,207
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54)	76.3%	77.2%	82.8%	17,856	596,292	106,380,520

Among individuals aged 25 to 64 in these counties, 13.8% hold a bachelor's degree or higher, compared to 22.4% nationwide.

	Percent			Value		
	Curry, Roosevelt, and De Baca	New Mexico	USA	Curry, Roosevelt, and De Baca	New Mexico	USA
Educational Attainment, Age 25-64						
No High School Diploma	17.5%	12.2%	10.1%	5,739	128,413	17,373,867
High School Graduate	25.9%	26.3%	25.1%	8,474	276,543	43,176,248
Some College, No Degree	25.5%	23.6%	19.7%	8,363	247,970	33,916,989
Associate's degree	9.6%	9.8%	9.2%	3,154	103,426	15,886,884
Bachelor's Degree	13.8%	16.2%	22.4%	4,528	170,333	38,451,123
Postgraduate Degree	7.6%	11.8%	13.4%	2,495	124,551	23,058,233

As of the first quarter of program year 2024, the average annual wage for workers in Curry, Roosevelt, and De Baca counties was \$48,053. This represents a 3.3% increase in wages over the previous four quarters.

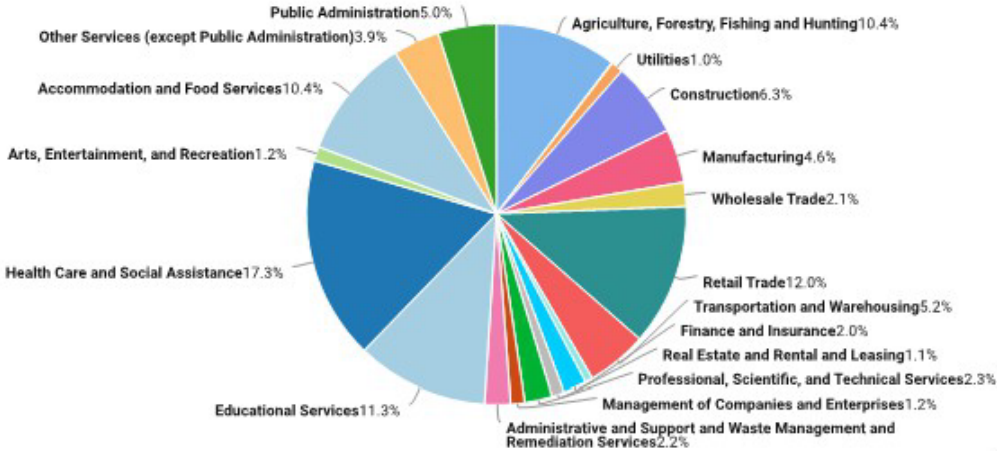


Annual average wages per worker data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and [imputed](#) where necessary. Data are updated through 2023Q4 with preliminary estimates updated to 2024Q1.

In Curry, Roosevelt, and De Baca counties, the sectors with the highest average wages per worker are Management of Companies and Enterprises (\$83,384), Mining, Quarrying, and Oil and Gas Extraction (\$77,390), and Utilities (\$76,772). Over the past four years, the sectors with the strongest job growth, or the smallest job losses, include Construction (+397 jobs), Health Care and Social Assistance (+304 jobs), and Educational Services (+177 jobs).

The largest sector in Curry, Roosevelt, and De Baca counties is Health Care and Social Assistance, with 4,578 employees representing 15.3% of the civilian labor force. Following this, the next largest sectors are Retail Trade (3,189 employees) and Educational Services (2,979 employees).

Total Workers for Curry, Roosevelt, and De Baca by Industry



Source: AboQD® Database of 2024Q1

Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and [imputed](#) where necessary. Data are updated through 2023Q4 with preliminary estimates updated to 2024Q1.

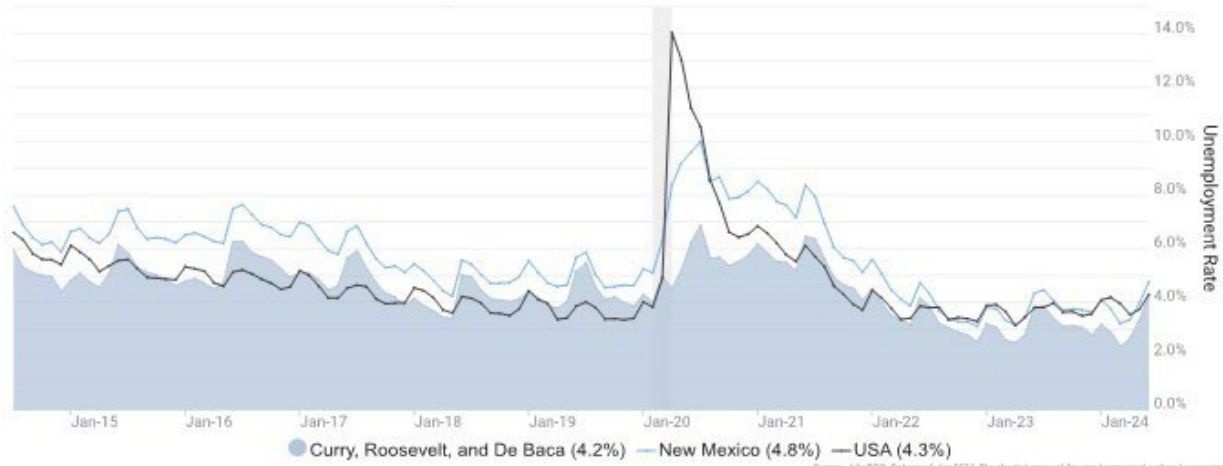
Over the next four years, employment in Curry, Roosevelt, and De Baca counties is projected to decline by 483 jobs (-0.5%). The sector expected to experience the highest growth is Health Care and Social Assistance, with an anticipated annual growth rate of +0.4%. The sectors forecasted to see the largest increase in jobs during this period are Health Care and Social Assistance (+80 jobs), Management of Companies and Enterprises (+4 jobs), and Professional, Scientific, and Technical Services (+2 jobs).

Curry, Roosevelt, and De Baca, 2024Q1 ¹											
NAICS	Industry	Current			4-Year History		4-Year Forecast				
		Empl	Avg Ann Wages	LQ	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
62	Health Care and Social Assistance	4,578	\$45,997	1.17	304	1.7%	1,882	868	934	80	0.4%
44	Retail Trade	3,189	\$32,813	1.22	137	1.1%	1,584	762	955	-133	-1.1%
61	Educational Services	2,979	\$52,485	1.40	177	1.5%	1,024	543	563	-82	-0.7%
11	Agriculture, Forestry, Fishing and Hunting	2,751	\$68,793	8.43	-267	-2.3%	1,169	626	662	-120	-1.1%
72	Accommodation and Food Services	2,741	\$20,725	1.19	122	1.1%	1,851	862	1,051	-63	-0.6%
23	Construction	1,672	\$47,565	1.05	397	7.0%	535	232	340	-36	-0.5%
48	Transportation and Warehousing	1,365	\$65,768	1.04	-27	-0.5%	561	258	333	-29	-0.5%
92	Public Administration	1,314	\$63,371	1.07	-7	-0.1%	446	211	267	-32	-0.6%
31	Manufacturing	1,208	\$55,618	0.57	48	1.0%	468	194	290	-16	-0.3%
81	Other Services (except Public Administration)	1,045	\$27,720	0.93	-40	-0.9%	453	206	266	-19	-0.5%
54	Professional, Scientific, and Technical Services	615	\$63,133	0.32	41	1.7%	202	81	119	2	0.1%
56	Administrative and Support and Waste Management and Remediation Services	581	\$40,527	0.35	-8	-0.3%	257	114	151	-8	-0.3%
42	Wholesale Trade	544	\$48,777	0.55	-36	-1.6%	194	87	129	-21	-1.0%
52	Finance and Insurance	524	\$68,169	0.50	-8	-0.4%	165	73	101	-9	-0.4%
55	Management of Companies and Enterprises	315	\$83,384	0.77	-65	-4.6%	111	44	64	4	0.3%
71	Arts, Entertainment, and Recreation	315	\$24,226	0.59	79	7.4%	190	80	108	2	0.2%
53	Real Estate and Rental and Leasing	284	\$45,950	0.60	-14	-1.2%	106	52	57	-3	-0.3%
22	Utilities	268	\$76,772	1.97	17	1.6%	90	38	55	-3	-0.3%
51	Information	169	\$45,697	0.33	5	0.8%	57	24	36	-3	-0.5%
21	Mining, Quarrying, and Oil and Gas Extraction	18	\$77,390	0.18	-22	-18.4%	6	2	4	-1	-0.7%
	Total - All Industries	26,478	\$48,053	1.00	832	0.8%	10,958	5,045	6,396	-483	-0.5%

Source: [JobsEQ®](#)
 Data as of 2024Q1
 Note: Figures may not sum due to rounding.
 1. All data based upon a four-quarter moving average.
 Exits and transfers are approximate estimates based upon occupation separation rates.
 Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and [unipol](#) where necessary. Data are updated through 2023Q4 with preliminary estimates updated to 2024Q1. Forecast employment growth uses national projections adapted for regional growth patterns.

As of June 2024, the unemployment rate in the sub-region was 4.2%, slightly below the national rate of 4.3%. This represents an increase from June 2023, when the unemployment rate in the region was 3.8%.

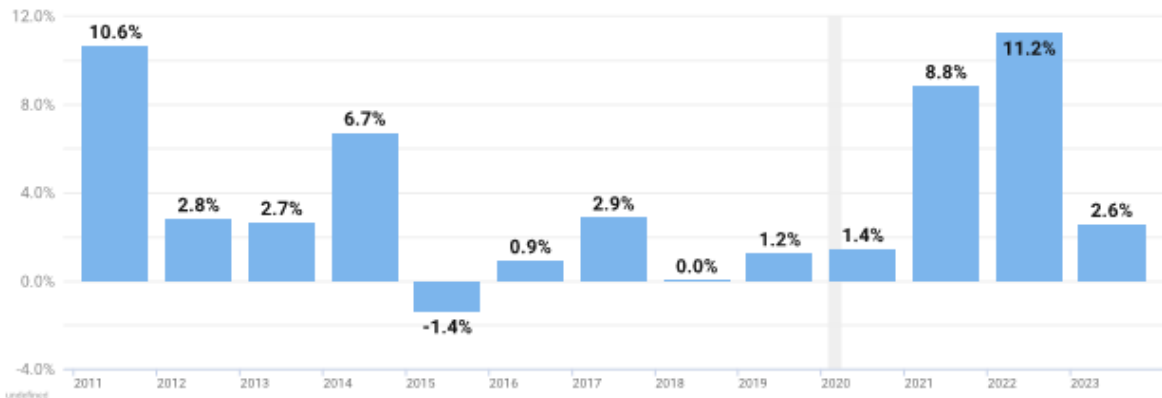
Unemployment Rate for Curry, Roosevelt, and De Baca



Unemployment rate data are from the Local Area Unemployment Statistics, provided by the Bureau of Labor Statistics and updated through June 2024.

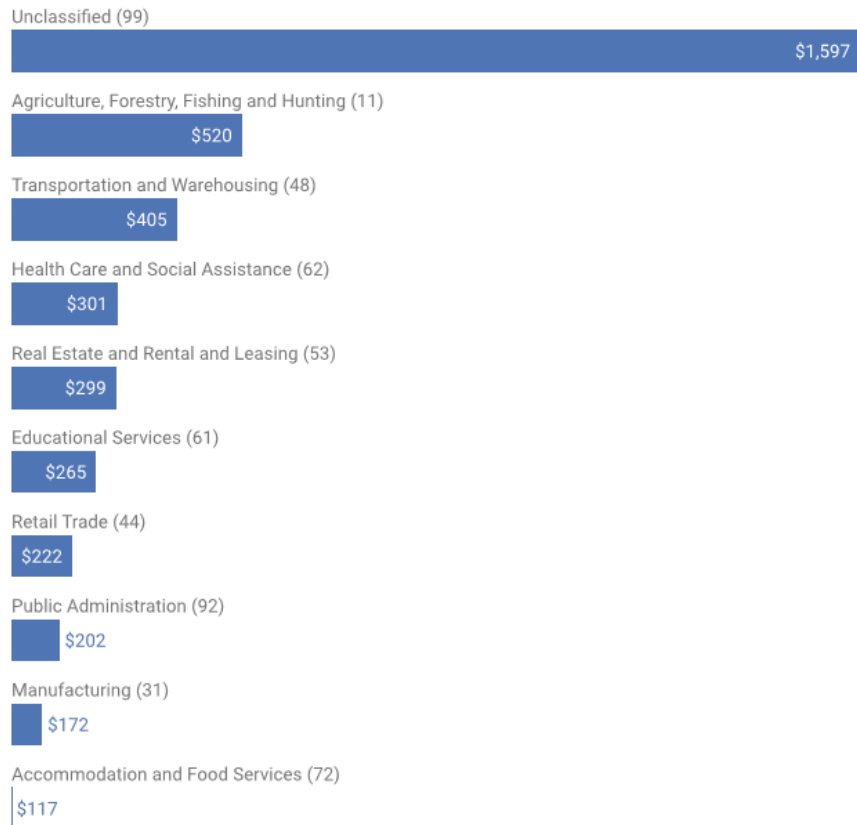
The GDP for the sub-region expanded 2.6% in 2023. This expansion follows growth of 11.2% in 2022. The industry sector that contributed to the largest portion of the GDP in 2023 was Agriculture, Forestry, Fishing and Hunting. Following Agriculture is Transportation and Warehousing and Healthcare and Social Assistance.

1 year % Change in GDP



Gross Domestic Product data are provided by the Bureau of Economic Analysis, imputed by Chmura where necessary, updated through 2023.

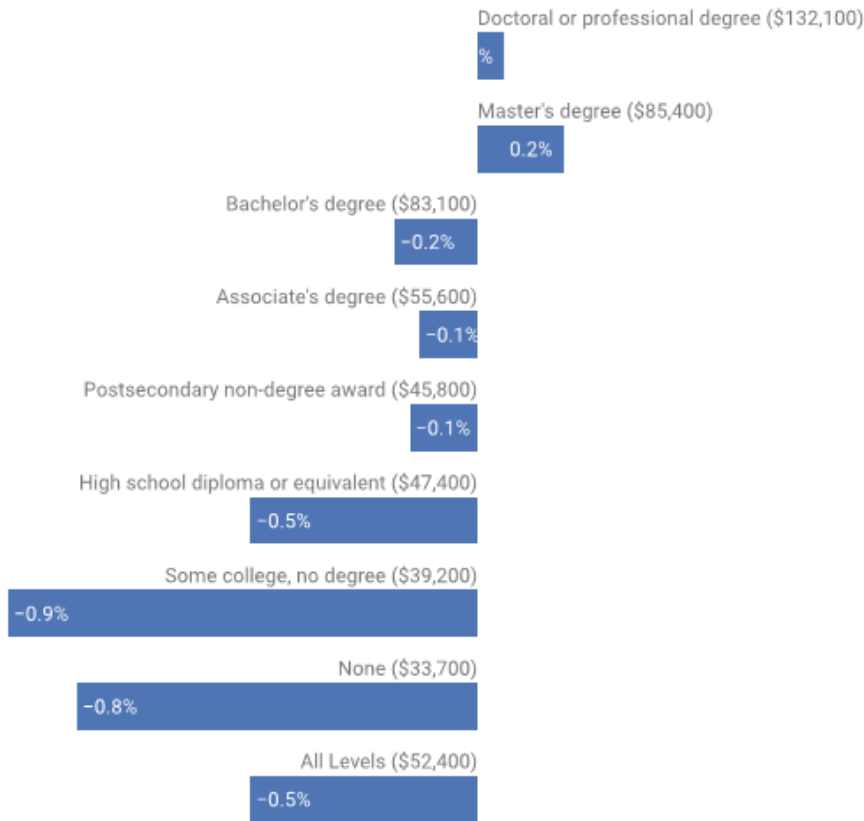
GDP (in \$ millions)



Gross Domestic Product data are provided by the Bureau of Economic Analysis, imputed by Chmura where necessary, updated through 2023.

Expected growth rates for occupations vary based on the required education and training. While overall employment in Curry, Roosevelt, and De Baca counties combined is projected to decline by 0.5% over the next ten years, occupations requiring a postgraduate degree are expected to grow by 0.1% annually. In contrast, occupations requiring a bachelor’s degree are forecasted to shrink by 0.2% per year, and those needing a 2-year degree or certificate are anticipated to contract by 0.1% annually.

Annual Average Projected Job Growth by Education Levels



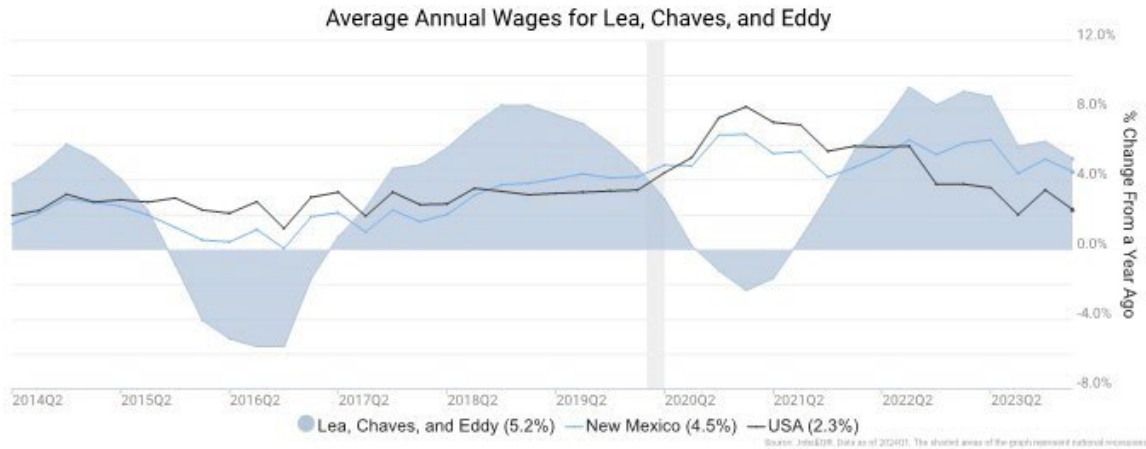
Source: JobsEQ®
Data as of 2024Q1

Employment by occupation data are estimates as of 2024Q1. Education levels of occupations are based on BLS assignments. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Lea, Chaves and Eddy Counties

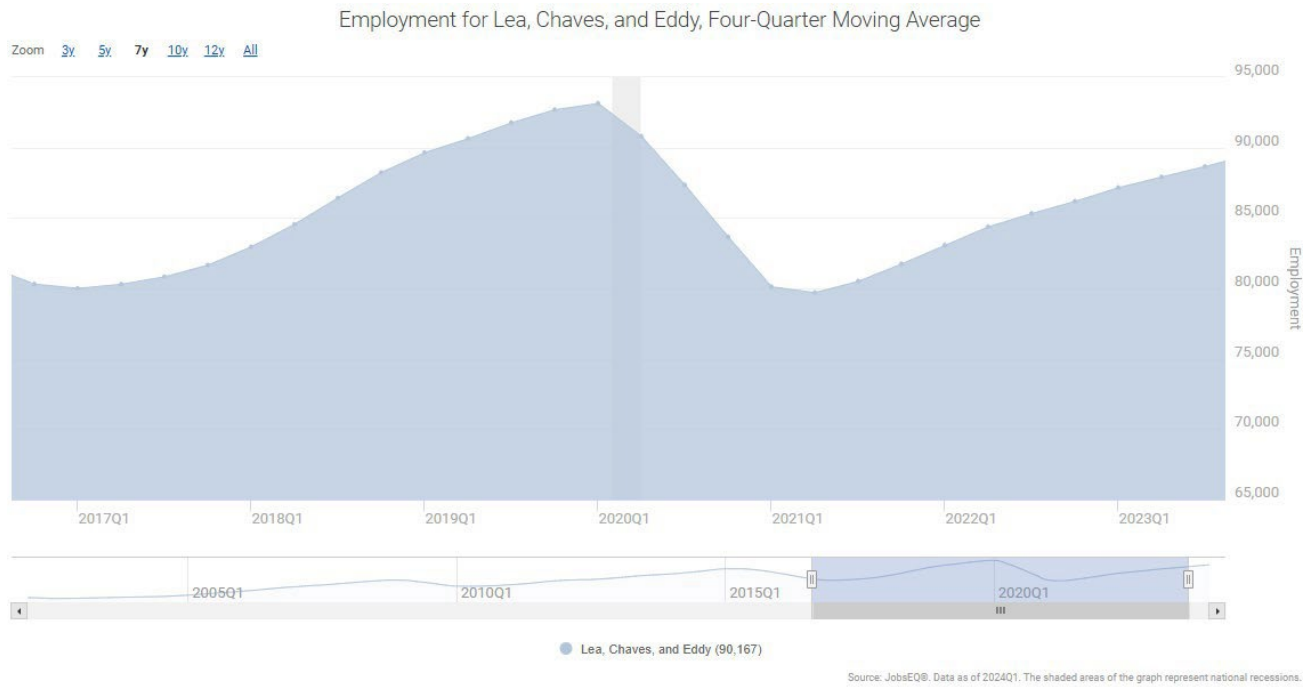
The population in the Lea, Chaves, and Eddy sub-region was 199,068 per American Community Survey data for 2018-2022 representing 53.8% of the population of the eastern area. This is because these three counties are part of the Permian basin which is known for high wage jobs in the oil and gas industry. The region has a civilian labor force of 89,946 with a participation rate of 59.8%. This has increased since 2022, when the total labor force for this sub-region was just over 82,000. The average worker in Lea, Chaves, and Eddy counties combined earned annual wages of \$64,272 as of the first quarter of program year 2024. This represents a 5.2% increase in wages over the previous four quarters and a 3.4% increase over the last 10 years. Industry sectors in the Lea, Chaves, and Eddy with the highest average wages per worker are Mining, Quarrying, and Oil and Gas Extraction (\$102,090), Utilities (\$94,480), and Management of Companies and Enterprises (\$89,989). Chaves county has a strong and emerging aviation and aerospace industry and is well positioned to provide access to training for future employment than other locations in the state. The board is working with local

business to develop strategies for filling the skills gaps and employment needs of this sector to support continued growth.

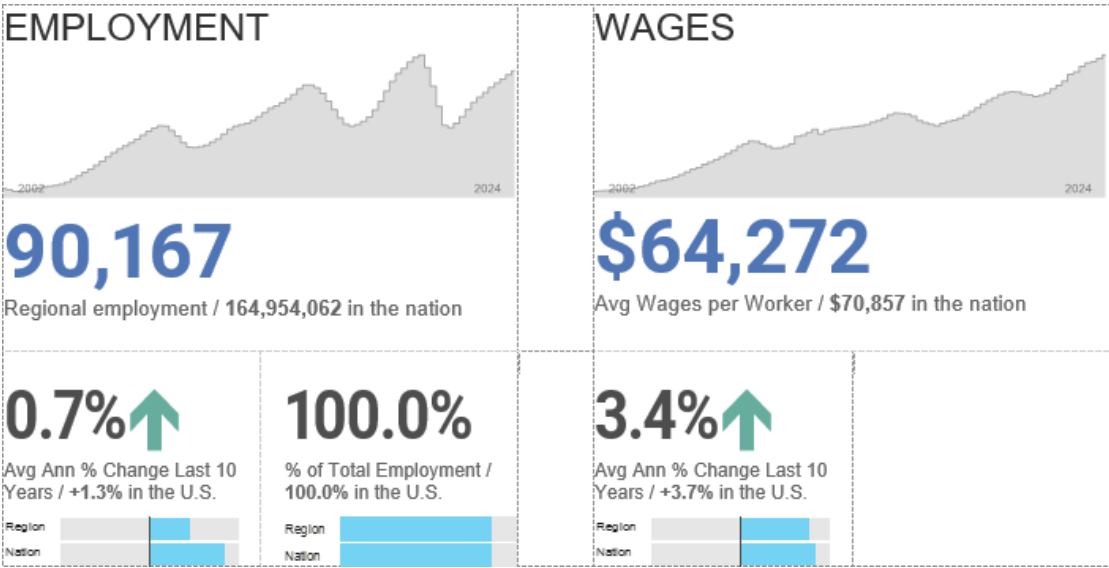


Annual average wages per worker data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2023Q4 with preliminary estimates updated to 2024Q1.

Based on the first quarter of program year 2024 employment data, this sub-region employed just over 90,000 individuals, an increase of approximately 8,000 from the same timeframe in 2020. This represents recovery from the decline caused by the Covid-19 pandemic. In the fourth quarter of program year 2019, prior to the pandemic shutdown, there were 92,689 individuals employed in the sub-region.



The largest industry sector in the Lea, Chaves, and Eddy is Mining, Quarrying, and Oil and Gas Extraction, employing 15,329 workers. The next-largest sectors in the region are Retail Trade (9,857 workers) and Health Care and Social Assistance (9,299). Over the next four years, employment in the sub-region is projected to decrease by 1,138 jobs. The sector anticipated to grow the fastest is Health Care and Social Assistance, with a projected annual growth rate of +0.6%. The sectors expected to see the most significant job gains during this period are Health Care and Social Assistance (+209 jobs), Professional, Scientific, and Technical Services (+21 jobs), and Arts, Entertainment, and Recreation (+11 jobs).

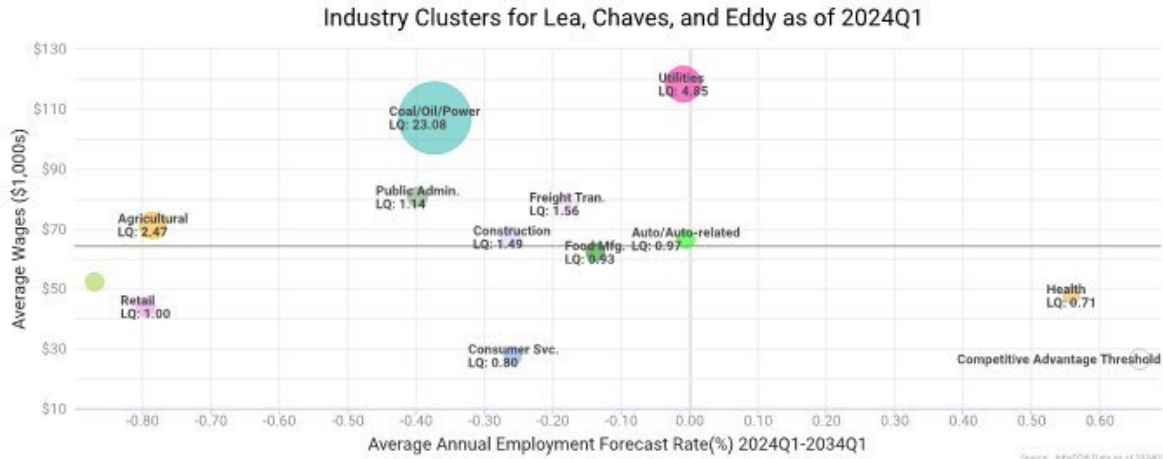


Industry Snapshot



4-Digit Industry	Empl	Avg Ann Wages	LQ	5yr History	Annual Demand	Forecast Ann Growth
Support Activities for Mining	11,077	\$87,561	71.20		1,027	-0.2%
Restaurants and Other Eating Places	6,638	\$23,532	1.10		1,197	-0.4%
Elementary and Secondary Schools	5,940	\$58,870	1.30		485	-1.1%
Oil and Gas Extraction	3,455	\$135,287	49.95		264	-0.9%
Utility System Construction	2,650	\$75,770	8.21		224	-0.2%
Specialized Freight Trucking	2,332	\$89,401	9.10		236	-0.2%
Warehouse Clubs, Supercenters, and Other General Merchandise Retailers	2,009	\$31,340	1.60		279	-0.8%
Justice, Public Order, and Safety Activities	1,953	\$89,159	1.90		171	-0.4%
General Medical and Surgical Hospitals	1,749	\$69,975	0.51		140	0.0%
Grocery and Convenience Retailers	1,594	\$29,555	1.03		234	-0.8%
Remaining Component Industries	50,768	\$53,693	1.01		5,363	-0.5%
Total - All Industries	90,167	\$64,272	1.00		9,534	-0.3%

The industry cluster in the sub-region with the highest relative concentration is Coal/Oil/Power. This cluster employs 16,959 workers in the region with an average wage of \$107,055. Employment in the Coal/Oil/Power cluster is projected to contract in the region about 0.4% per year over the next ten years. The development of sector strategies and career pathways around renewable energy as addressed in the state plan could be utilized to offset the decline.

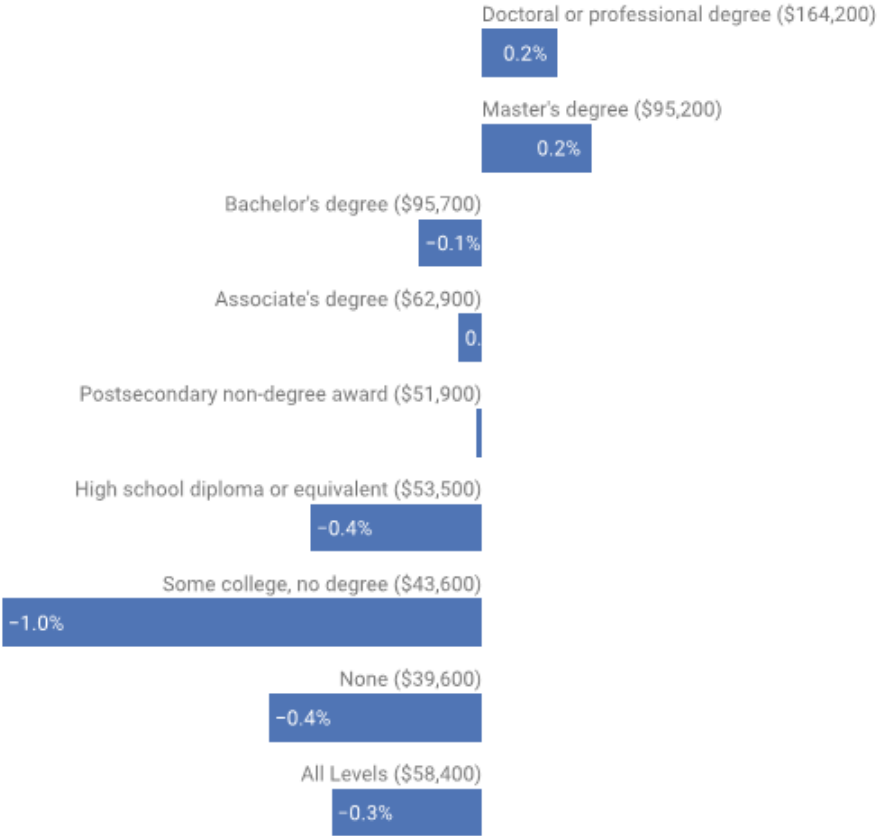


Location quotient and average wage data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics, imputed where necessary, and updated through 2023Q4 with preliminary estimates updated to 2024Q1. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Occupational growth rates in the Lea, Chaves, and Eddy regions differ based on the level of education and training required. Overall employment in these areas is projected to decline by 0.3% over the next decade. However, jobs that typically require a postgraduate degree are expected to grow by 0.2% annually. In contrast, positions requiring a bachelor’s degree are forecasted to decrease by 0.1% per year, while those requiring a 2-year degree or certificate are anticipated to remain stable, with no expected contraction.

These trends suggest that while the overall job market in the sub-region is shrinking slightly, there is a small but positive growth outlook for more specialized roles that require advanced education. In contrast, positions requiring only a bachelor’s degree are expected to face a slight decline, and those needing a 2-year degree or certificate are likely to maintain stability.

Annual Average Projected Job Growth by Education Levels



Source: JobsEQ®
Data as of 2024Q1

Employment by occupation data are estimates as of 2024Q1. Education levels of occupations are based on BLS assignments. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

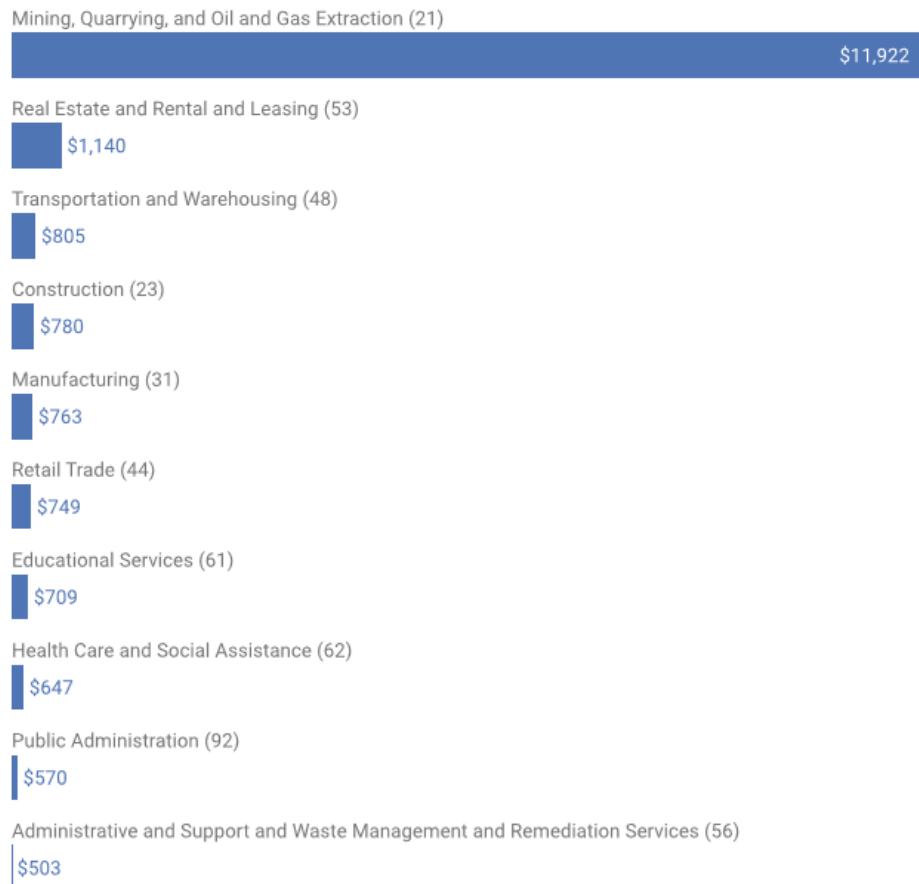
According to the JobEQ data below, in 2023, the GDP in this sub-region grew by 7.8%, following a significant increase of 34.2% in 2022. By the end of 2023, the total GDP for these regions had reached just over \$21 billion dollars. Of the sectors in the Lea, Chaves, and Eddy, Mining, Quarrying, and Oil and Gas Extraction contributed the largest portion of GDP in 2023, \$11,921,865,000. The next-largest contributions came from Real Estate and Rental and Leasing (\$1,140,435,000); Transportation and Warehousing (\$804,897,000); and Construction (\$780,306,000).

1 year % Change in GDP



Gross Domestic Product data are provided by the Bureau of Economic Analysis, imputed by Chmura where necessary, updated through 2023.

GDP (in \$ millions)



Gross Domestic Product data are provided by the Bureau of Economic Analysis, imputed by Chmura where necessary, updated through 2023.

Lincoln and Otero Counties

The counties of Lincoln and Otero make up the southwestern part of the region, with their economies largely driven by military facilities and tourism. Otero County hosts both White Sands Missile Range (WSMR) and Holloman Air Force Base (HAFB). WSMR draws visitors with its striking white gypsum dunes and its historical significance related to World War II nuclear testing. Lincoln County, known for its scenic mountains, rivers, and lakes, is a popular vacation destination. The county is home to the Mescalero Apache Tribal Lands which contain the Inn of the Mountain Gods, Casino Apache, and Ski Apache, offering year-round recreational activities.

In June 2024 Lincoln and Otero Counties and the Mescalero Apache Reservation were significantly impacted by the Salt and Southfork Fires. These wildfires swept through rugged terrains and forested areas, bringing destruction and concern to the affected communities. These fires, named after the regions, they ignited in, tested the resilience of local residents.

Despite the efforts of hundreds of firefighters and support personnel, both fires were extremely destructive, leaving a lasting impact on the landscape, scorching thousands of acres of wilderness. The EAWDB understands that these fires are going to severely impact economic and industry projections moving forward and the board will work diligently through the state, federal and local partners to assist in community in clean up and recovery efforts. The economic impact of the Salt and South Fork Fires is projected to be significant, particularly in the short to medium term. These wildfires disrupted local economies, especially in sectors like tourism, agriculture, and forestry, which are heavily dependent on the natural landscape.

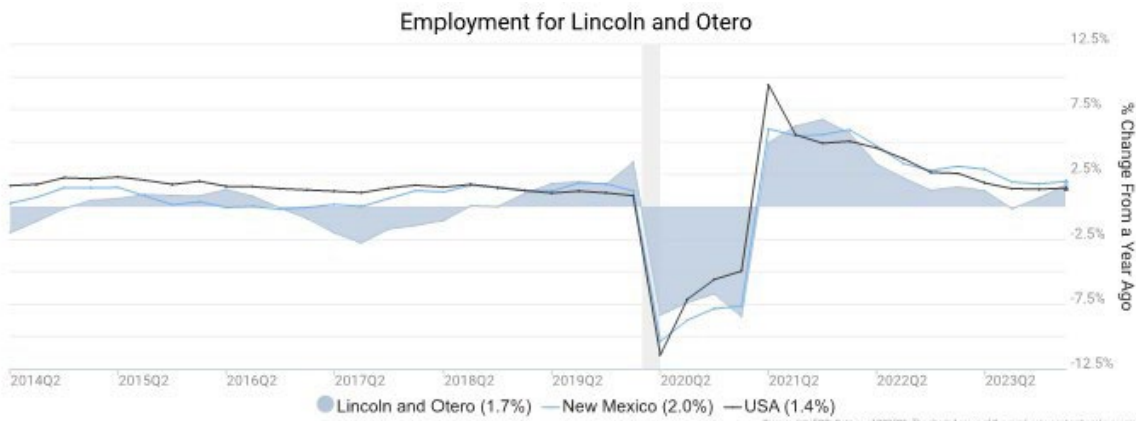
The fires damaged key recreational areas, trails, and scenic spots, leading to a decline in visitor numbers. Local businesses that rely on tourism—such as hotels, restaurants, and outdoor adventure companies—experienced losses due to closures and decreased demand. This downturn in tourism could have lasting effects on the region's economy, as it will take time for the natural environment to recover and attract visitors again. For the agriculture and forestry sectors, the fires resulted in the destruction of valuable crops, reservation land, and timber resources. Ranchers and farmers may face increased costs for rehabilitation and recovery, further straining resources in the affected areas.

The immediate aftermath of the fires saw a rise in unemployment as businesses shut down temporarily or permanently. The EAWDB understands that local Workforce Connection offices are crucial in helping dislocated workers access unemployment benefits and opportunities to retrain or to assist individual to upskill to provide them with the tools they need to get back to work quickly. However, the overall job market in the affected areas may remain fragile until the economy stabilizes.

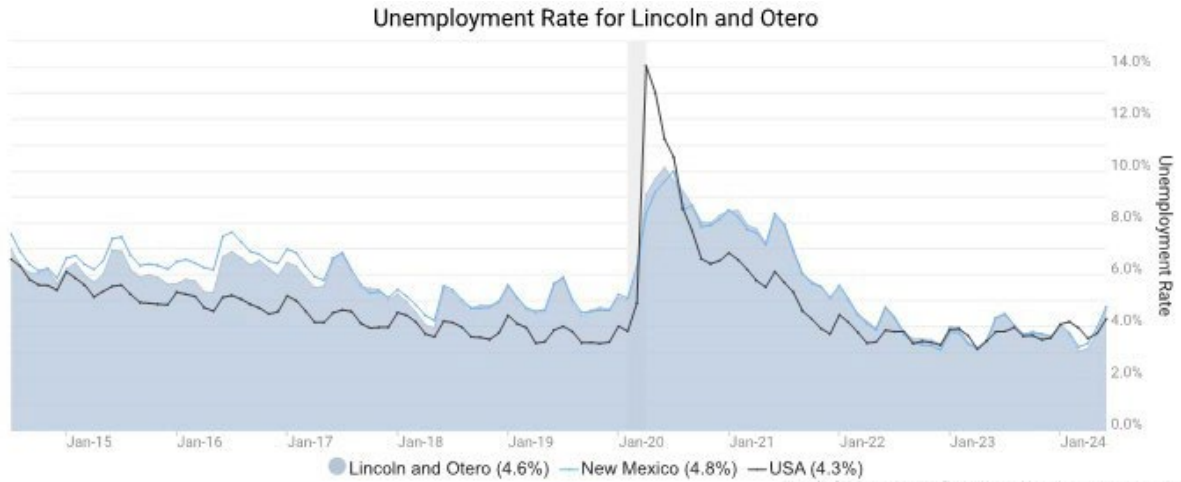
In the long term, the fires may lead to changes in land use and development patterns and labor market projections for the region as well as economic stability. Some areas may see a shift towards more fire-resistant infrastructure and a stronger emphasis on wildfire prevention. While recovery efforts will

create temporary jobs and stimulate some economic activity, the overall impact on the region's economy will be felt for several years. Overall, the fires are expected to have a profound economic impact, with losses across multiple sectors and a lengthy recovery process ahead. This area is also well positioned for increases in renewable energy, specifically wind energy, which could help offset some of the loss of employment opportunities that are resulting from the impact of the fires.

According to data from the 2018-2022 American Community Survey and JobsEQ, the population of the sub-region is 88,072. The region's civilian labor force numbers 34,405, with a labor force participation rate of 50.7%. Among individuals aged 25 to 64 in these counties, 20.0% hold a bachelor's degree or higher, compared to the national average of 35.8%. The median household income in Lincoln and Otero counties was \$50,032. As of the first quarter of program year 2024, total employment in Lincoln and Otero counties was 27,111, based on a four-quarter moving average. Over the year leading up to the first quarter, employment in the region saw a 1.7% increase. The unemployment rate for the sub-region was 4.6% as of June 2024. The regional unemployment rate was higher than the national rate of 4.3%. One year earlier, in June 2023, the unemployment rate in the Lincoln and Otero counties combined was 4.3%.



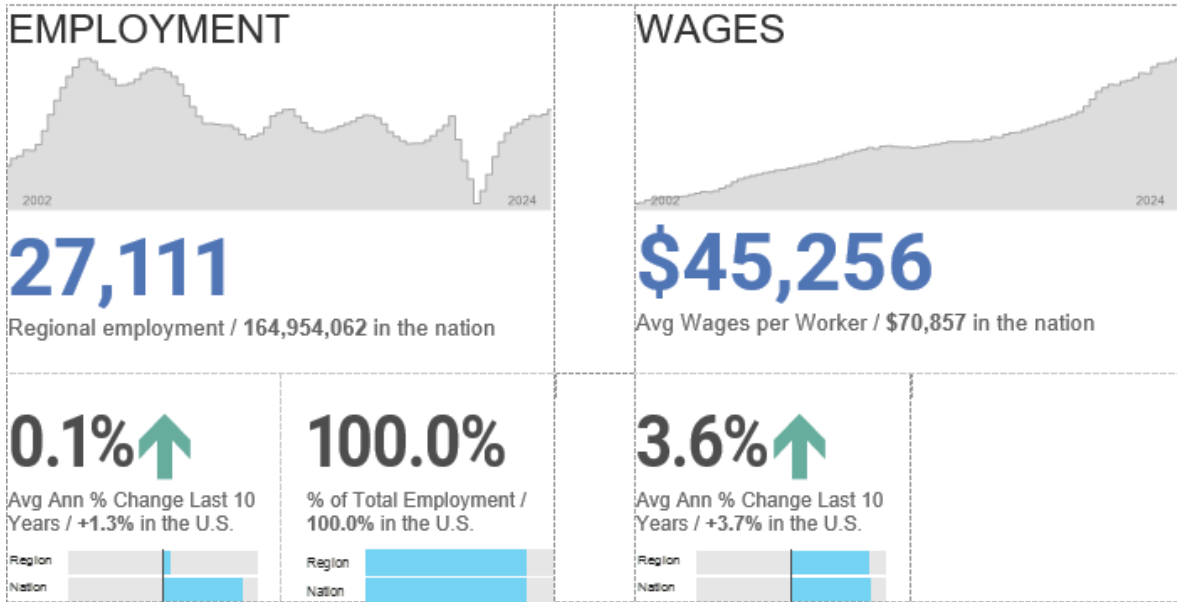
Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2023Q4 with preliminary estimates updated to 2024Q1.



Unemployment rate data are from the Local Area Unemployment Statistics, provided by the Bureau of Labor Statistics and updated through June 2024.

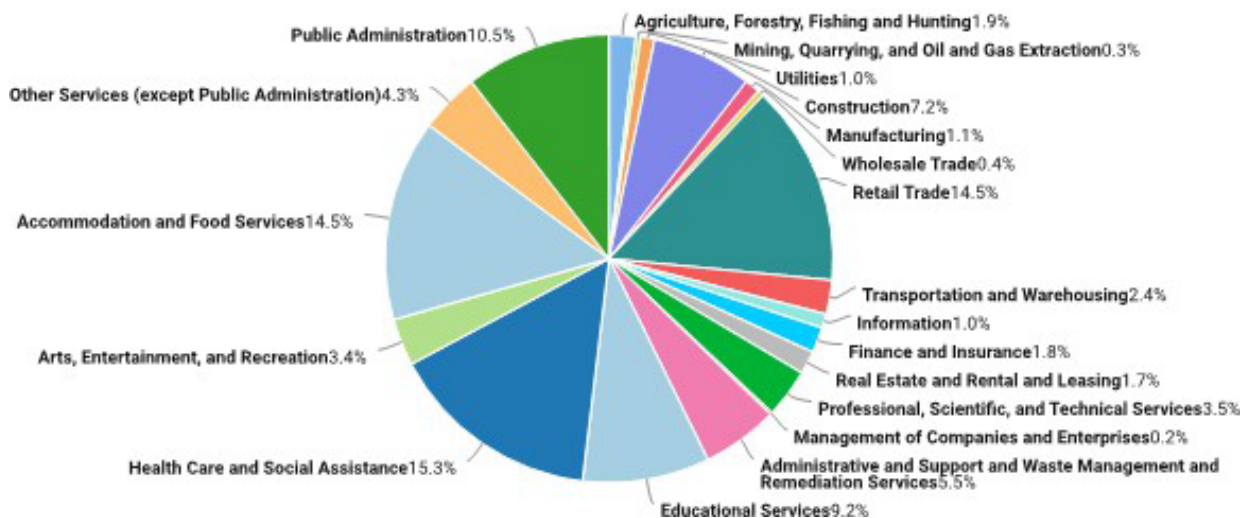
Over the past decade, sub-regional employment has grown at an average annual rate of 3.6%, slightly below the national average growth rate of 3.7%. This indicates that while the region is experiencing job growth, it is growing just below the pace of the national average. Wages in the region have increased by an average of 0.1% per year, which is much slower than the national average wage growth of 1.3% per year. This indicates that wage increases in the region have lagged behind the rest of the country, potentially reflecting a slower-growing economy or lower demand for labor relative to other areas. While the sub-region is seeing growth in both employment and wages, the region's wage levels are below the national average, and both employment and wage growth have trailed slightly behind the national trends over the past decade.

Total - All Industries
Lincoln and Otero – 2024Q1



In Lincoln and Otero counties, the Health Care and Social Assistance sector is the largest employer, with 4,155 workers. Following closely behind the Health Care and Social Assistance are the Accommodation and Food Services sector, which employs 3,944 workers, and the Retail Trade sector, with 3,937 workers. These industries play a crucial role in the region's economy, collectively supporting a significant portion of the local workforce.

Total Workers for Lincoln and Otero by Industry



B. Analysis of Workforce Development Activities

- I. Include an analysis of workforce development activities, including education and training in the region. This analysis must include the strengths and weaknesses of workforce development activities and capacity to provide workforce development activities to address the education and skills needs of the workforce, including individuals with barriers to employment, and the employment needs of employers.

Regional Analysis of Workforce Development Activities

The EAWDB conducts various workforce activities by forming local partnerships through Memorandums of Understanding (MOUs) to implement core and partner programs. These successful partnerships, collaborations, and leveraged programs are a key strength in the east. Under WIOA, workforce development activities are organized into three categories: Career Services, Training Services, and Business Services. The workforce development partners in the region include but are not limited to:

- DWS operated workforce programs including but not limited to; Wagner Peyser, Trade Adjustment Act (TAA), Veterans programs, Worker Opportunity Tax Credit, Unemployment Insurance, and Migrant Seasonal Farmworkers;
- Eight postsecondary education institutions made up of 1 four-year university and 7 community colleges as well as several private institutions;
- Department of Vocational Rehabilitation and the New Mexico School for the Blind;
- Adult Education and Literacy programs housed on seven community college campuses;
- Carl Perkins Career Technical Education Act in the K-12 and post-secondary systems;
- Job Corps;
- Senior Community Service Employment Program;
- TANF; and
- WIOA the Title I adult, dislocated worker and youth programs operated by the board.

The workforce development system in the area provides a range of essential basic career services to address the needs of the workforce, including support for individuals with disabilities and other employment barriers. These services are available at our workforce connection centers, virtually, or in community spaces when necessary, and often involve collaboration with internal and external partners and programs. Basic career services include:

- Initial assessment;

- Labor market information;
- Provision of information on demand sectors and occupations as well as the wages and training requirements for those occupations;
- Job search and placement assistance;
- Provision of information regarding the availability of supportive services;
- Provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures;
- Referrals for services and assistance with accessing all partner programs;
- Eligibility determination for WIOA adult, dislocated worker, and youth services as well as assistance in establishing eligibility for programs of financial assistance for training not provided by WIOA; and
- Provision of information and assistance regarding filing unemployment insurance claims.

Individualized career services are offered by the various partner programs to identify an individual's employment goals, objectives and to determine what services might need to achieve employment goals. These individualized career services offered to targeted populations include:

- Comprehensive and specialized assessments and needs;
- Development of employment plans;
- Group and/or individual counseling and mentoring;
- Career planning and case management;
- Short term pre-vocational services;
- Supportive services to assist individuals in obtaining or retaining employment or participating in training services;
- Internships and work experience;
- Workforce Preparation activities;
- Financial literacy services;
- Out of area job search assistance
- English language acquisition and integrated education and training programs.

Another strength in the east is the strong relationships built with our regional training providers and employers. The strong partnership with the training providers has played a crucial role in developing and delivering meaningful training opportunities identified by employers, in high demand industries to individuals in the eastern area. Training services available include:

- Career technical education programs;
- Occupational skills training programs including those specialized for individuals with disabilities;

- On the Job Training (OJT) to provide hands-on, earn while you learn opportunities;
- Workplace literacy programs;
- Incumbent Worker Training (IWT) to help avert potential layoffs or increase the skill levels of employees;
- Customized training designed to increase the skills of workers in emerging technologies or processes;
- Skills upgrade and retraining;
- Entrepreneurial training;
- Transitional jobs; and
- Linkages to registered apprenticeships.

There are a variety of services to assist employers in meeting their workforce needs and can provide employers with quality labor market data and wage analysis to assist in forecasting future needs. Services available to employers are:

- Job fairs and hiring events;
- Matching qualified candidates to available jobs;
- Space for interviews and hiring;
- Layoff aversion assistance;
- Pre-screening of candidates;
- Specialized assessments;
- Rapid response activities;
- Assistance with job postings and development of job descriptions;
- Recruiting candidates;
- Partnering with training providers and employers for customized or incumbent worker training and reimbursement for portions of the associated costs;
- Workplace literacy;
- Tax credits for hiring certain categories of workers;
- Assistance with employer related tax issues; and
- On the job training to help offset extraordinary costs associated with training new employees.

Job seekers are enrolled in workforce programs to receive support with job searching and career planning. During enrollment, staff assist individuals in setting employment goals, identifying skill gaps, and exploring training and work-based learning opportunities through WIOA programs. With the one-stop operator team, EAWDB assisted in developing online workshops on job search skills, including resume writing, interviewing, career exploration, and networking. Additionally, workforce connection

staff help match job seekers with open positions through the NMWCOS, connecting them with local businesses seeking to fill vacancies.

Job seekers needing training assistance work with career coaches to research labor market information, ensuring their training is marketable, in-demand, and likely to provide a sustainable wage. Customer choice is crucial, and individuals are supported in exploring training options through the Eligible Training Provider List (ETPL) in the NMWCOS. In the east, training opportunities are offered by seven local community colleges, one four-year university, several private institutions/training providers, and statewide apprenticeship programs. The EAWDB also encourages new training providers to apply for WIOA eligibility.

From July 1, 2022, to June 30, 2023, local Workforce Connection centers provided 81,500 staff-assisted services to over 28,000 job seekers. This included 6,470 office visits where individuals received support. Additionally, job seekers utilized resource room equipment 5,237 times. Title I services, which assist with job training, were provided 3,703 times to 1,276 individuals, and 1,089 supportive services were offered to 620 job seekers. These efforts highlight the extensive support provided to the local workforce by office staff in program year 2023.

2023 Eastern Area NMWC Center Services		
	Numbers Served	
Services	Distinct Users	Total Services
Total Served Title III	28,331	46,439
Office Visits	6,470	16,178
Resource Room Equipment	5,237	11,417
UI Interview	1,245	2,003
Job Fair Participants	600	671
Title I	1,276	3,703
Supportive Services	620	1,089

Source: Workforce Connection Online System (WCOS)

The eastern area benefits from a strong network of private postsecondary training institutions. These training institutions offer a diverse range of training programs, catering to various career paths and sectors. A key strength of the region's postsecondary system is its comprehensive adult education services, which provide crucial services individuals who need to enhance basic skills or obtain a high school equivalency diploma. These services include tutoring, training, and high school equivalency exam preparation to name a few. These adult education programs are designed to be accessible to individuals with disabilities and to address the needs of students facing multiple barriers. Additionally,

some institutions offer career and technical education courses that align with specific career pathways and industry-related training.

Another key strength of the region's education system is its flexibility and responsiveness in providing tailored training services. Most institutions in the region can quickly develop programs to meet the needs of various system customers, including individuals with disabilities. Community colleges in the area are particularly adaptable, responding swiftly to the needs of local businesses. They can partner with local workforce partners to create customized training programs and provide incumbent worker training to address specific skill requirements. Additionally, the presence of a centrally located four-year institution allows individuals to pursue advanced education that offers a range of baccalaureate degrees for occupations that are in-demand. This comprehensive and responsive educational system is well-equipped to support workforce development across the region.

Active engagement between workforce development organizations and employers in the region has also proven to be another major strength in the region. The collaboration between workforce partners and local employers ensures that training programs are relevant and aligned with the needs of local industries, helping to address skill gaps and improve employment outcomes for job seekers in the east.

While the EAWDB maintains a strong partnership with its training providers, partners and local employers, the capacity of workforce development programs may be limited by funding constraints and availability of resources. This can impact the ability to expand services, offer more specialized training, or provide sufficient support to individuals with significant barriers to employment, such as individuals who are long-term unemployed, lack of childcare, or transportation issues.

Another challenge we face in the east is despite the availability of training programs, the region's average wage levels are significantly lower than the national average. Slow wage growth over the past decade suggests that even with training, many jobs in the region do not offer competitive wages, which can make it difficult to retain talent and address long-term economic needs the area faces.

Overall, the region has a strong foundation for workforce development but addressing current and future workforce needs will require continued investment and strategic planning from all stakeholders. To meet the education and skills needs of the workforce—including individuals with barriers to employment—the board will work to better coordinate and align workforce programs by:

1. **Expand Funding and Resources:** Increasing funding through grants and additional funding opportunities for workforce development programs will allow for more comprehensive services and support. This will expand training programs in in-demand sectors, offering more financial assistance for education, and improving access to supportive services like childcare and transportation.

2. **Enhance Employer Partnerships:** Strengthening partnerships with local employers will ensure that training programs remain responsive to the evolving needs of the labor market. Employers can provide valuable insights into emerging skills requirements and offer work-based learning opportunities, such as apprenticeships, that bridge the gap between training and employment.
3. **Focus on In-Demand Sectors:** Prioritizing training and education programs that lead to employment in high-wage, in-demand sectors can help address wage disparities and improve the overall economic health of the region. By aligning workforce development efforts with industries that offer growth potential and competitive wages, the region can attract and retain talent.
4. **Improve Outreach and Accessibility:** Expanding outreach efforts, particularly in rural and underserved areas, is essential for ensuring that all individuals have access to workforce development services. This will involve leveraging technology for virtual training and support, increasing the presence of rural access points, and collaborating with community organizations.

C. Strategic Vision and Goals

- I. Provide a description of the local board's strategic vision to support regional economic growth and economic self-sufficiency. This must include goals for preparing an educated skilled workforce, and goals relating to the performance accountability measures based on performance indicators.
- II. Based on the economic and workforce analysis describe the board's overall strategy for working with the entities that carry out the core programs and required partners to align resources available to the local area to achieve the strategic vision and goals.

Strategic Vision and Goals

- I. Provide a description of the local board's strategic vision to support regional economic growth and economic self-sufficiency. This must include goals for preparing an educated skilled workforce, and goals relating to the performance accountability measures based on performance indicators.

The Eastern Area Workforce Development Board (EAWDB) is committed to fostering regional economic growth by aligning its strategies with the needs of job seekers, key stakeholders and employers in the region. The board's vision is to create a dynamic workforce that meets the current and future demands of the regional economy. This includes collaborating with local businesses, economic development

agencies, and educational institutions to identify sectors and emerging industries, ensuring that the workforce is equipped with the skills required to prosper. The board's focus is on promoting system improvements that encourage business growth, entrepreneurship, and the development of a skilled workforce through upskilling and building potential apprenticeships opportunities.

A major goal of the board is to prepare a highly trained and skilled workforce that can contribute to overall regional economic development in the area. This involves investing in education and training programs that cater to job seekers and employers' needs. The board prioritizes initiatives that support lifelong learning, upskilling, and reskilling, enabling workers to adapt to technological advancements and shifts in the job market. Special focus is given to individuals with barriers, such as low-income individuals, displaced workers, individuals with disabilities, and youth, ensuring they have access to training and employment opportunities that lead them to self-sufficient and stable employment.

As mentioned above, promoting self-sufficiency is a key element of the board's goal and vision during the planning period. By providing individuals with the tools and resources necessary to secure stable, well-paying jobs, the board aims to reduce dependency on public assistance programs and enhance the quality of life for the people we serve in the east. Programs that support entrepreneurship and small business development are also prioritized, as they play a crucial role in driving regional economic growth and creating job opportunities. The board also aims to drive system improvements that stimulate business and economic growth in the region. This includes developing strategies that expand opportunities for upskilling the workforce and advancing policies that support entrepreneurship, apprenticeship programs, and overall business development.

The EAWDB is committed to building a comprehensive workforce development system that addresses the needs of both individuals, including those with significant barriers, and businesses. This strategy ensures that Eastern New Mexico has a skilled workforce capable of competing effectively in the state. By collaborating with workforce partners, EAWDB aims to create a unified approach that integrates education, workforce partners, and economic development resources. This collaboration drives the board's vision of delivering business-driven solutions that allows businesses, individuals, and communities to flourish and contribute to economic growth in the region.

To achieve the board's overall vision, the One-Stop Operator and partners must collaborate to align staff and services effectively, prevent duplication, and maximize resources in support of the combined state plan. Education and training provider programs should be designed and aligned to support career pathways, industry clusters, and credential attainment that are both portable and stackable. Developing work-based learning opportunities—such as work experience, internships, on-the-job training (OJT), transitional jobs, and registered apprenticeships—will bridge academic and occupational learning, enabling job seekers to earn while they learn. These opportunities will help increase earning

potential for job seekers and address employer needs. Work-based learning will be integrated into career pathway training and directly connected to the key employment sectors and clusters identified across the region.

Workforce partnership is key in planning and accomplishing the board's goals and vision. By utilizing a coordinated pipeline that addresses business needs across key sectors while expanding opportunities for individuals. This shared vision is guided by the following concepts, which will drive program service delivery and policy development:

- **Business Focus through Sector Strategies:** The EAWDB will prioritize a sector-based approach that aligns workforce initiatives with industry demands and the state board's vision for the system.
- **Strong Business Partnerships:** Collaborating with businesses at all levels will ensure that workforce programs meet employer needs.
- **Career Pathways:** The board will develop pathways that prepare individuals for both current and future jobs.
- **Integrated Service Delivery:** Seamless coordination between workforce services ensures effective support for job seekers, youth and employers.
- **Access and Opportunity for All Populations:** The EAWDB is committed to creating equitable opportunities across all demographics to support inclusivity.
- **Cross-Agency Collaboration:** Partnerships with various agencies will help develop and promote career pathways and industry-recognized portable and stackable credentials.
- **Clear Metrics for Success:** The board will establish measurable goals to track progress, success and a means to identify best practices.
- **Focus on Continuous Improvement:** The EAWDB will prioritize innovation and ongoing enhancements in service delivery.
- **Increased Collaboration and Shared Resources:** The board will emphasize communication and resource sharing among partners.
- **Business Engagement:** Business owners and managers will be actively involved as partners in creating solutions.
- **Career Pathways and Skill Development:** Enhancing skill levels through defined career pathways will be central to the board's efforts.
- **Elimination of Barriers:** The board will focus on minimizing barriers to education and employment.
- **User-Friendly Processes:** From intake to exit, the board will ensure that processes and systems are accessible and efficient.
- **Increase Access to Rural Areas:** Continue to develop and implement Rural Access Point's (RAPs)

- Improved Outreach and Branding: Strengthening outreach efforts and the board's identity will help engage key stakeholders and promote services effectively.

Achieving this is going to require a workforce development system that aligns system partners, education and training providers, economic developers, and small business developers with employers in in-demand or growing industries. To accomplish this, the EAWDB must actively engage with Chief Elected Officials (CEOs) and/or their representatives, as well as local economic development organizations. These stakeholders must be involved in community partnerships, strategy formation, and process development. Clear and consistent communication with them is essential, including updates on state board initiatives that impact the local workforce system. Additionally, the operator and board staff will provide Title I and III program performance data to program and area supervisors at least quarterly. This data will be reviewed and evaluated to assess the effectiveness of current strategies on performance outcomes. Regular analysis and discussion will enable timely adjustments to processes and strategies, helping to prevent significant declines in federal performance measures before they occur.

One of the weaknesses identified during the state planning process was a fragmented system that was duplicative in nature. In response the state has engaged with local boards and stakeholders to work to develop a system for aligned case management where partners can have a universal referral process and a way to review shared information to minimize duplication. This duplication is not just limited to the workforce system staff and partners but also the the customers of the system, e.g. provision of the same documentation to multiple partners in order to receive full wrap around services. While this is early in the development process the board is excited to partner with the state and our local partners to bring this to fruition and better utilize our time, resources and funding in a more collaborative and cohesive manner. This is one step in working toward an optimized system as identified in the state plan.

Strategies for working with core programs and partners to align resources and achieve the strategic vision and goals

- II. Based on the economic and workforce analysis describe the board's overall strategy for working with the entities that carry out the core programs and required partners to align resources available to the local area to achieve the strategic vision and goals.

Achieving the goals outlined above will result in a workforce system that is fully designed and aligned to offer comprehensive services and support to both job seekers and employers. For this to be successful, all system partners must collaborate and work toward the shared objective of developing a

highly skilled workforce that meets the needs of employers. The board is committed to fostering collaboration among entities that carry out core programs and will work with partners to ensure we can effectively align resources in the local area. This strategy emphasizes the integration of services and resources across workforce development, education, and economic development sectors. By doing so, the board aims to ensure that all efforts are coordinated towards achieving the strategic vision of creating a highly skilled workforce that meets the needs of job seekers and employers in the region.

The board's operator continues to identify opportunities to work with core partners at each WCC location to optimize co-location, either on a full-time or part-time basis. This may include desk sharing among part-time partners, aligning partner-led workshops in the community wherever feasible, and standardizing tools like assessments and enrollment processes to reduce redundancy for co-enrolled customers.

Additionally, aligning job development and business outreach services across partners is a key priority. Core partners will work together to identify duplicative service delivery processes and parallel documentation requirements. This collaborative effort is essential to:

- Simplify access to seamlessly integrated services,
- Streamline paperwork into a unified structure as much as possible, and
- Create an efficient customer flow within the offices and across the workforce development system, ensuring that all available services are easily accessible to job seekers through a coordinated approach.

The EAWDB, along with its operator and workforce partners, will continue to collaborate to deliver workforce system services in a holistic manner. These efforts aim to strengthen workforce partnerships, including those with employers and postsecondary providers, to develop a talent pipeline that aligns with high-growing, in-demand, or emerging industry needs. This collaboration will help prepare under-skilled adults, the unemployed, dislocated workers, and other populations most in need of sustainable career opportunities while enhancing their understanding of labor market trends. Additionally, the operator will focus on increasing employer awareness of workforce services by establishing and maintaining strong business relationships with employers throughout the region.

As identified in the state plan, one of the overarching goals of the workforce development system is to improve the quality of living in the state and local areas through prioritizing the focus on the "inverted labor market." As mentioned earlier the region has more open positions than unemployed individuals seeking employment. We must not only retain the talent we have but need a healthy and diverse economic environment to enable recruitment of new talent to the region as well as retain the talent that already exists.

In terms of talent retention, it is also imperative to increase the number of individuals engaged in the workforce. That means working through the partner relationships mentioned above to increase workforce participation. Partners will work together to identify, recruit, upskill, and train disengaged individuals in sectors and career pathways that will provide a higher quality of living and economic stability. The Governor’s office has several identified priority sectors that apply to the eastern region. These include construction, first responders, education, healthcare and natural resource management. The EAWDB has already established that health care and education are a particular focus for sector strategy development in our region. These sectors are critical to maintaining a high quality of life with a good education available to our young people. The board will partner with the state on other priority sectors such as broadband expansion and natural resource management to help bring new opportunities to the region's citizens.

Technological advancements are going to require an upskilling and retooling of our existing workforce as well as change what the educational system is teaching and how they are teaching it. The area has already experienced increased demand for technology-related jobs such as remote aircraft piloting, which is highly specialized, has high earnings potential and requires a short training period and immediate employment opportunities. The board is currently working with the community colleges to expand training opportunities in this area.

OPERATIONAL ELEMENTS

A. Local Workforce System Structure

- I. Describe the geographical workforce development area, including the LWDA’s major communities, major employers, training and educational institutions, population, diversity of the population and relevant growth trends.
- II. Provide a full board roster including the group each member represents (Attachment B). Include a list of all standing committees, along with a description of the purpose of each committee.
- III. Provide a description of the workforce development system in the local area that identifies the programs that are included in the system, demonstrating regional alignment with economic, workforce and workforce development analysis. Include a list of one stop centers in the local area (ATTACHMENT C) including address and phone numbers. Indicate the one-stop center for each site and whether it’s a comprehensive or satellite center. Include a list of the partners physically located at each center and the services provided by the partners.
- IV. Describe how the LWDB will support the Strategies identified in the state plan and work with entities carrying out core programs and other workforce development programs including Carl Perkins CTE to support service alignment.

EAWDB Area Information

- I. Describe the geographical workforce development area, including the LWDA’s major communities, major employers, training and educational institutions, population, diversity of the population and relevant growth trends.

The EAWDB service area spans twelve counties and covers over 44,000 square miles, representing 36.4% of the state's total area. The population density varies significantly across the region: Lea County is the most populous with just over 70,000 residents, while Harding County is the smallest, with fewer than 700 residents. Overall, the total estimated population of the service area is 369,857.

The four largest counties below represent 68% of the region’s total population. The largest communities in those counties include:

- Roswell-Chaves County with over 60,000 people,
- Clovis-Curry County with over 45,000 people,
- Hobbs-Lea County with over 70,000 people, and
- Alamogordo-Otero County with over 65,000 people.

Below is a table that shows the population comparisons by county from 2020 to 2023 estimates.

Annual Estimates of the Resident Population for Counties in New Mexico: April 1, 2020 to July 1, 2023						
Geographic Area	Population Estimate (as of July 1)					
	2020	2021	2022	2023	Diff.	% Change
Chaves County, New Mexico	65,149	64,650	63,892	63,561	-1,588	-2.44%
Curry County, New Mexico	48,370	47,936	47,430	47,222	-1,148	-2.37%
De Baca County, New Mexico	1,681	1,679	1,692	1,657	-24	-1.43%
Eddy County, New Mexico	62,333	60,855	60,203	60,275	-2,058	-3.30%
Guadalupe County, New Mexico	4,439	4,423	4,316	4,292	-147	-3.31%
Harding County, New Mexico	653	631	621	624	-29	-4.44%
Lea County, New Mexico	74,642	73,062	72,343	72,101	-2,541	-3.40%
Lincoln County, New Mexico	20,307	20,400	20,343	20,029	-278	-1.37%
Otero County, New Mexico	67,862	68,486	68,517	68,835	973	1.43%
Quay County, New Mexico	8,712	8,620	8,529	8,510	-202	-2.32%
Roosevelt County, New Mexico	19,148	18,992	18,858	18,787	-361	-1.89%
Union County, New Mexico	4,071	4,096	3,982	3,964	-107	-2.63%

Eastern Area Totals	377,367	373,830	370,726	369,857	-7,510	
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Source: U.S. Census Bureau, Population Division

Release Date: March 2024

Demographic Data and Population Diversity

The latest community survey data from Jobs EQ indicates that the area has a population of 374,103, representing about 17.7% of New Mexico's total population. The demographic breakdown is as follows:

- Prime Workforce Age (25-54): 98,203 individuals, or 26.3% of the total population.
- Veterans (18-64): 12,694, with 9,647 actively participating in the workforce.
- Poverty: 65,521 individuals are living in poverty, and 25,171 households receive food stamp (SNAP) assistance.
- Single-Parent Households: 36,191 children live in single-parent households.
- Individuals with Disabilities (18-64): 32,473, with a labor participation rate of 43.1%, leaving approximately 57% of disabled residents unemployed.
- Educational Attainment: 30,951 individuals lack a high school diploma, while 30,516 have limited English proficiency. Additionally, 54,206 individuals have a high school diploma, 46,266 have some college education without a degree and 20,697 have a bachelor’s degree.

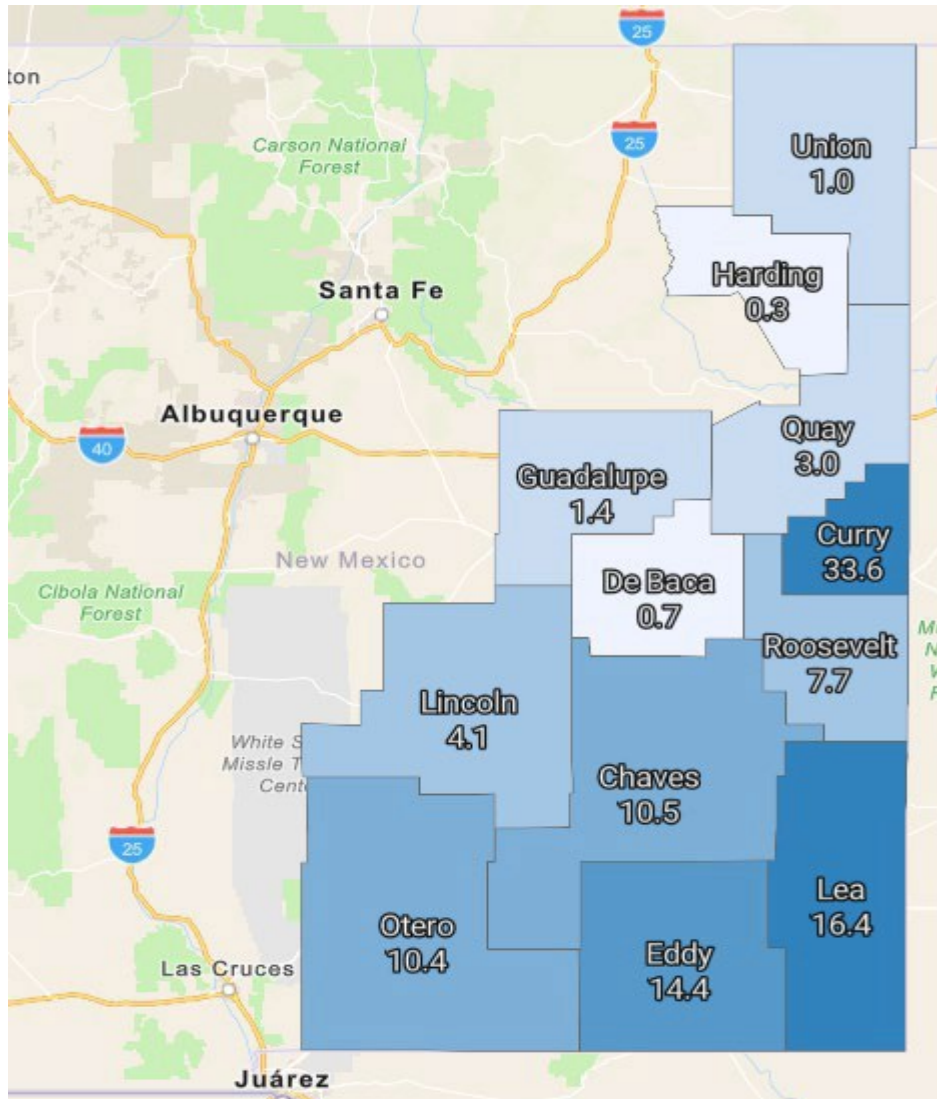
	Percent			Value		
	EAWDB eastern area	New Mexico	USA	EAWDB eastern area	New Mexico	USA
Demographics						
Population (ACS)	—	—	—	374,103	2,112,463	331,097,593
Male	51.5%	49.8%	49.6%	192,631	1,052,858	164,200,298
Female	48.5%	50.2%	50.4%	181,472	1,059,605	166,897,295
Median Age ²	—	—	—	35.6	38.6	38.5
Under 18 Years	25.3%	22.4%	22.1%	94,513	473,478	73,213,705
18 to 24 Years	10.5%	9.7%	9.4%	39,398	205,077	31,282,896
25 to 34 Years	13.9%	13.2%	13.7%	52,180	279,478	45,388,153
35 to 44 Years	12.5%	12.5%	12.9%	46,699	264,341	42,810,359
45 to 54 Years	10.4%	11.2%	12.4%	39,082	237,076	41,087,357
55 to 64 Years	11.8%	12.8%	12.9%	44,075	270,341	42,577,475
65 to 74 Years	9.1%	10.9%	9.7%	34,209	229,716	32,260,679
75 Years and Over	6.4%	7.2%	6.8%	23,947	152,956	22,476,969

Economic						
Labor Force Participation Rate and Size (civilian population 16 years and over)	57.2%	57.2%	63.3%	161,512	962,817	167,857,207
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54)	73.6%	77.2%	82.8%	98,203	596,292	106,380,520
Armed Forces Labor Force	2.7%	0.8%	0.5%	7,897	13,880	1,236,378
Veterans, Age 18-64	5.9%	5.5%	4.3%	12,694	67,738	8,636,019
Veterans Labor Force Participation Rate and Size, Age 18-64	76.0%	73.1%	77.1%	9,647	49,493	6,656,238
Social						
Poverty Level (of all people)	18.2%	18.3%	12.5%	65,521	378,651	40,521,584
Households Receiving Food Stamps/SNAP	18.5%	18.1%	11.5%	25,171	147,063	14,486,880
Enrolled in Grade 12 (% of total population)	1.6%	1.4%	1.4%	5,870	29,089	4,476,703
Disconnected Youth ³	4.5%	4.1%	2.5%	958	4,794	430,795
Children in Single Parent Families (% of all children)	41.3%	44.0%	34.0%	36,191	193,748	23,568,955
Uninsured	10.5%	9.5%	8.7%	37,482	197,546	28,315,092
With a Disability, Age 18-64	15.7%	13.9%	10.5%	32,473	169,940	20,879,820
With a Disability, Age 18-64, Labor Force Participation Rate and Size	43.1%	41.8%	45.5%	13,999	71,076	9,492,098
Foreign Born	10.0%	9.2%	13.7%	37,394	194,320	45,281,071
Speak English Less Than Very Well (population 5 years and over)	8.7%	8.8%	8.2%	30,516	176,533	25,704,846
Educational Attainment, Age 25-64						
No High School Diploma	17.0%	12.2%	10.1%	30,951	128,413	17,373,867
High School Graduate	29.8%	26.3%	25.1%	54,206	276,543	43,176,248
Some College, No Degree	25.4%	23.6%	19.7%	46,266	247,970	33,916,989
Associate's Degree	9.9%	9.8%	9.2%	18,010	103,426	15,886,884
Bachelor's Degree	11.4%	16.2%	22.4%	20,697	170,333	38,451,123
Postgraduate Degree	6.5%	11.8%	13.4%	11,906	124,551	23,058,233

Source: JobsEQ

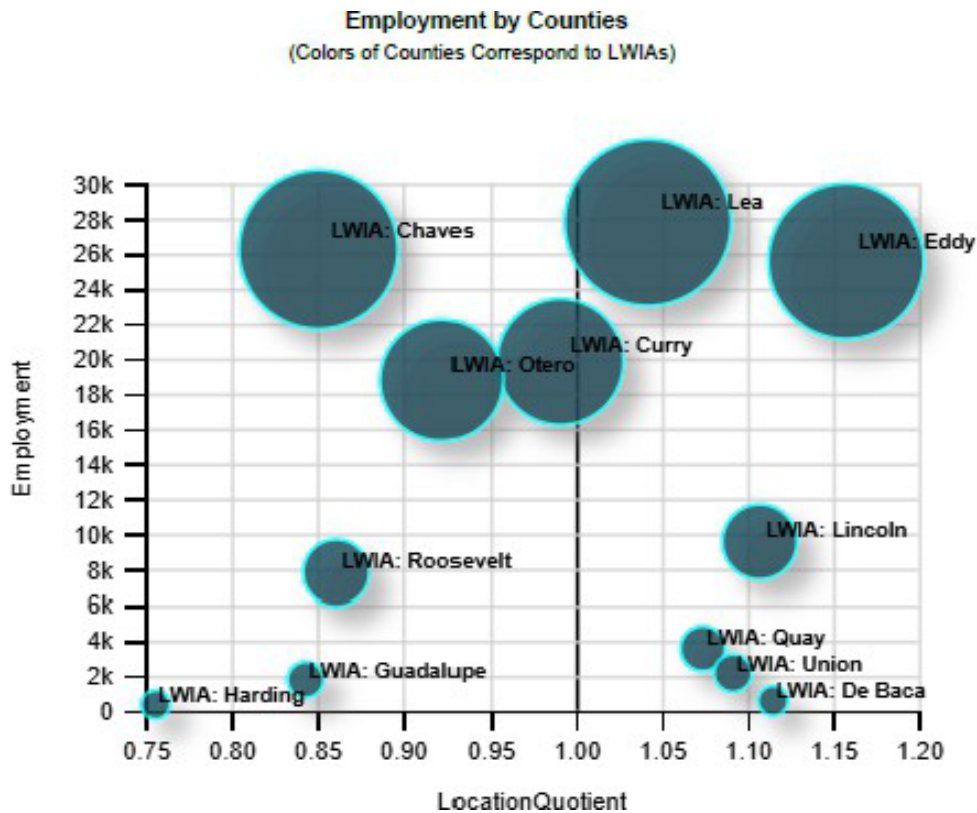
To retain local talent, particularly in rural communities throughout the eastern area, the board will focus on building strong connections between local employers and educational institutions. By aligning training programs with the specific needs of local industries, we can ensure that residents obtain relevant skills that lead to sustainable employment within their communities. Additionally, partnerships that support entrepreneurship, remote work opportunities, and small business development will help create more diverse job opportunities locally, reducing the need for our local talent to seek employment elsewhere. Expanding access to career counseling, mentorship programs, and community engagement initiatives will further reinforce the value of staying in their local community.

The Eastern area is rural, with an average population density of 8.7 people per square mile. People per square mile data showed very little change since 2020 with only small fluctuations in some counties taking place between 2020-2023. The most significant change was in Curry County with a decline of 1.2 people. The map below, from 2023, illustrates the population density across various counties in the region. Curry County has the highest density at 33.6 people per square mile, while Harding County has the lowest, with just 0.3 people per square mile.



Source: JobsEQ

According to Econoview, there are approximately 143,594 employed individuals and 16,532 businesses in the eastern area in July 2024. The counties with the highest concentration of workers are Lea, Chaves and Eddy Counties with approximately 22 to 30 thousand workers in each. The counties with the lowest concentration of workers are Harding and De Baca counties with less than 2,000 in each of those counties.



The 10 largest employers in the east (largest to smallest) and their material change description are included in the table below. Material change description refers to the nature of significant recent changes or trends affecting the businesses operations, financials, and/or overall performance. The data indicates a diverse range of companies across the Eastern region, with varying employment sizes and operational changes. Companies like Bam Pizza Management Inc. have largest workforce in the east but face potential challenges, while others like Apple New Mexico LLC and Presbyterian Healthcare Services are seeing growth in spending or demand, which may signal positive developments or expansions. Overall, there is a mix of stability, growth, and potential challenges across different sectors and locations.

10 Largest Companies - Eastern Area			
Company Name	City	Employment	Material Change Desc
Bam Pizza Management Inc.	Roswell	2,405	Early Signs of Decay
Cal's Convenience, Inc.	Portales	1,596	Stable
El Cid Land and Cattle, Inc.	Clovis	1,370	Stable
Mescalero Apache Housing Authority	Mescalero	1,188	Stable
Border States Electric Supply of Minnesota, Inc.	Hobbs	1,173	Spend Growth
Peak Medical Roswell, LLC	Roswell	1,171	Spend Growth
Presbyterian Healthcare Services	Ruidoso	1,131	Spend Growth
Alamogordo Board of Education	Alamogordo	960	Spend Growth
Apple New Mexico LLC	Roswell	867	Spend Growth
Apple New Mexico LLC	Alamogordo	866	Increase in Demand

The Econoview data below provides insight into business, employment, and average wage. It also provides location quotient metrics over time. The number of businesses in the area remains relatively stable, increasing slightly between 16,043 and 16,409 between October 2020 and July 2024. The total employment figures show some variation, ranging from 129,121 in October 2021 to 144,626 in January 2024. The average salary generally remains constant at \$46,522, except October 2020 and October 2021, where it was \$49,476. The location quotient remains constant at 1.00 throughout the period, indicating that the concentration of employment in the eastern area is consistent with the national average.

The number of businesses is stable with minor fluctuations. This stability suggests a consistent business environment without significant growth or decline in the number of businesses operating in the region. Employment dips slightly in April 2024 but does rebound by July 2024. This suggests some periodic fluctuations but an overall positive trend in job creation. Overall, the data below reflects a stable business environment with increasing employment over time, and stable industry concentration.

Business Summary Over Time - Eastern Area				
Year	Businesses	Employment	Avg Salary	Avg Loc Quotient
2020_10	16,190	149,126	49,476	1.00
2021_10	16,043	129,121	49,476	1.00
2022_10	16,126	137,533	46,522	1.00
2023_01	16,271	139,048	46,522	1.00
2023_04	16,269	141,362	46,522	1.00
2023_07	16,300	142,377	46,522	1.00
2023_10	16,206	143,351	46,522	1.00
2024_01	16,409	144,626	46,522	1.00
2024_04	16,393	132,816	46,522	1.00
2024_07	16,352	143,594	46,522	1.00

JobsEQ data indicates that Healthcare Support Occupations are projected to be the fastest-growing occupation group in the eastern area over the next four years, with an expected annual growth rate of +1.3%. The forecast predicts the largest job growth over this period in Healthcare Support Occupations, with an increase of +336 jobs, and in Healthcare Practitioners and Technical Occupations, with an addition of +94 jobs. On the other hand, the greatest separation demand—due to retirements and transitions between occupations—is anticipated in Food Preparation and Serving Related Occupations (10,222 jobs) and Office and Administrative Support Occupations (7,626 jobs).

Eastern Area Training and Educational Institutions

The Eastern area benefits from a robust network of post-secondary training institutions. It is home to seven community colleges, one private four-year university, and one public four-year university. We also partner with several for-profit private training providers. These institutions provide a diverse range of training and educational opportunities for individuals seeking to advance their skills and qualifications. The programs offered at these training providers are designed to be accessible to individuals with disabilities and can accommodate students facing multiple barriers to learning.

Board and Committee Structure

- II. Provide a full board roster including the group each member represents (Attachment B). Include a list of all standing committees, along with a description of the purpose of each committee.

The Workforce Innovation and Opportunity Act (WIOA) Sections 107(a)-(c) outline the procedures for nominating and selecting members across different membership categories. Specifically, WIOA Section 107(b)(2)(A) mandates that business representatives make up most of the Workforce Development Board (local board). Additionally, WIOA Section 107(b)(3) stipulates that the chairperson of the local board must be a business representative.

In compliance with these requirements, the Eastern Area Workforce Development Board appointed its members according to WIOA Section 107(b)(2). Also, the local board chairperson was elected from among the business representatives on the board, in accordance with WIOA Section 107(b)(3).

The Eastern Area Workforce Development Board consists of 17 members, with 53% representing the private sector (see Attachment B). The board operates through four standing committees: Operations and Finance, One-Stop Service Delivery, Youth Services, and Individuals with Disabilities.

The Operations and Finance Committee serves in an advisory role to the EAWDB, providing recommendations on fiscal oversight, budgeting, technology and automation, grants to enhance

program capabilities, requests for proposals for contractors, and Quality Assurance oversight. The committee may also address other relevant matters as deemed appropriate.

The One Stop Service Delivery Committee advises the EAWDB on matters including the establishment and operational procedures of One-Stop Centers in the area. This includes recommendations on Business Services, on-the-job training, customized training, and any other relevant issues the committee deems necessary.

The Youth Services Committee advises the EAWDB on the following matters:

1. Coordinating youth activities in the area;
2. Developing sections of the local plan focused on eligible youth;
3. Recommending eligible youth providers, subject to local board approval;
4. Overseeing eligible providers of youth activities in the local area; and
5. Performing additional duties as authorized by the local board.

The Individuals with Disabilities Committee advises the EAWDB on providing and coordinating services for individuals with disabilities and addressing any other relevant issues the committee deems necessary.

Eastern Area Workforce Development System Regional Alignment with Economic Development and Core programs and the State Plan

- III. Provide a description of the workforce development system in the local area that identifies the programs that are included in the system, demonstrating regional alignment with economic, workforce and workforce development analysis. Include a list of one stop centers in the local area (ATTACHMENT C) including address and phone numbers. Indicate the one-stop center for each site and whether it's a comprehensive or satellite center. Include a list of the partners physically located at each center and the services provided by the partners.
- IV. Describe how the LWDB will support the Strategies identified in the state plan and work with entities carrying out core programs and other workforce development programs including Carl Perkins CTE to support service alignment.

The EAWDB fully supports the state's plan to foster a system of partnership, collaboration, and coordination among partners. The plan emphasizes eliminating duplication of efforts and leveraging resources to better align with employer needs. This approach is designed to drive economic development and growth both locally and statewide. Recognizing the decline in funding for some workforce programs, the EAWDB understands that this alignment is not only beneficial but essential. The board, along with its operator, like in previous years is actively working with partners to identify

opportunities to increase co-location and co-enrollment with partners in the American Job Centers (AJC). As previously mentioned, the board has partnered with the state to begin work on an aligned case management system. This will help provide tools and resources necessary to enable partners to provide a seamless referral system as well as improve the collaborative case management necessary to achieve an optimized workforce development system for all the partners. This will also assist with minimization of duplication and allow for better resource management and alignment.

The board recognizes that while communication with partners in the eastern area has significantly improved over the past four years, there is still a need for further enhancement to ensure consistent information sharing across all partner agencies, regardless of their co-location at local AJCs. To address this, the one-stop operator has initiated Quarterly Partner Meetings throughout the region. These meetings offer a platform for community partners to come together, discuss their ongoing initiatives and projects, and identify opportunities for co-enrollment and collaboration on projects. This approach aims to provide participants with comprehensive, wraparound services.

The one stop operator continues to work to enhance overall online communication through the MyHub platform. As mentioned throughout the local plan, MyHub is a centralized digital platform designed for managing information, communication, and coordination among various stakeholders. The team anticipates expanding access to the MyHub platform to support coordinated outreach efforts amongst internal and external partners.

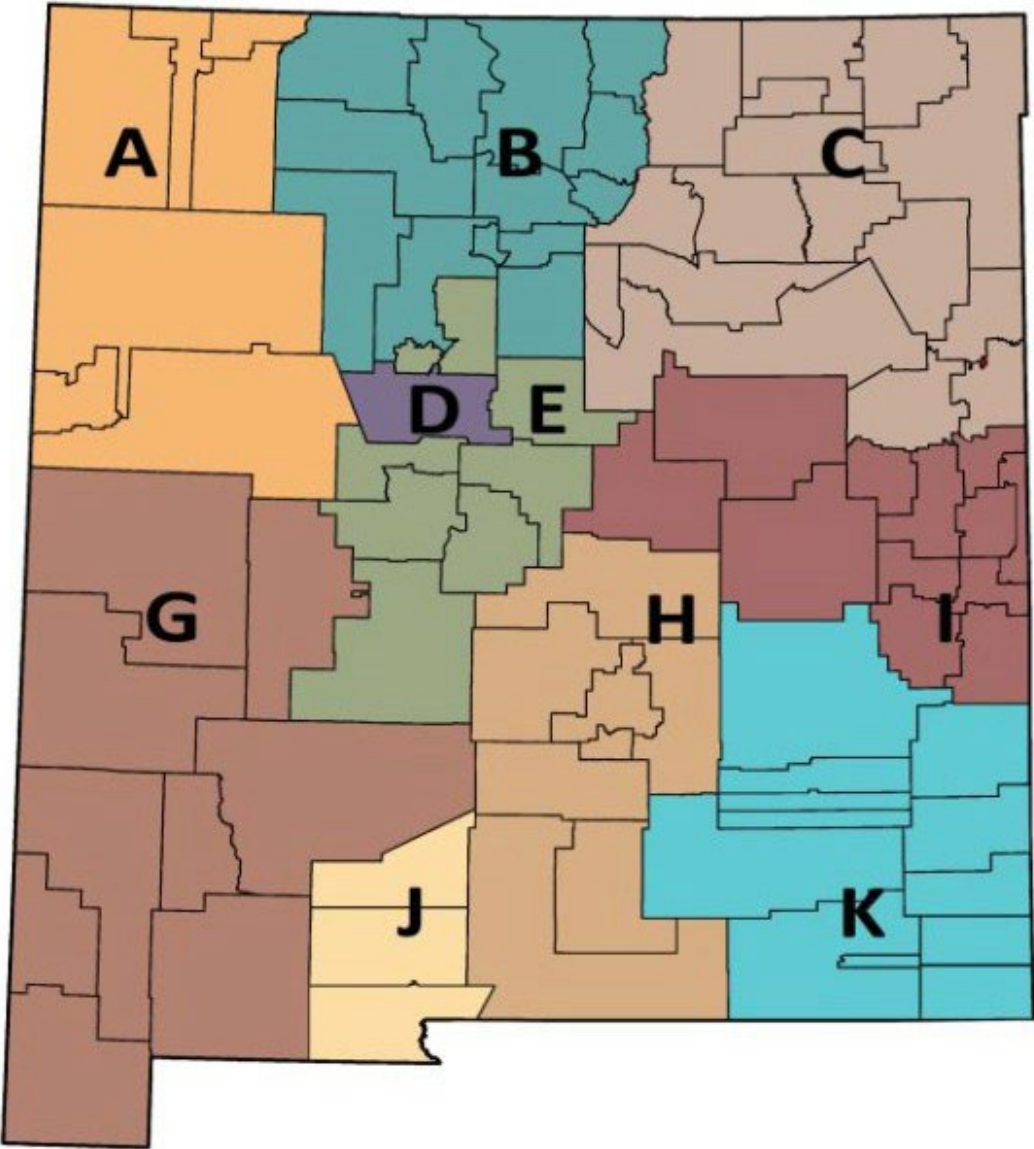
The workforce development system in the local area is a comprehensive network designed to support the region's economic and workforce needs through a variety of programs and services. The system includes programs such as, but not limited to:

1. WIOA Title I Programs: These programs focus on Adult, Dislocated Worker, and Youth services, offering job search assistance, training opportunities, and supportive services as needed. The goal is to enhance the employability and skill levels of participants, aligning them with the needs of local industries so participants obtain gainful employment.
2. WIOA Title II - Adult Education and Literacy: This program provides foundational education services, including literacy, numeracy, and high school equivalency preparation. It also offers English language attainment for non-English speakers, to prepare them to participate in the workforce.
3. WIOA Title III - Wagner-Peyser Employment Services: These services include job search assistance, labor market information, and referrals to employers. The program supports job seekers and employers to meet their specific needs.

4. WIOA Title IV - Vocational Rehabilitation Services: This program assists individuals with disabilities in obtaining and retaining employment. It includes job training, assistive technologies, and career counseling, ensuring that all community members have access to meaningful and equitable work opportunities.
5. Temporary Assistance for Needy Families (TANF): This program offers support to low-income families, helping them achieve self-sufficiency through employment and job training services.
6. Career and Technical Education (CTE): CTE programs, offered through local educational institutions, provide technical and vocational training aligned with the demands of regional industries. These programs ensure that students are equipped with the skills needed for in-demand careers.
7. Apprenticeship Programs: These programs combine on-the-job training with classroom instruction, offering a pathway to skilled trades and other professions. They are particularly valuable in aligning workforce skills with the needs of local employers.
8. Job Corps: A program that offers free education and vocational training to young adults, helping them acquire the skills necessary for gainful employment.
9. Senior Community Service Employment Program (SCSEP/Goodwill): This program provides job training and employment opportunities for older adults, allowing them to remain active in the workforce.
10. Economic Development Partners: Collaborating with local chambers of commerce, business development organizations, and regional economic development agencies ensures that workforce development strategies are aligned with the economic priorities of the region.
11. Community and Faith-Based Organizations: These organizations play a critical role in providing additional supportive services, such as housing assistance, food security, and childcare, which are essential for workforce participation.

By integrating with these programs, the workforce development system is better aligned, ensuring that resources are effectively deployed to meet the needs identified in the region. A united system emphasizes collaboration among partners to address skills gaps, support emerging industries, and promote sustainable economic growth throughout the region. This alignment ensures that both job seekers and employers are supported in ways that contribute to the overall prosperity of the community each partner serves.

New Mexico requires a regional-association organizational structure where Career Technical Education funding decisions for secondary and postsecondary institutions are prioritized by all members of the regional, workforce-aligned association. Funded programs of study must meet Perkins V criteria related to size, scope, and quality and be aligned to in-demand industry sectors to be considered for federal Perkins funding or designed to meet local education or economic needs. The board and operator staff participated in CTE planning sessions during program year 2023 to provide information on local labor market analysis, insight on in-demand sectors and local employer information. Below is a map and table of the CTE regions and priorities for each. Areas in regions C, I, H and K are all operated in the eastern area.



C	Agriculture, Food & Natural Resources
	Architecture & Construction
	Hospitality & Tourism

H	Agriculture, Food & Natural Resources
	Health Science
	Law, Public Safety, Corrections & Security

I	Agriculture, Food & Natural Resources
	Architecture & Construction
	Health Science

K	Agriculture, Food & Natural Resources
	Health Science
	Science, Technology, Engineering & Math

The EAWDB, through its operator will work to enhance program relations and ensure the inclusion of programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) to support service alignment. The board is committed to strengthening service alignment through ongoing coordination and planning efforts with Carl D. Perkins staff and program leadership.

B. Local Workforce Development System Alignment

- I. Describe how the local board will work with entities carrying out core programs to expand access to employment, training, education, and supportive services for eligible individuals, particularly those with barriers to employment.
- II. Describe how the local board will work with entities carrying out core programs to facilitate the development of career pathways and co-enrollment, as appropriate in core programs.
- III. Describe how the local board will work with entities carrying out core programs to improve access to activities leading to a recognized postsecondary credential (including industry recognized certificates or certification, portable and stackable).

Working with Core Programs to Expand Access to Employment, Training, Education and Supportive Services for Eligible Individuals, Particularly Those with Barriers to Employment

- I. Describe how the local board will work with entities carrying out core programs to expand access to employment, training, education, and supportive services for eligible individuals, particularly those with barriers to employment.

The local board is committed to creating a comprehensive and inclusive workforce development system that ensures eligible individuals, particularly those facing barriers to employment, can access the support they need to succeed. This commitment is reflected in the board's strategic partnerships and collaboration with entities responsible for carrying out core programs under the Workforce Innovation and Opportunity Act (WIOA).

To make services more accessible, the board through its operator will promote integrated service delivery through opportunities for co-location and the use of AJCs. By bringing multiple services under one roof, the board simplifies the process for individuals seeking assistance, reducing the need for them to navigate a complex network of agencies. Additionally, streamlined intake and referral processes ensure that eligible individuals are quickly identified and connected to the appropriate services, minimizing delays, and improving outcomes.

Recognizing the importance of reaching underserved populations as part of increasing workforce participation, the board and operator will work closely with core program entities to identify opportunities for targeted outreach and recruitment efforts. By identifying individuals with specific barriers to employment—such as veterans, justice involved individuals, individuals with disabilities, single parents, or displaced homemakers—the board ensures that these groups are prioritized in service delivery. Collaborating with community-based organizations and other local partners further

extends the reach of these efforts, making it easier for individuals from diverse backgrounds to access the resources they need.

The collaboratives will focus on developing strategies to enhance outreach efforts, particularly targeting populations with barriers to employment. They will also work to facilitate co-enrollment of customers by effectively issuing and tracking referrals and coordinating integrated case management. Outreach services are being delivered by various partners through workshops and events within the system. The vision is that comprehensive cross-training of partner staff will create a system where staff are well-versed and confident in promoting the services of all partners. This approach aims to reduce service duplication and ensure better alignment across all services.

In response to the demands of the local labor market, the board actively engages with employers and industry leaders to design customized training and education programs. These programs will be tailored to meet the current and future needs of employers, ensuring that individuals who complete training are equipped with skills to allow them opportunities to obtain employment in high demand occupations. The board also facilitates on-the-job training (OJT) and apprenticeship opportunities through its subrecipient and the Apprenticeship Coordinator, allowing individuals to gain valuable work experience while earning a paycheck.

Continuous improvement is a key priority for the EAWDB. By working with core program entities to establish performance metrics and track outcomes, the board can assess the effectiveness of its strategies and make data-driven adjustments as needed. Regular feedback from employers, service providers, and participants also plays a crucial role in refining services and addressing any gaps in the system. The board will continue to use SurveyMonkey to gather feedback from employers, service providers, and participants. This feedback will inform ongoing improvements in service delivery and ensure that programs are effectively meeting the needs of all stakeholders.

Working with Core Programs to Develop Career Pathways and Co-enrollment

- II. Describe how the local board will work with entities carrying out core programs to facilitate the development of career pathways and co-enrollment, as appropriate in core programs.

The operator and board staff have initiated meetings with Carl Perkins Career and Technical Education (CTE) programs, early college programs, and secondary and postsecondary institutions. Many of these programs have already developed career pathways, while others are realigning their offerings to meet emerging workforce needs. Some secondary CTE programs are integrated into early college initiatives, enabling students to earn both a high school diploma and an associate degree within the traditional high school timeframe. This model seamlessly combines academic and occupational learning, resulting in stackable credentials.

The board and operator staff will continue to strengthen program relationships and ensure the inclusion of programs authorized under the Carl D. Perkins Career and Technical Education Act. This effort aims to enhance service alignment across the workforce system. The board is committed to fostering service alignment through continuous coordination and planning with Carl D. Perkins staff and program leadership.

Adult Education and Literacy (AEL)

The EAWDB collaborates with the New Mexico Higher Education Department (NMHED) and its Adult Education Division to ensure that Adult Education and Literacy (AEL) activities align with regional workforce needs. As part of this collaboration, the Eastern Area Workforce Development Board (EAWDB) reviews grant applications submitted by eligible providers to NMHED. This review ensures that the proposed adult education programs not only meet the educational needs of individuals but also align with the board's local plan priorities, goals, and strategies. By closely coordinating with NMHED, the local board fosters stronger integration of workforce development and adult education efforts in the region.

The adult education program in New Mexico serves individuals aged 16 and older who require support to enhance their core academic and workplace readiness skills. Across the state, AEL programs offer education and training opportunities aimed at helping all eligible New Mexicans improve their skills, earn a High School Equivalency (HSE) Credential, learn English as a second language (ESL) and Civics, pursue higher education, and gain meaningful employment. These programs are essential for creating pathways to success, ensuring that individuals have the necessary tools to thrive in both academic and workplace environments.

According to the 2022-2023 NM Adult Education Fact Sheet, AEL programs across New Mexico served 10,157 individuals during program year 2023. In 2022, more than 1,000 participants earned their High School Equivalency (HSE), and over 2,400 individuals achieved a measurable skills gain. Additionally, program enrollment increased by 20% in 2022, highlighting the growing demand for adult education services.

This data highlights the critical importance of strong partnerships between local workforce development boards and AEL programs. By working together, these entities can ensure that individuals receive the support and resources needed to enhance their education, improve their skills, and access better employment opportunities. The collaboration is essential for driving successful outcomes for participants and strengthening the overall workforce in the region

In program year 2023, AEL programs in the region served a total of 2,049 students. The distribution of students across the individual programs is as follows:

- ENMU-Roswell: 731 students, making it the largest program in the region.

- New Mexico Junior College: 375 students.
- Clovis Community College: 326 students
- Southeast New Mexico College: 297
- ENMU-Ruidoso: 175
- NMSU-Alamogordo: 102
- Mesalands Community College: 43

These figures reflect the essential role each institution plays in providing adult education services, with ENMU-Roswell serving the highest number of students. The wide distribution of participants across various institutions further demonstrates the importance of a coordinated effort to address the educational needs of adults in the region.

The Eastern Area Workforce Development Board (EAWDB) acknowledges that education plays a critical role in strengthening both the existing and emerging workforce. Developing and improving basic literacy skills is seen as a key foundation for building a skilled workforce, essential for driving economic growth and ensuring individuals have the tools needed to succeed in today's labor market. The board remains committed to integrating education into workforce strategies to enhance the region's overall capacity and competitiveness.

In the eastern region, the percentage of individuals aged 25 and over without a diploma or its equivalent is 17%, significantly higher than both the state and national averages. New Mexico's average is 12.2%, while the national average is 10.1%. This disparity highlights the pressing need for robust educational initiatives and targeted interventions in the region to address the skills gap and improve access to opportunities for adult learners. The data further underscores the importance of coordinated efforts between local workforce board and AEL programs to ensure that individuals in the eastern area can obtain the education and training they need for career advancement.

Many AEL programs in the east offer hybrid educational models that enable individuals receiving AEL services to co-enroll in community colleges for career pathway training or post-secondary coursework while improving their literacy skills or working toward earning their HSE. These Integrated Education and Training (IET) programs have expanded technology-based learning opportunities, which are particularly valuable for individuals in rural communities who may have limited access to in-person services. These opportunities are being expanded on and aligned with workforce system sector priorities and demand occupations.

Local AEL providers and the EAWDB are collaborating to conduct joint outreach activities aimed at encouraging individuals with low literacy levels or those lacking a high school diploma or HSE to take advantage of available educational opportunities. The Title I program plays a key role in supporting these efforts by offering various supportive services to eligible individuals, helping to increase their potential for success. These services include transportation assistance for attending classes, assistance

with HSE testing fees, childcare assistance, and support for technological access, such as internet services or laptops. These resources are particularly beneficial for youth, helping them overcome barriers and ensuring they can fully participate in education and workforce development activities

Working with Core Partners to Improve Access to Programs Leading to Recognized Credentials, Including Industry Recognized, Portable and Stackable)

- III. Describe how the local board will work with entities carrying out core programs to improve access to activities leading to a recognized postsecondary credential including industry recognized certificates or certification, portable and stackable).

The local board is committed to enhancing access to activities that lead to recognized postsecondary credentials, including industry-recognized certificates, certifications, and stackable, portable credentials that equip individuals for success in the workforce. To achieve this, the board will work collaboratively with entities administering core programs under WIOA and other key system partners. A primary focus of the board will be to continue building on already strong partnerships with educational institutions, training providers, and employers. The board will work closely with these entities to align training programs with industry needs, ensuring that participants can obtain credentials that are both relevant and valued by employers. This alignment will include the development of stackable credentials, allowing individuals to build on their skills over time and advance in their career pathways.

To make credentialing opportunities more accessible, the board will engage in targeted outreach, particularly to underserved populations and those with barriers to employment. By working with community-based organizations and other partners, the board will raise awareness of available programs and ensure that individuals from diverse backgrounds can access the training and education needed to earn recognized credentials.

The board will also promote co-enrollment and integrated service delivery, allowing participants to access multiple resources seamlessly. By coordinating services across core programs, the board will ensure that individuals receive the necessary support—such as financial assistance, career counseling, and supportive services—to complete their credentialing programs.

In addition to these efforts, the board will work to reduce barriers to participation by offering supportive services, such as childcare and transportation assistance. These services will help support participants to complete their credential programs, leading to better outcomes and increased goal attainment and employment opportunities.

C. Local Strategy Implementation

- I. Describe the strategies and services that will be used in the local area to facilitate engagement of employers in the workforce development programs, including small employers and employers in in-demand industry sectors and occupations.
- II. Describe strategies and services that will be used in the local area to support a local workforce development system that meets the needs of businesses in the local area.
- III. Describe the strategies and services that will be used in the local area to better coordinate workforce development programs and economic development.
- IV. Describe the strategies and services that will be used in the local area to strengthen linkages between the one stop delivery system and unemployment insurance programs.
- V. Describe how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the local board will promote entrepreneurial skills training and small business services.
- VI. Describe how the local board will develop and implement training across systems for all core partners to ensure a unified approach to service delivery including vocational rehabilitation.

Local Employer Engagement and Strategies to Meet Employer Needs

- I. Describe the strategies and services that will be used in the local area to facilitate engagement of employers in the workforce development programs, including small employers and employers in in-demand industry sectors and occupations.
- II. Describe strategies and services that will be used in the local area to support a local workforce development system that meets the needs of businesses in the local area.

The board will continue its proactive approach to include local employers in targeted sector strategy discussions to ensure alignment with demand industries and growing sectors. This strategic engagement involves a series of initiatives led by the Title I program, which is focused on expanding outreach and enhancing service delivery to employers. To align strategies laid out in the state combined plan, the board will also facilitate conversations with employers to collaborate efforts to build a workforce system that enhances the the safety, health, and well-being of New Mexico families.

Engaging local chambers of commerce, economic developers, and employers in the eastern area is crucial for delivering effective business services. All local AJCs are encouraged to actively participate as members of their local chambers and to have staff regularly attend and engage in community business events for outreach purposes. Additionally, the one-stop operator, who facilitates community partner

meetings, is encouraged to involve chambers of commerce in these gatherings to strengthen community engagement and collaboration.

To effectively address employment needs, it is imperative that employers are fully informed about the services available to them through the EAWDB and American Job Centers (AJCs). Without this knowledge, the partnership between the EAWDB, workforce centers, and employers cannot reach its full potential. To bridge this gap, the EAWDB, in collaboration with the operator, will work on strategies on how to disseminate information on the full range of services available to them through their local AJCs, including, but not limited to:

- Employee recruitment and screening
- Posting job openings
- Organizing and participating in hiring events
- Receiving and forwarding applicant resumes
- Prescreening and referral of qualified job seekers
- Work-based learning opportunities
- Information on tax credits
- Access to labor market information
- Guidance on labor law compliance
- Rapid Response Program support

By ensuring that employers are well-informed about these services, the board strives to strengthen its collaboration with local businesses, leading to better employment outcomes for the entire region.

Utilizing local labor market information (LMI) is crucial to developing strategies and services that effectively support a local workforce development system tailored to the needs of employers in the region. By leveraging data on employment trends, industry demands, skill gaps, and economic conditions, the local board can ensure that workforce development initiatives are closely aligned with the needs of employers.

LMI serves as the foundation for data-driven decision-making when working to meet employer needs. The board will review local and current LMI to identify in-demand industries and occupations, forecast future job growth, and understand the specific skills and qualifications that employers are seeking. This information will guide the design and implementation of training programs, ensuring that they are accessible and meet the need of the employer.

The JobEq LMI data below is based on job openings that were active from September 2023 to September 2024 in the eastern area.

Openings by Occupations

Occupations		
SOC	Occupation	Active Job Ads
29-1141	Registered Nurses	7,839
29-1123	Physical Therapists	1,661
41-1011	First-Line Supervisors of Retail Sales Workers	1,586
11-9111	Medical and Health Services Managers	1,280
41-2031	Retail Salespersons	1,208
49-9071	Maintenance and Repair Workers, General	1,179
29-2031	Cardiovascular Technologists and Technicians	1,165
29-2034	Radiologic Technologists and Technicians	848
29-2061	Licensed Practical and Licensed Vocational Nurses	828
21-1093	Social and Human Service Assistants	793

Openings by Locations

Locations		
Location	Active Job Ads	
Roswell, New Mexico	4,794	
Carlsbad, New Mexico	4,761	
Alamogordo, New Mexico	3,330	
Hobbs, New Mexico	3,119	
Clovis, New Mexico	3,111	
Artesia, New Mexico	1,707	
Hobbs, NM 88240	981	
Carlsbad, NM 88220	953	
Portales, New Mexico	862	
Roswell, NM 88201	736	

Openings by Job Titles

Job Titles		
Job Title	Active Job Ads	
Physical Therapist	217	
RN - ER	201	
General Manager	169	
Assistant Store Manager	152	
Sales Associate	150	
Travel Therapy - Physical Therapist	143	
Registered Nurse	142	
Cook	141	
RN - ICU	141	
RN - Med/Surg	141	

Job openings require specific hard and soft skills. The most common hard skills include the ability to lift 40-100 pounds and proficiency in Microsoft Office. The most common soft skills identified are communication, teamwork, customer service, and organizational skills. When these skills are identified as necessary, staff can guide job seekers or employers to self-paced courses that help develop or enhance these skills. One resource available for this purpose is Alison.com, an online training platform accessible through the NMWCOS system, which provides a wide array of courses to improve both hard and soft skills.

Openings by Hard Skills

Hard Skills		
Skill Name	Active Job Ads	
Ability to Lift 51-100 lbs.	2,627	
Ability to Lift 41-50 lbs.	2,568	
Microsoft Office	2,502	
Microsoft Excel	2,454	
Cash Handling (Cashier)	1,240	
Personal Computers (PC)	1,137	
Microsoft Word	1,117	
Spanish	1,113	
Microsoft Outlook	1,070	
Retail Sales	1,023	

Openings by Soft Skills

Soft Skills		
Skill Name	Active Job Ads	
Communication (Verbal and written skills)	17,630	
Cooperative/Team Player	9,532	
Customer Service	8,320	
Organization	5,089	
Adaptability/Flexibility/Tolerance of Change and Uncertainty	4,998	
Self-Motivated/Ability to Work Independently/Self Leadership	4,778	
Interpersonal Relationships/Maintain Relationships	4,117	
Supervision/Management	3,766	
Detail Oriented/Meticulous	3,550	
Problem Solving	3,493	

Most job openings in the area require a high school diploma or equivalent, with some positions requiring an associate or bachelor's degree. When an individual needs a high school equivalency (HSE), they can be referred to the WIOA Title I adult, dislocated worker, or youth programs for eligibility and enrollment. Additionally, they may be directed to the Title II Adult Education and Literacy (AEL) program for further support in obtaining their HSE and potential co-enrollment.

Openings by Education Levels

Education Levels		
Minimum Education Level	Active Job Ads	
High school diploma or equivalent	11,195	
Bachelor's degree	4,310	
Associate's degree	2,364	
Master's degree	1,265	

Strategies and Services to Better Coordinate Workforce Development Programs and Economic Development

- III. Describe the strategies and services that will be used in the local area to better coordinate workforce development programs and economic development.

Alignment with Economic Development (ED) is essential for creating a dynamic workforce that meets the evolving needs of local businesses while driving sustainable economic growth in the region. One strategy for better coordination is building stronger partnership opportunities between the board and economic development entities throughout. The local board will actively engage with economic development agencies, chambers of commerce and industry associations through its one stop operator. This ensures that workforce initiatives are aligned with regional economic goals.

Also, The ED representative on the local board is actively engaged with organizations throughout the the region, with a strong emphasis on enhancing both the existing and emerging workforce. Additionally, the local board ED representative is a member on the One Stop Service Delivery Committee of the board. This participation ensures that the needs of employers across the region are considered and that strategies are developed to effectively address their needs.

Services and Strategies to Strengthen Linkages to UI Programs

- IV. Describe the strategies and services that will be used in the local area to strengthen linkages between the one stop delivery system and unemployment insurance programs.

To strengthen the linkages between the one-stop delivery system and unemployment insurance (UI) programs, targeted strategies and services have been implemented areawide to ensure seamless support for individuals navigating unemployment and workforce re-entry. AJCs in the eastern area offer a wide range of workforce programs all within a single location, streamlining access to numerous services for job seekers. A key program available at these centers is the Reemployment Services and Eligibility Assessment (RESEA) program.

Under this program, state Unemployment Insurance (UI) staff use specific criteria to identify individuals who are at a higher risk of exhausting their UI benefits. These individuals are then referred to the RESEA program. The primary goal of RESEA is to connect these individuals with dedicated staff and services aimed at accelerating their reemployment process. Through RESEA, participants receive targeted support, including career counseling, job search assistance, and access to training opportunities, all designed to help them re-engage in the workforce more quickly and effectively.

The Workforce Innovation and Opportunity Act (WIOA) designates the Unemployment Insurance (UI) program as a required partner within the one-stop system. To strengthen this partnership and enhance

services for individuals receiving UI benefits, the EAWDB works with WIOA Title I, Wagner-Peyser, and UI program partners to carry out a model that improves access to skills development services.

This model, implemented in 2018, continues to focus on aligning partner staff functionally rather than by program, ensuring a seamless integration of services. It is designed to provide tailored support for those at risk of exhausting their UI benefits. Participants work with their career coaches to select services that best meet their needs, aiming to enhance their skills and expedite their reemployment. This approach not only helps individuals find jobs more quickly but also aims to place them in positions with more job security and higher wages. Additionally, all Title I eligible participants in the RESEA program are being co-enrolled across partner programs to ensure wrap around support and coordination.

Coordination of Workforce Investment Activities with Regional Economic Development Activities and Promotion of Entrepreneurial Skills Training and Small Business Services

- V. Describe how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the local board will promote entrepreneurial skills training and small business services.

The EAWDB is committed to coordinating local workforce investment activities with regional economic development efforts and promoting entrepreneurial skills training and small business services. The EAWDB will implement strategies to ensure alignment between workforce development and economic growth while fostering a supportive environment for entrepreneurship and small business development.

The board, its operator, Title I and AJC employment services staff will coordinate business services across workforce and economic development programs to ensure a seamless experience for employers. This includes offering integrated support for recruitment, training, and employee development. By streamlining business services, the board aims to reduce duplication and enhance the overall effectiveness of workforce and economic development efforts.

The local board will offer a range of services designed to support small businesses, including access to training, technical assistance, and financial resources when possible. Coordinating services with local Small Business Development Centers (SBDC) will be imperative to tailored to the needs of small business owners and start-ups, helping them to improve their operations, expand their workforce, and enhance their competitive edge.

Development and Implementation of Training across Core Partners to Ensure a Unified Approach to Service Delivery

- VI. Describe how the local board will develop and implement training across systems for all core partners to ensure a unified approach to service delivery including vocational rehabilitation.

In April 2024, the one-stop operator team hosted an area-wide All System Training event that brought together internal and external partners for a full day of professional development and cross training opportunities. The training session was designed to enhance collaboration and service delivery across the workforce system. DWS staff trainers conducted conflict resolution training, which was targeted at both frontline staff and managers, equipping them with essential skills to manage workplace conflicts effectively.

The training also covered critical topics such as co-enrollment and performance management, which are vital for ensuring that clients receive comprehensive support across programs. A partner panel featured representatives from key programs, including WIOA Title I, Title III Employment Services, the Department of Vocational Rehabilitation, Adult Education, and Veteran Services. These representatives provided valuable insights into their respective programs, fostering a deeper understanding among all participants. The event concluded with a question-and-answer session, which allowed for open dialogue and clarification on several topics, proving to be an extremely valuable component of the day.

Recognizing the significant benefits of this training, the one-stop operator team plans to hold these sessions at least annually to continue building a cohesive and effective workforce development system.

The one-stop operator has also implemented Quarterly Partner Meetings across the region to foster potential cross-training opportunities, collaboration and strengthen partnerships. These meetings provide a valuable forum for community partners to come together, share updates on their initiatives, and explore opportunities for cross-training and joint projects. This approach's main goal is to enhance coordination among partners, enabling them to deliver comprehensive, wraparound services to participants more effectively.

D. One Stop Delivery System

- I. Include a description of local employers, and job seekers. Describe how the local board will ensure the continuous improvement of eligible training providers through the system and how such providers will meet the employment needs of employers.
- II. Describe how the local board will facilitate access to services provided through the one delivery system including in remote areas through the use of technology and other means.

- III. Describe how entities within the One Stop delivery system including One Stop Operators and the One Stop Partners will comply with nondiscrimination regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.
- IV. Describe the specific roles and resource contributions of the One Stop Partners to date. Please include the process for updating cooperative agreements, resource sharing agreements and memoranda of understanding relevant to the WIOA. Please include copies (Attachment D)
- IV. Describe how entities within the One Stop delivery system, including One Stop Operators and One Stop Partners will provide for the accessibility for English language learners.

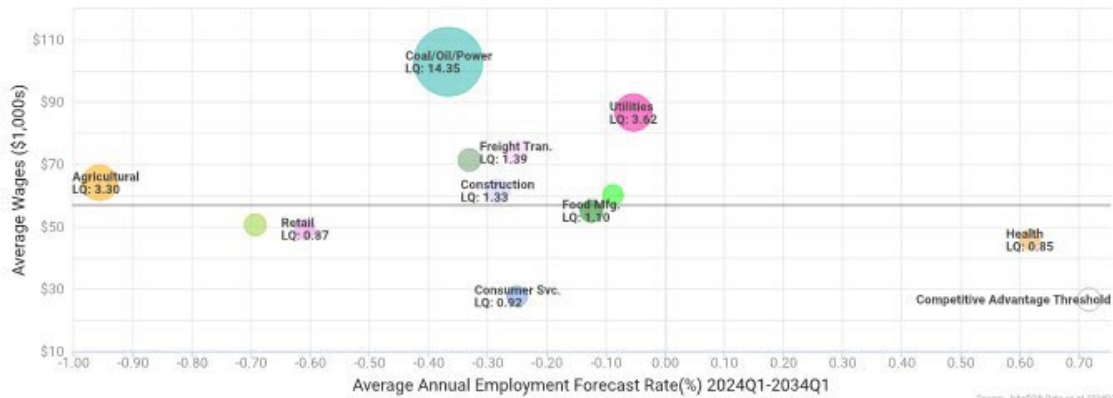
Eastern Area Employers, Workers and Job Seekers and Continuous Improvement of Eligible Training Providers

- I. Include a description of local employers, and job seekers. Describe how the local board will ensure the continuous improvement of eligible training providers.

The EAWDB serves a diverse range of employers and job seekers across the expansive geographic area. The region is characterized by industries such as oil and gas, agriculture, healthcare, manufacturing, and education. Local employers range from large, established companies in the multiple sectors to small businesses in rural communities. These employers face unique challenges, including workforce shortages, the need for specialized skills, and retention issues, particularly in the more rural areas of the region.

As of the first quarter of program year 2024 total employment in the east was 149,490 based on a four-quarter moving average. Over the year ending in the same quarter, employment increased 2.5%. Industry clusters that employ the most individuals in the eastern area are coal/oil/power, utilities and agriculture.

Industry Clusters for EAWDB eastern area as of 2024Q1



Location quotient and average wage data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics, imputed where necessary, and updated through 2023Q4 with preliminary estimates updated to 2024Q1. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Source: JobsEQ

The data shown below on job openings by job title provides a snapshot of the labor market demand within the eastern area. The most in-demand positions highlight a mix of healthcare, retail, and service industry roles, reflecting both the region's economic landscape and the ongoing need for skilled professionals in these fields. The data suggests that the region's workforce needs are diverse, spanning high-skill healthcare roles, management positions in retail, and essential service industry jobs. The EAWDB will continue to focus on aligning training programs with these demands, ensuring that job seekers are equipped with the necessary skills to fill these critical roles.

Openings by Job Titles

Job Title	Active Job Ads
Physical Therapist	217
RN - ER	201
General Manager	169
Assistant Store Manager	152
Sales Associate	150
Travel Therapy - Physical Therapist	143
Registered Nurse	142
Cook	141
RN - ICU	141
RN - Med/Surg	141

The JobsEQ table below shows the ten employers in the eastern area that have the most active job openings as of the first quarter of PY 2023 and the Econoview table reflects the ten largest employers in the region.

Openings by Employers

Employers		Active Job Ads
Employer Name		
AlliedTravelCareers		698
State of New Mexico		624
Presbyterian Healthcare Services		542
Roswell Independent School District		452
Christus Health		410
SunBelt Staffing		398
Pilot flying j		345
Procure Therapy		325
Albertson's Market		316
All Medical Personnel		293

Source: JobsEQ

10 Largest Companies - Eastern Area			
Company Name	City	Employment	Material Change Desc
Bam Pizza Management Inc.	Roswell	2,405	Early Signs of Decay
Cal's Convenience, Inc.	Portales	1,596	Stable
El Cid Land and Cattle, Inc.	Clovis	1,370	Stable
Mescalero Apache Housing Authority	Mescalero	1,188	Stable
Border States Electric Supply of Minnesota, Inc.	Hobbs	1,173	Spend Growth
Peak Medical Roswell, LLC	Roswell	1,171	Spend Growth
Presbyterian Healthcare Services	Ruidoso	1,131	Spend Growth
Alamogordo Board of Education	Alamogordo	960	Spend Growth
Apple New Mexico LLC	Roswell	867	Spend Growth
Apple New Mexico LLC	Alamogordo	866	Increase in Demand

To create a more inclusive and equitable workforce, the board and its operator will work with local employers to develop strategies aimed at educating employers to dismantle bias against people with disabilities, individuals reintegrating into society, and working caregivers. The board will advocate for flexible work arrangements, such as telecommuting and flexible hours, which are beneficial for working caregivers and individuals with disabilities. Moreover, the board will promote reentry support

programs that assist formerly incarcerated individuals in successfully reintegrating into the workforce. These initiatives will demonstrate to employers that supportive policies are key to retaining a diverse and capable workforce. These strategies align with the state combined plans vision for a more inclusive workforce and are also designed to raise awareness, promote fair treatment, and create supportive workplace environments that allow all individuals to thrive.

Job seekers in the area are equally diverse, encompassing individuals from various backgrounds and skill levels. This includes recent high school and college graduates, individuals transitioning from other industries, dislocated workers, and those re-entering the workforce. The region also has many job seekers facing employment barriers, such as individuals with disabilities, veterans, and those needing retraining due to industry shifts.

In the Eastern area, 57.2% of individuals aged 16 and older are actively engaged in the workforce. Among employed workers and job seekers over the age of 25, the majority—73.6%—have a high school diploma or some college education. However, only 11.4% of this group holds a bachelor's degree. This affords the board and its partners a significant opportunity to engage this population through targeted outreach activities.

Additionally, 17% of the population aged 25 and older in the Eastern area do not have a high school diploma, making them ineligible for traditional postsecondary occupational skills training. To address this, targeted outreach by AJC offices and Adult Education and Literacy (AEL) programs can help enroll these individuals in AEL services and WIOA Title I programs. By doing so, more people can obtain a high school diploma or equivalency certification, making them eligible for college-level courses and further assistance.

Furthermore, the creation of training programs that integrate academic and occupational learning can shorten the time it takes for these individuals to acquire the skills needed to improve their earning potential. This approach not only increases access to education but also accelerates their pathway to better job opportunities.

The Eligible Training Provider (ETP) list serves as a key resource for identifying training programs that can be funded through WIOA. All approved programs on this list result in recognized credential attainment if completed by individuals successfully. The ETP list is accessible through the New Mexico Workforce Online System (NMWCOS).

Under the oversight of the state's Adult/Dislocated Coordinator, local boards are responsible for monitoring and maintaining the list, ensuring that only high-quality programs are approved and active. Training programs are required to be adaptable, addressing the evolving needs of the eastern area and aligning with the demands of the industries they serve. This approach ensures that training remains relevant and effective in preparing individuals for successful careers.

The EAWDB is dedicated to the continuous improvement and enhancement of training programs, ensuring that the ETP list features high-quality programs that lead to successful outcomes for both job seekers and employers. To achieve this, the region has established strong policies and procedures to effectively monitor and evaluate the programs on the list. Career coaches are tasked with tracking the progress of all participants enrolled in WIOA programs throughout the duration of their training. They identify patterns of strength, weakness, or deficiencies in the programs. This valuable feedback is communicated to board staff by Title I service providers.

In response, the board collaborates with service providers, the operator, and training providers to address identified issues and needs alike. This collaborative effort aims to improve training programs, enhancing the overall effectiveness and ensuring better outcomes for participants and employers alike.

Facilitation of Access to Services Through the Use of Technology

- II. Describe how the local board will facilitate access to services provided through the one delivery system, including in remote areas, through the use of technology and other means.

The Workforce Connection Online System (WCOS) serves as the primary management information system and service delivery platform in New Mexico. This versatile online platform enables employers to post job openings, review resumes, and conduct candidate searches based on specific skills, all from any internet-connected device such as a computer, tablet, or smartphone. By extending beyond local community boundaries, WCOS significantly broadens access to job seekers, connecting employers with a wider pool of talent. Additionally, the platform provides employers with an effective virtual gateway to the full range of services typically available at local AJCs. This ensures that employers, regardless of their location, can easily access and utilize the full array of services offered through local AJCs.

The board invested in a business Zoom license that equips the one-stop system with individual accounts for all field staff. This license, managed and monitored by the operator, ensures that staff have reliable access to virtual meetings and communication tools. Additionally, these Zoom accounts are available for use by employers, facilitating seamless virtual interactions to discuss recruiting efforts with AJC staff, provide access to virtual job fairs, interviewing and any other virtual service the employer may need.

During program year 2023, the one-stop operator team was committed to enhancing accessibility and service delivery for job seekers and employers in rural areas through developing and implementing Rural Access Points (RAPs). These RAPs are designed to bridge the gap between remote communities and the comprehensive services offered through the AJCs. Each RAP is equipped with necessary tools, including computers, high-speed internet, and video conferencing software. This framework enables users to access virtual services, complete online job applications, and consultations with career coaches regardless of where an individual lives. RAPs are also stocked with informational materials about

workforce programs, job search tools, and educational resources. This ensures that visitors have access to relevant and up-to-date information. The operator team started with two RAPs, one in Portales, New Mexico and another in Santa Rosa, New Mexico. The team continues to expand this effort with new RAPs being developed quarterly.

Compliance with Nondiscrimination Regarding Physical and Programmatic Accessibility of Facilities, Programs and Services, Technology and Materials for Individuals with Disabilities, Including Staff Training

- III. Describe how entities within the One Stop delivery system including One Stop Operators and the One Stop Partners will comply with nondiscrimination regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.

The Eastern Area Workforce Development Board (EAWDB), along with its subrecipient and American Job Centers (AJC), are dedicated to ensuring the highest level of accessibility for facilities, programs, and services, particularly for individuals with disabilities. This commitment includes adherence to the Americans with Disabilities Act (ADA) and other pertinent regulations.

Accessibility Compliance and Monitoring:

- Physical and Programmatic Accessibility: The AJCs are designed to meet all physical and programmatic accessibility requirements as outlined by the ADA. This includes ensuring that all facilities are accessible to individuals with mobility impairments and that programmatic access is provided through appropriate accommodations.
- Nondiscrimination and Equal Opportunity: The EAWDB is responsible for implementing and monitoring compliance with nondiscrimination and equal opportunity provisions under WIOA, ADA, and other relevant laws. This involves regular oversight to ensure that all services and facilities meet legal requirements and provide equitable access to all individuals.

Collaborative Efforts for Accessibility:

- Partnership with DVR: The EAWDB collaborates closely with the Division of Vocational Rehabilitation (DVR) to evaluate center accessibility. This partnership helps in assessing physical spaces and providing necessary staff training on accessibility requirements to ensure compliance and enhance service delivery.
- Accessibility Technologies: The board works with DVR partners to identify and integrate accessibility technologies that assist individuals seeking employment and training. This includes

exploring and implementing technological solutions that improve access to services for those with disabilities.

Center Evaluations and Modifications:

- Upgrades and Modifications: Based on evaluations completed by the operator with assistance from DVR staff, AJCs have undergone modifications to improve physical accessibility when issues are identified. Examples include the installation of automatic door openers and other enhancements that facilitate easier access for individuals with mobility challenges.

Roles and Resource Contributions of the One Stop Partners to Date, Processes for Updating Cooperative Agreements, Resource Sharing Agreements and Memoranda of Understanding Relevant to WIOA

- IV. Describe the specific roles and resource contributions of the One Stop Partners to date. Please include the process for updating cooperative agreements, resource sharing agreements and memoranda of understanding relevant to the WIOA. Please include copies (Attachment D).

For several years, Wagner-Peyser (WP) and WIOA Title I program staff have been integrated into the AJCs through a co-location strategy. Additionally, the Adult Education and Literacy (AEL) program is co-located at the Ruidoso center. This co-location model ensures that these programs function as integrated partners within the workforce system and align seamlessly with the customer flow of the offices. The operator is continuously working to integrate additional partners into the centers to enhance service delivery and collaboration.

Responsibilities of each partner are clearly outlined in the office Memorandums of Understanding (MOUs), while cost distribution among partners is managed through Resource Sharing Agreements (RSAs) within the Infrastructure Funding Agreement (IFA). MOUs and IFAs are reviewed at least annually, or more frequently if there are changes in partner participation or staffing levels. RSAs are reviewed quarterly to ensure accurate verification of actual costs and proper billing to system partners.

Allocations for co-located partners are determined based on their number of staff and the total square footage of office space they use. Costs for shared areas, such as resource rooms, lobbies, and hallways, are divided proportionally according to each partner's share of total staff in the center. Partners may request a review of the Resource Sharing Agreements (RSAs) if staff relocations impact the allocation of square footage. Additionally, the operational costs of the comprehensive centers in Clovis and Roswell are distributed among internal and external partners based on the benefits each partner program receives.

Provision of Accessibility for English Language Learners

- V. Describe how entities within the One Stop delivery system, including One Stop Operators and One Stop Partners will provide for the accessibility for English language learners.

To ensure that language barriers do not limit access to service provision, American Job Centers in the eastern area are equipped to provide translation services, with a particular focus on Spanish, the most widely spoken non-English language in New Mexico. Bilingual staff members are actively recruited to meet this need, and when bilingual staff are not available, telephonic interpreter services through Linguistica, a service that provides telephonic translation and interpretation assistance, are offered. For individuals who are hearing impaired, sign language interpreters and translators are contracted as needed. Also, most written materials, including orientation information about workforce system services, are available in both English and Spanish to facilitate effective communication.

Additionally, the local area utilizes the state's New Mexico Workforce Connection Online System (NMWCOS), which provides a portal for basic career services and links to the Unemployment Insurance website through single sign-on. Both systems are accessible in English and Spanish.

Individuals identified at American Job Centers (AJC) will be referred to the Adult Education and Literacy (AEL) program. Serving English Language Learners (ELLs) is a high priority for our Title II partners, as providing English language instruction is a core component of the Adult Education and Family Literacy Act (AEFLA). This includes English language acquisition activities and Integrated English Literacy and Civics Education when needed, as outlined in Section 203 of WIOA. Although offering ELL programs is not a mandatory requirement for AEFLA subgrantees, all applicant programs must assess the need for such services in their respective areas.

E. Service Implementation

1. Youth

- I. Provide a description and assessment of the type and availability of youth workforce investment activities in the local area including activities for youth with disabilities and other barriers such as homeless youth, foster and former foster youth, and expecting or parenting youth.
- II. Describe how the local board is planning or working to fulfill specific youth requirements as laid out in the WIOA including:
 - How the board is providing for the 14 required youth service elements;
 - Approach toward meeting the 20% work experience, including the use of registered apprenticeship as a service strategy;

- Approaches toward meeting the 75% OSY minimum expenditure;
- A description of changes in the youth providers' service delivery models;
- A description of any changes in outreach activities around youth; and
- Any changes in youth case management approach including the use of supportive services

EAWDB and its youth committee recognize that investing in our youth is an investment in our future. Alignment of partner services is not only a WIOA requirement but a necessity when serving the youth population. The EAWDB and subrecipient continue to align the provision of and access to services with the oversight and support of the Youth committee. The program's service delivery is regularly reviewed to drive continuous improvement and to develop innovative strategies aimed at attracting and retaining youth participants as well as to evaluate the quality of services being provided.

In rural New Mexico, services to youth and their availability vary in each local community. For example, many communities lack local access to alternative high schools, high school equivalency tutoring, and/or testing; homeless programs; mental health and/or substance abuse counseling; post-secondary or CTE training; transitional foster care; pregnancy/parenting support; or vocational rehabilitation services. With the rurality of the area and the inconsistencies in service availability, it is imperative that the partners, community leaders and CEOs work together to bridge gaps to develop solutions to provide access to much-needed services and support.

A variety of youth workforce activities are available, tailored to meet the needs of young individuals, including those with disabilities and other barriers to employment, such as homeless youth, foster and former fostered youth, and pregnant or parenting youth.

The subrecipient, with the one stop operator, developed a great collaboration with local vocational rehabilitation agencies to ensure a seamless integration of service provision. These partnerships provide youth with comprehensive support, including career counseling, job placement, and follow-up services, to ensure better opportunities to sustain employment. The one stop operator ensures all workforce centers provide access to assistive technologies that cater to various disabilities empowering youth customers to fully participate in training programs and work environments. As mentioned above, the subrecipient provides reasonable accommodations for youth with disabilities as a supportive service.

Recognizing the unique challenges faced by homeless youth, a range of resources and supportive services intend to stabilize their living situation and equip them with the skills needed for school, training, and employment. In the east, we collaborate with local housing authorities and shelters to provide temporary housing solutions. These partnerships help homeless youth secure safe and stable living conditions, which are critical for successful participation in workforce programs.

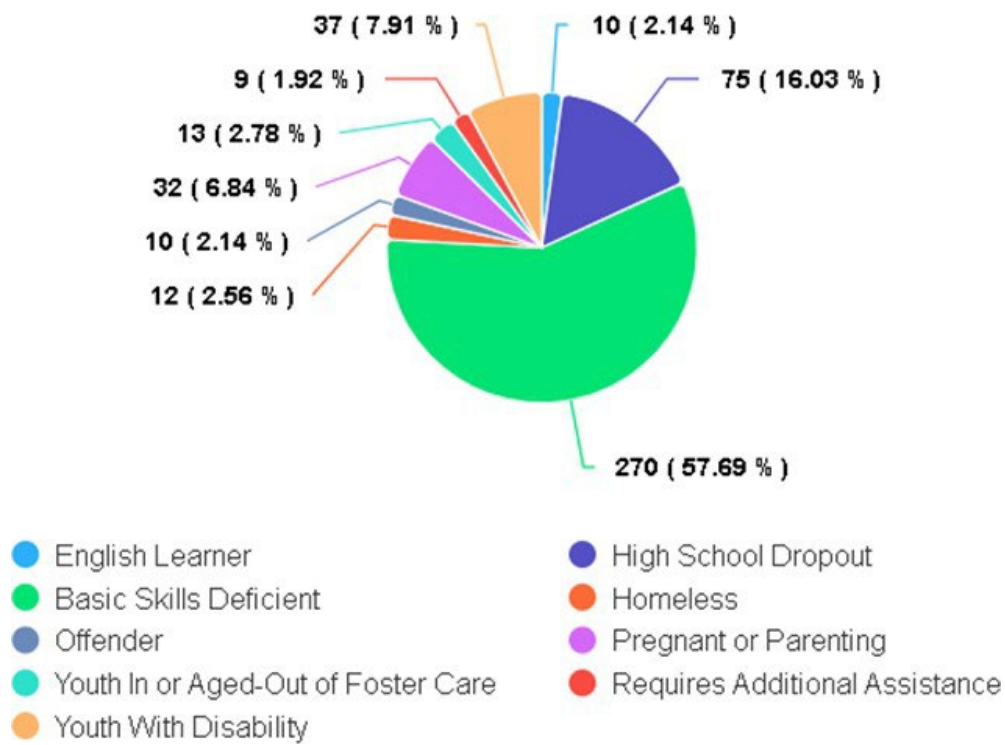
Financial literacy, one of the 14 WIOA youth program elements, is a key component of our approach, offering workshops and one-on-one counseling to help youth manage their finances, establish savings, and plan for their future. Local career coaches work closely with partners in each community to develop and foster the most collaborative environment possible to help youth succeed. This includes working with various community organizations to help bridge gaps to find solutions that fit the needs of the youth we serve. For example, working with local community leaders, partners, and organizations to identify temporary housing possibilities for homeless youth in communities that do not offer or have minimal access to those services.

Foster and former fostered youth also face significant barriers as they transition to adulthood. Some services are designed to address these challenges through life skills training, education support, mentorship programs, and transition planning. The subrecipient has collaborated with different rehabilitation and foster care centers in several counties offering collaborative group case management for these individuals.

Pregnant and parenting youth require specialized support to balance their roles as parents with their educational and career goals. The east will focus on meaningful resources that will provide flexible scheduling, support networks, and parenting classes when needed. Currently the local staff are working with different education programs that accommodate the demands of parenting, offering flexible schedules for their education programs such as alternative high schools, Adult Education and Literacy (AEL), and online schools that the subrecipient is collaborating with to better serve youth. Youth participants are also referred to temporary assistance for needy families (TANF) and to the children, youth, and family division (CYFD) to apply for additional assistance when needed. Career coaches collaborate closely with enrolled parenting youth to identify service gaps and provide the necessary support to help them participate in training and work-based learning opportunities. Acting as system navigators, the career coaches assist in applying for and coordinating various services, ensuring the youth have the resources needed to succeed.

Many eligible youth participants in the area face multiple barriers to both employment and post-secondary education. The EAWDB, one stop operator, and Title I team work diligently to identify and communicate available community resources and to build strong relationships with these partners. However, due to the disparity in available services, the area's Title I Youth provider is responsible for ensuring access to and delivery of all 14 WIOA program elements. A graph is provided below showing the percentage of youth with barriers served in program year 2023.

Youth With Barriers



Source: Workforce Connection Online System (WCOS)

Youth facing significant barriers to employment are referred to partner programs with the most expertise in serving that population. The board then collaborates to support those programs' efforts and integrate WIOA program elements into the youth's individual employment plan (IEP). For example, youth with disabilities are referred to the Department of Vocational Rehabilitation (DVR) for assessment and eligibility determination. If they qualify for DVR services, DVR becomes the primary point of contact for identifying the best training path for the participant. The WIOA career coach aligns the youth's IEP goals with the DVR employment plan. Similarly, services for youth in or aging out of foster care are coordinated with the CYFD case manager.

Tutoring services are provided through several mechanisms. Where appropriate tutoring and study skills training are coordinated through co-enrollment with AEL programs. When this is not possible, career coaches may: provide direct tutoring to youth; pay a stipend to one youth to tutor another; or locate and contract with a qualified tutoring service. Many youth participants are actively enrolled in education support programs that assist with high school completion or high school equivalency (HSE)

attainment. Strong partnerships with the AEL program continue to work well for attainment of a high school equivalency.

Connections with high schools and alternative high schools throughout the region are expanding, especially for youth with an IEP. Other partner connections involve the Roswell Job Corps Center and NM Youth Challenge Academy. Both programs provide a dedicated support system for youth in attaining their high school equivalency. The youth program also uses a tool called Study Buddy that can be issued to students to help with their High School Equivalency preparation. The tool continues to be exceedingly popular with the students and has yielded excellent results.

When a high school dropout enrolls in the program, every effort is made to re-engage them in secondary education. There are alternative schools in the area and since the pandemic, there has been a notable increase in the number of homeschooling options and online secondary schools which are utilized to support youth in the region.

Job readiness training, including essential soft skills development such as communication, teamwork, résumé writing, and interview techniques, is offered to youth through the Career EDGE platform. Career EDGE features comprehensive training modules, life skills and professional development tools, interview simulations, and résumé-building resources, along with assessments and labor market information. Specifically designed for our region, Career EDGE enables participants, especially those in rural areas, to access these critical soft skills training through a convenient, web-based platform. The Career EDGE interview simulator is a tool that helps job seekers prepare for interviews by providing a mock interview experience. It provides tips on proper interviewing etiquette, provides a mock interviewer who asks common job interview questions and allows job seekers to record and critique their mock interview.

Work Experience activities can include summer employment opportunities, employment opportunities available throughout the year, internship and job shadowing, pre-apprenticeship programs, on-the-job training, and virtual work experience opportunities. The subrecipient, in conjunction with the one stop operator and apprenticeship coordinator will continue to work together to identify more opportunities for paid internships, pre-apprentice and apprenticeship training for youth that is connected to academic and occupational learning opportunities. As more apprenticeship opportunities are developed and made available in the area, youth will be encouraged to participate in apprenticeship training in their chosen career pathways. The subrecipient is working to align work experience activities with career exploration and educational services to provide a more well-rounded experience for the youth and increase their knowledge of educational and occupational skill requirements within their areas of interests.

To enhance the effectiveness of our occupational skills training programs, the objective is to expand industry partnerships, strengthening connections with local businesses to align training with current

and future labor market demands. The goal is for participants to earn industry-recognized credentials, certifications, or degrees in in-demand sectors and to increase access to these training opportunities for underserved youth populations, including those in rural areas, youth with disabilities, and those facing economic hardships.

To keep pace with the evolving workforce, it is necessary to regularly update training curricula to incorporate emerging technologies and industry trends and to develop pathways for youth to earn stackable credentials, allowing them to progressively build skills and qualifications for advanced training and higher-paying jobs. Another goal for the board is to expand access to online and hybrid training programs that lead to an industry recognized credential, to accommodate youth who face transportation or scheduling challenges, so that all participants can benefit from these essential training opportunities.

Goals for education offered concurrently with workforce preparation and training program element are aimed to develop integrated learning pathways that seamlessly blend academic instruction with vocational training, ensuring that youth gain both the knowledge and practical skills necessary for success in their chosen careers. We will collaborate with educational institutions and industry partners to create dual-enrollment opportunities, allowing participants to earn academic credits while receiving hands-on workforce training.

Additionally, we plan to implement contextualized learning approaches, where academic subjects are taught through the lens of specific industries, making education more relevant and engaging for the youth participant. Our goal is to increase the number of youths who complete both their educational and vocational training programs, leading to a higher rate of credential attainment and employment. This integrated approach will better equip youth with the skills and qualifications needed to excel in today's competitive job market. The youth provider continues to develop On-The-Job training opportunities for participants. On-the-job training opportunities help employers with placement and to place youth on a career pathway.

To enhance leadership development opportunities programs, we aim to create a diverse range of activities that foster leadership skills and personal growth among youth. The board has set goals to establish mentorship programs with the Roswell Job Corps Center, NM Youth Challenge, and AEL that already pair participants with experienced leaders who can provide guidance and support, while also facilitating leadership training workshops. Also, we will work to introduce opportunities for youth to lead and organize peer-led initiatives, empowering them to take charge of their own development and that of their peers. By providing these comprehensive leadership development opportunities, it is intended to equip youth with the skills and confidence needed to become effective leaders and active contributors in their communities and future careers.

Like tutoring, adult mentoring services are provided through a variety of mechanisms. They receive consistent mentoring and coaching from their career coaches as they work through the program goals. As mentioned previously, goals are to establish mentorship programs with Roswell Job Corps Center, NM youth Challenge, and Adult Basic Education that already connect youth with experienced leaders as mentors. They can also receive mentoring through work site supervisors when appropriate. Additional mentors are identified and utilized as appropriate to meet the needs of each individual youth and are sought to assist these youth in transitioning to the world of work and training.

Supportive services are an integral component of the WIOA Title I youth program. Supportive services provide necessary support to maximize the success potential of youth. Supportive services are utilized to assist with things such transportation, emergency housing assistance, appropriate work attire or protective gear, child or dependent care, reasonable accommodations for youth with disabilities, legal aid services, auto repairs, assistance with post-secondary education books or fees, or payments and fees for employment and training related applications, test, and certifications as well as to incentivize program goal completion such as attainment of high school equivalency (HSE) or post-secondary credentialing, obtainment of unsubsidized employment, and completion of post-test indicating a skill level gain for measurable skills gain.

To strengthen follow-up services, a comprehensive support system that continues to assist youth after they complete their initial program participation is created. Our goals include implementing a structured follow-up plan that provides ongoing career counseling and job retention support for at least 12 months post-program. We will establish regular check-ins and progress reviews to address any emerging challenges and offer tailored guidance to help participants achieve their long-term career goals. Additionally, we plan to enhance our referral network to connect youth with additional resources, such as further training opportunities, advanced education programs, and community support services. Through these initiatives, we seek to provide continuous, meaningful support that helps youth transition smoothly from program completion to long-term professional achievement.

To enhance comprehensive guidance and counseling services, the board, and its subrecipient have common goals that include expanding individualized career counseling to address each participant's unique needs and aspirations. Career coaches provide regular one-on-one sessions that cover career exploration, goal setting, and personal development. Additionally, we plan to integrate specialized counseling for issues such as mental health, substance abuse, and financial literacy to offer holistic support. We will also develop and distribute targeted resources to help participants navigate their educational and career pathways effectively. This comprehensive approach will ensure that participants receive the guidance and support necessary for long-term success. The EAWDB recently updated the Youth Services Policy that allows mental health assessments more accessible under WIOA.

Financial literacy education program includes exploring new curriculum to cover essential topics such as budgeting, saving, investing, understanding lines of credit and to offer interactive workshops and

online modules that engage participants and provide practical, real-world applications. Partnering with financial experts to deliver hands-on training and personalized financial coaching is crucial when delivering financial literacy services to youth participants. The goal is to equip youth with the skills and confidence to manage their finances effectively, setting them on a path toward long-term financial stability and independence.

The entrepreneurial training program, piloted in collaboration with five AEL programs, has successfully supported Title I eligible youth through five cohorts since 2022. This immersive training involves co-enrolling participants in the WIOA Title I program for comprehensive case management and access to additional program elements and services. Youth participants work in teams to research, plan, and pitch a business idea, with a curriculum that combines project-based learning with online modules designed to enhance their skills. While the training can be completed in as little as thirty days, it typically spans three months to a year, depending on the team's pace. Pre and post-tests are used to measure improvements in critical thinking and analysis skills. Feedback from employers has confirmed that participants who undergo this entrepreneurial training tend to excel as employees, demonstrating a thorough understanding of the broader business landscape.

Career exploration and guidance activities focus on career planning and counseling, helping youth identify their interests, skills, and potential career pathways. Staff utilize the NMDWS website, NM Career Solutions resource page with their participants to identify careers of interest. The Career Exploration and Why I Work tools are great mechanisms to use to translate the information appropriately to the youth population. Staff also utilize the New Mexico Workforce Connections Online System (NMWCOS) to provide youth with updated labor market and employment information.

Youth with high school diplomas or HSE are encouraged to enroll in post-secondary education leading to a credential that is linked to career pathways in high demand occupations. To support youth in preparing for and transitioning to post-secondary education and training, staff offer tailored guidance, academic support, and access to resources that facilitate this critical step. Staff provide college and career counseling and help with financial aid applications. Youth staff connect the youth with the TRIO program, if available on campus, for mentorship opportunities and exposure to post-secondary institutions through campus visits and tours. Other connections that are made are with other student outreach programs located in the post-secondary institutions that help in preparing students in the post-secondary institutions. Staff equip youth with the knowledge and confidence needed to navigate the transition successfully, ensuring they are well-prepared to pursue further education or vocational training.

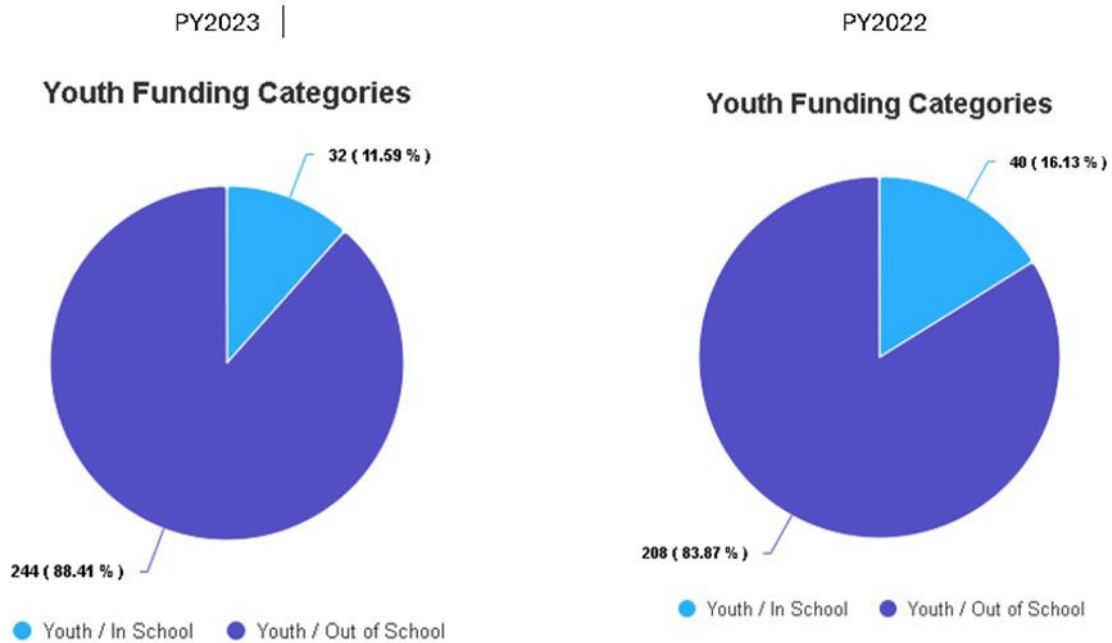
With WIOA's increased emphasis on developing skills essential for success in the workplace, the Act mandates that 20% of youth funds be allocated to work-related activities. The EAWDB has long recognized that direct engagement with employers in a real work environment is the most effective way to learn appropriate workplace behaviors, interpersonal and transferable skills, and a strong work

ethic. As such, this has always been a priority for the board and its youth program. The only challenge the area has faced in meeting this requirement, even under WIA, was during the shutdown caused by the pandemic.

Like the work experience requirement, the youth program in the east shifted seamlessly into the 75% out of school expenditure requirement. Below is a comparison chart of the youth funding categories for program years 2023 and 2024, showing the funding percentages comparisons. Training providers in the east have partnered with and recruited heavily from the adult education programs. With the expanded age range under WIOA the outreach through this program expanded.

A strengthened partnership and co-enrollment model have been established between the EAWDB and the Roswell Job Corps Center (RJCC) to enhance services for youth enrolled in the program. This collaboration also facilitates a seamless transition for program completers by connecting them with local American Job Center staff in their home areas, ensuring they receive continued support and assistance with job placement upon their return.

The subrecipient has forged a strong partnership with the New Mexico Youth Challenge (NMYC) in Chaves County, delivering work readiness skills to cadets through the Career EDGE platform. This collaboration has been instrumental in equipping NMYC cadets with essential soft skills, résumé-building tools, and interview preparation resources. Over the past four cohorts, the subrecipient has been actively involved in co-enrolling NMYC cadets into the WIOA youth program, ensuring they receive comprehensive support and resources to transition successfully into the workforce. This ongoing partnership continues to enhance the career prospects of participating cadets, helping them achieve their professional goals.



Workforce Connection Online System (WCOS)

As previously discussed elsewhere in this plan, the board’s WIOA Title I youth provider continues to utilize the virtual services platform offered by Career Edge to expand and enhance services to youth. The platform has many tools that assist with delivery of the 14 WIOA program elements. The Title I provider is currently utilizing the Career Edge platform that provides a workflow and fillable forms that will offer the ability for a youth participant to apply for services from their mobile device or a computer and securely upload eligibility documents. Individuals can request a meeting with a career coach virtually or request a virtual appointment. WIOA system partners with co-enrolled customers can be provided service reports from Career Edge to work collaboratively to achieve service strategy goals and objectives for both programs without duplication. This helps keep youth engaged and allows program staff to accurately record and uniformly report services provided to those individuals within the system. The ability to provide virtual access to the workforce system, including face to face meetings with their career coach or partners, provides youth in rural and remote areas access to the entire workforce system.

In program year 2023, the youth team successfully rebranded and renamed the WIOA youth program in the eastern region, making it more relatable to potential participants and their communities while aligning with the program’s mission. Proposed names were presented to both the Youth Committee and the One-Stop Services Committee, with the final name revealed at the EAWDB board meeting. The youth program, now called "Unearthing Future Opportunities" (UFO), reflects the creativity and aspirations of the young people it serves. This participant-driven branding initiative has also sparked

efforts to develop a more engaging and age-appropriate array of services. The program's new logo is displayed below.



The subrecipient, with assistance from the board, one stop operator, NMDWS, and partner agencies and employers throughout the region, hosted the 3rd Annual Unearthing Future Opportunities Conference in Clovis, New Mexico. The first conference was held in Roswell, New Mexico, and the second in Ruidoso, New Mexico. These transformative events empowered individuals aged 16-24, offering them unique insights into various professions and featuring inspirational speakers. The conference successfully served approximately 150 participants from across eastern New Mexico, spanning 12 counties. This initiative is committed to breaking down barriers and supporting at-risk individuals through professional growth and development. The conference focused on those facing challenges such as low income, justice involvement, foster care, homelessness, disabilities, teen parenting, and dropping out of school. Each conference featured over 30 speakers and had a positive impact on the attendees, motivating them to strive for improvement and goal setting.

2. Adults and dislocated workers

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

The American Job Centers (AJCs) in the eastern area house staff from the WIOA adult/dislocated worker and youth programs, as well as Wagner Peyser (WP). This setup ensures that a comprehensive range of WIOA basic and individualized career and training services is available across all twelve counties. While some counties offer services on an itinerant or as-needed basis, as detailed in the one-stop office listing in Attachment C, the full spectrum of services outlined below is accessible to individuals in the region. AJC staff provides many employment and training services to adults and dislocated workers through the centers. These services are designed to address the diverse needs of job seekers, including those facing significant barriers to employment.

Basic career services include but are not limited to:

- Adult, Dislocated Worker and Youth program eligibility determination;
- Outreach, intake and orientation to information and other services available through the one stop delivery system;
- Initial Assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities and supportive service needs;
- Labor exchange services;
- Provision of referrals to and coordination of activities with other programs and services including those within the one-stop delivery system, and when appropriate, other workforce development programs;
- Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional and national labor market areas;
- Provision of performance information and program cost information on eligible providers of training services by program and type of providers;
- Provision of information about how the local area is performing on local performance accountability measures and any additional performance information relating to the area's one stop delivery system;
- Provision of information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance,
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA; and
- Provision of information and assistance regarding filing claims under UI programs.

Individualized career services must be provided when deemed appropriate to help individuals obtain or retain employment. These services include, but are not limited to:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers;

- Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her goals;
- Group and/or individualized counseling and mentoring;
- Career planning and/or case management;
- Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;
- Internships and work experience linked to careers;
- Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, training or employment;
- Financial literacy services;
- Out of area job search assistance and relocation assistance;
- English language acquisition and integrated education and training programs.
- Follow-up services as appropriate.

Training services should be aligned with in-demand employment opportunities either within the region or in areas where the adult or dislocated worker is willing to commute or relocate. The selection of training services must prioritize customer choice, focus on in-demand occupations, be guided by the performance of relevant training providers, and be coordinated with other available sources of assistance according to WIOA sec. 134(c)(3)). Training services include, but are not limited to:

- Occupational skills training linked to in-demand occupations;
- On-the-Job Training;
- Incumbent worker training;
- Apprenticeship;
- Skills upgrading and retraining;
- Entrepreneurial training, and
- Transitional jobs.

Services tailored to specific populations, such as displaced homemakers and individuals with disabilities, include targeted outreach and comprehensive case management. These services assess individuals holistically to identify their unique needs to better customize requested services accordingly. Additionally, as highlighted elsewhere in the local plan, training and cross-training for

partner programs will be provided and adjusted based on identified needs. Case management training for individuals with disabilities or multiple barriers to employment will be sought from partner staff and programs recognized as subject matter experts in these areas, such as those specializing in services for individuals with disabilities and disabled veterans.

In program year 2023, WIOA Title I, the operator in partnership with Mountain View Vocational Institute (MVVI), the New Mexico Department of Corrections (DOC) and the New Mexico Motor Vehicle Division (MVD) built on the “Prison Project” previously launched in 2019. The prison project is a collaborative initiative between the above-mentioned community partners working together to address major challenges faced by justice-involved individuals as they reintegrate into the community. Since its inception, the prison project’s primary focus has been on equipping incarcerated individuals with employability and occupational skills to enhance their employment opportunities upon release. Another major focus with this project is to provide a trained workforce to businesses that have high employment vacancies and reduce recidivism rates.

This collaboration allowed the Title I team the opportunity to enroll a small cohort of incarcerated individuals in a Commercial Driver's License (CDL) training program. MVVI brought their trucks directly to the Roswell Correctional Facility to conduct the driving portion of the training. Upon successful course completion, the MVD administered the written portion of the Class A License within the facility. Once these individuals are released, the goal is to provide them with career services. The American Job Center teams will assist with job search, resume building, and finding gainful employment post-release.

3. Individuals with Disabilities

- I. Describe how individuals with disabilities will be served through the one-stop center system in the local area, including copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one stop delivery system. This includes cooperative agreements between the LWDB and the local office of a designated state agency administering programs carried out under the Rehab Act, with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information and resources, cooperative efforts with employers, and other efforts at cooperation, collaboration and coordination, such as improving or creating referral processes, joint enrollment and case management.

Through the Board's Individuals with Disability Committee, the EAWDB and its operator meet with DVR regional staff to foster a highly integrated system across programs. These discussions focus on enhancing collaborative and coordinated case management and improving co-enrollment processes.

The operator will continue to work closely with DVR to enhance the accessibility of services for individuals with disabilities, including those with visual impairments or blindness, ensuring that all customers receive equitable access to the resources and support they need.

As part of the cross-training initiative aimed at enhancing staff capabilities, several AJC staff across the region are enrolled in the University of New Mexico's College of Employment Services (CES) program to obtain their Certified Employment Support Professional (CESP) certification. This comprehensive training includes 11 self-paced learning modules, totaling 26 hours of content.

The modules cover a range of essential topics:

- Foundations of Employment Services
- Funding Employment Services
- Principles of Career Development
- Networking
- Using Work Incentives to Increase Self-Sufficiency
- Strategies for Job Development (Parts 1 and 2)
- Business Perspectives
- Job Creation
- Performance Coaching and Supports (Parts 1 and 2)

Upon completion, local staff will be equipped with the knowledge and skills necessary to provide integrated employment services tailored to individuals with disabilities.

4. Veterans

- I. Describe the board's strategic approach to serving Veterans to improve employment outcomes for this population, including priority of service efforts.

Veterans and covered persons in the eastern area are given priority for all services offered at the American Job Centers (AJCs), including 24-hour access to newly posted job orders. This priority aligns with the state combined plan and adheres to state and federal policies and regulations. For programs that have specific eligibility criteria, veterans and covered persons must meet those requirements to receive priority service. In programs targeting specific populations without specific eligibility requirements, covered persons are given the highest priority for enrollment, like the priority applied in universal access programs. The EAWDB ensures that the AJCs in the local area implement a Veterans Priority of Service standard that complies with the state combined plan and the law.

When veterans enter an AJC and identify themselves as veterans, staff conduct a one-on-one initial assessment to determine if they face significant barriers to employment. If no significant barriers are identified, the veteran is referred to WP employment services staff for registration, completion of background information, and further needs assessment. Skills development and employment services

staff, in collaboration with local veterans' employment representatives (where available), assist with the veteran's training and employment needs.

The Disabled Veterans Outreach Program (DVOP) staff actively engage with the local veteran community throughout the region by visiting Veterans of Foreign War (VFW) offices and the area's two military bases. During these visits, they provide valuable information to transitioning service members and their families about the services available to them through the Workforce Connection Centers. This outreach ensures that veterans and their families are aware of the resources and support available to assist them in their transition to civilian employment.

The board and one-stop operator will collaborate with area-wide partners to implement targeted outreach strategies aimed at serving veterans who face significant challenges in accessing services, such as those who are incarcerated or disabled. These efforts will also work to engage employers, with a focus on emphasizing the valuable skills that veterans bring to the workforce. By highlighting the unique capabilities and experiences of veterans, the board and its operator aim to foster stronger connections between veterans and potential employers, improving employment outcomes for this population.

5. Migrant Seasonal Farmworkers

- I. Describe, as appropriate, the board's approach to serving migrant seasonal farmworkers within its respective area to increase education and employment outcomes for this population.

The Eastern area has a smaller population of migrant and seasonal farmworkers (MSFWs) compared to other regions in the state. When MSFWs seek services at the center, they are provided assisted with services tailored to meet their specific needs. Identification of MSFWs triggers coordination with the New Mexico Department of Workforce Solutions (NMDWS), which employs full-time outreach staff to connect with migrant workers and deliver necessary services. Additionally, collaboration occurs with the local National Farmworker Jobs Program (NFJP) when relevant.

6. Native Americans

- I. Describe, as appropriate, the board's approach to serving Native Americans within its respective area to increase education and employment outcomes for this population.

The EAWDB is committed to enhancing education and employment outcomes for Native Americans in the eastern area through a culturally responsive and inclusive approach. Recognizing the unique challenges and needs of this population, the board is dedicated to ensuring effective support and service delivery for Native Americans in the region.

The WIOA administrator on the Mescalero reservation refers individuals to the Title I programs located in Alamogordo or Ruidoso, depending on their location, when it is deemed beneficial for their needs. The EAWDB is dedicated to expanding services for Native American populations and is actively working to enhance staff competencies in cultural sensitivity. This ongoing effort aims to improve the effectiveness of service delivery and better address the unique needs of Native American communities.

The EAWDB has also worked closely with tribal administration and leadership to assist in response and recovery efforts resulting from the wildfires.

7. Individuals with low income

- I. Describe how the board will identify and work with low-income individuals, including any plans to coordinate locally with the TANF program to serve this population as well as to serve TANF exhaustees.

The Eastern Area Workforce Development Board (EAWDB) is committed to supporting low-income individuals, including those receiving Temporary Assistance for Needy Families (TANF) benefits, TANF exhaustees, and individuals who receive Supplemental Nutrition Assistance Program (SNAP) benefits. To effectively identify low-income individuals, the EAWDB leverages information from local agencies, including the New Mexico Human Services Department's (HSD) SL Start/Career Link program, which plays a critical role in this effort. Collaboration with SL Start/Career Link and other local community organizations allows for outreach and identification of individuals who could benefit from additional support offered through local AJCs.

While numbers of individuals that have exhausted TANF benefits are low in the east, it is important to support these individuals when they do visit our AJCs. To provide continued assistance, the board will:

- Increase partnership and collaboration with the TANF program to identify individuals before they exhaust their benefits to transition them off benefits and support them during the transition.
- Tailor Services: Offer specialized services to address the unique needs of TANF exhaustees, such as job search assistance, resume building, and career counseling.
- Provide Access to Training and Education: Exhaustees are given priority for enrollment in training programs that align with in-demand occupations. Staff will coordinate with training providers to ensure these individuals receive the skills necessary for sustainable employment.
- Continued Coordination: Maintain ongoing communication with TANF program staff to monitor progress and address any additional needs that may arise during service delivery.

The EAWDB will seek additional opportunities to expand its services to low-income individuals and TANF participants. This includes increasing staff competencies regarding cultural and socioeconomic differences to provide more effective support. Strong partnerships with TANF programs and other

community resources will create a comprehensive support network that enhances education and employment outcomes for low-income individuals in the eastern area.

8. Older Individuals

- I. Provide a description of how the local board will coordinate WIOA title 1 workforce investment activities with the Senior Community Service Employment Program (SCSEP) to serve the employment needs of older individuals.

The Senior Community Service Employment Program (SCSEP) has a longstanding and productive partnership with the EAWDB and its local AJCs. This program focuses on two primary objectives: helping income-eligible New Mexicans aged 55 or older secure employment and offering community service opportunities through paid, part-time training positions.

When appropriate, SCSEP participants are referred to staff at the AJCs for assessment and eligibility determination. This collaboration ensures that older adults receive tailored support and access to valuable resources that facilitate their successful transition into employment while contributing to their communities through meaningful service opportunities.

9. Individuals with Low Literacy Levels

- I. Provide a description of how the local board will coordinate WIOA title 1 activities with AEL activities under WIOA title II. Describe the joint planning processes planned or underway that will enhance the provision of services to individuals receiving adult education services, such as cross training of staff, technical assistance, sharing resources, sharing of information, cooperative efforts to improve or create referral processes, joint enrollment, and case management. Include how the local area will carry out the review of local applications submitted under title II.

At the AJCs, a basic skills assessment is conducted for all individuals seeking services who do not have a recent assessment, such as a TABE. If the assessment reveals a need for basic skills improvement, particularly for those without a high school diploma or those interested in on-site learning opportunities, individuals are referred to the Adult Education and Literacy (AEL) program. The AEL program provides further evaluation and targeted services to address these needs and support educational advancement and the partners determine if co-enrollment is appropriate. For individuals that would like to work on their own, they are instructed on how to access online resources to improve their basic skills, like Alison courses through the NMWCOS.

The Title I youth and AEL programs have been well aligned for quite some time. and coordinate services to co-enrolled customers regularly. The operator will work with the Title I program to increase co-

enrollment between the Title I adult/dislocated worker and AEL programs to increase access to support activities and career planning to those individuals.

F. Coordination of services across programs

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

1. Wagner Peyser

- I. Provide a description of plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner Peyser Act services and other services provided through the one-stop delivery system.

The Eastern Region comprises seven offices, each serving various customer groups within their local communities. While each office caters to a unique subset of customers, they all share a common objective: to offer exceptional customer service and earn the trust of those they assist. This trust enables customers to follow the guidance provided by their career coaches, who are dedicated to guiding individuals toward long-term, meaningful employment. In addition, each office supports employers through a range of business services, including, but not limited to, connecting employers with qualified job seekers, organizing employment events, providing information on Work Opportunity Tax Credits and Federal Bonding, and facilitating job development and on-the-job training opportunities. These business services aim to bridge the gap between employers and job seekers.

The New Mexico Workforce Connection Offices in the Eastern Region are in Hobbs, Carlsbad, Artesia, Alamogordo, Ruidoso, Roswell, and Clovis. Each office is tasked with serving a diverse range of customers, including Unemployment Insurance (UI) claimants, veterans, eligible veterans, and job seekers looking to obtain employment. Office staff also assist referrals from various partners, such as the Step-Up program from the Child Support Enforcement Division, returning citizens referred by justice system partners, Temporary Assistance for Needy Families (TANF) referrals from New Mexico Works, under-employed individuals, WIOA Title I UFO (youth), WIOA Title I Adult and Dislocated Work Programs, English Language Learners (ELL), and walk-in customers facing employment barriers.

Basic Career Services are available in each office and delivered by Wagner-Peyser (WP) staff in coordination with other one-stop partners. WP Employment Services staff may also make available Individualized Career Services, particularly for those individuals with barriers to employment. WP employment services staff work with the EAWDB, the One Stop Operator team, and other workforce partners, to effectively serve both employers and jobseekers. Workforce Connection staff in each office coordinate customer flow and service delivery with internal partner staff to ensure great customer service and complete customer satisfaction. The customer experience begins with a welcome from Workforce Connection staff at the front desk. All Workforce Connection staff are trained to deliver customer service from the front desk to identify the needs of the customer and their next steps. Effective case management involves regular follow-up with customers to ensure their needs are being met. Additionally, follow-up is crucial for tracking the success of job seeker-employer connections, documenting outcomes, and reconciling filled positions.

Business Services play a crucial role in connecting employers who need recruitment assistance with job seekers working with Workforce Connection staff. Business Services staff are instrumental in organizing and facilitating events that offer networking opportunities between job seekers and employers within each community. Area Managers in each office are tasked with achieving a 15% penetration and retention rate with services provided to established employers in their respective counties. This target aims to boost employer activity in the New Mexico Workforce Connection Online System (NMWCOS), resulting in more frequent and effective connections between job seekers enrolled in career services and potential employers.

New WP and internal partner staff in each office receive training to assist with unemployment insurance (UI) claims and perform initial career readiness assessments. It is essential for each new claimant to be enrolled in Wagner-Peyser career services to ensure they receive the necessary support and to determine potential eligibility for partner programs. Office staff will enroll claimants in Wagner- Peyser as part of the new unemployment claim process.

UI claimants may follow one of two pathways:

1. **Scheduled Appointment:** A UI Customer Service Agent (CSA) will schedule an appointment 48 hours in advance for claimants to visit the local office and begin career consultation after their initial claim is processed. Workforce Connection staff will provide a courtesy call prior to the appointment to initiate service.
2. **Identification Issues:** Occasionally, new claimants may face account lockouts due to fraud prevention measures. These claimants are directed to the local office to provide proof of identity, which is then faxed to the New Mexico Department of Workforce Solutions (NMDWS). NMDWS has established a rapid claim unlock procedure using a chat function to expedite the process, allowing for better customer service and facilitating Wagner-Peyser enrollment while the claimant is in the office.

Wagner-Peyser staff will enhance case management and customer support by engaging with clients at the start of a new UI claim. Completing Wagner-Peyser enrollment, along with a thorough profile review and assessment, is essential for maximizing the chances of connecting clients with suitable employers or resources. Additionally, opportunities for co-enrollment are identified during a claimant's Re-Employment Services (RESEA) meeting, and customers who are co-enrolled in partner programs will benefit from integrated, collaborative case management.

2. Rapid Response

1. Provide a description of how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities.

The New Mexico Department of Workforce Solutions (NMDWS) employs a full-time Rapid Response Coordinator who oversees services for individuals facing layoffs or business closures. Once a Worker Adjustment and Retraining Notification (WARN) or layoff notice is received, local board staff engage in rapid response activities. Wagner-Peyser, WIOA, and Unemployment Insurance teams conduct site

visits to assist both employers and employees with job search registration, UI registration, and initial eligibility assessments for career and training services. The team also provides information on services available through the WIOA adult and dislocated worker programs and other services offered at our Workforce Connection Centers. These rapid response activities are delivered collaboratively across all partners.

3. Secondary and postsecondary education system

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

The EAWDB, through the one stop team will continue to cultivate strong partnerships with secondary and postsecondary educational institutions to ensure alignment between educational programs and workforce needs. Regular meetings and joint planning sessions will be held with educators, administrators, and workforce partners to discuss current labor market trends, skill requirements, and program effectiveness. Through these meetings, we hope to align curriculum and training programs required by local employers. Additionally, by integrating industry-recognized certification opportunities, portable and stackable credentials, the board will help ensure that students are prepared for in-demand careers.

The EAWDB will leverage the Eligible Training Provider List (ETPL) and work with local training providers to enhance services by ensuring that the training programs available to job seekers are of high quality, relevant to current labor market demands, and align with goals and strategies. The board will work with local providers to align their training programs with the current and projected needs of the current local labor market. This includes collaborating with employers and industry leaders to ensure that training programs are designed to address skill gaps and meet the requirements of in-demand occupations.

The EAWDB will collaborate with entities carrying out core programs to enhance access to activities leading to recognized postsecondary credentials, including industry-recognized certificates or certifications that are portable and stackable by:

- Partnership Development and Collaboration
- Development of Integrated Pathways and Services

- Work to Align Services with Industry Needs
- Ensure Programs are Accessible and Inclusive
- Resource Sharing

The board has established strong partnerships with core program providers, such as secondary and post-secondary institutions, adult education, vocational rehabilitation, and Titles I and III to align efforts in supporting credential attainment and enhancing access for customers to either up-skill or re-skill. Partner engagement will play a critical role in ensuring the above-mentioned collaboration efforts are successful.

4. Supportive Services

- I. Provide a description of how the local board will coordinate WIOA title 1 Workforce activities with the provision of transportation and other appropriate supportive services in the local area.

According to Federal Law, supportive services for Adults and Dislocated Workers are defined in WIOA Sections 3(59) and 134(d)(2) and (3), while youth supportive services include those listed in WIOA Section 129(c)(2)(G). Supportive services are essential assistance services such as transportation, childcare, dependent care, housing, and needs-related payments, which are necessary to enable individuals to participate in activities authorized under WIOA Title I.

WIOA Title I staff assess the supportive service needs of each individual to be enrolled based on an objective assessment and documented justification, as outlined in the participant's Individual Employment Plan/ Individual Service Strategy (IEP/ISS). Participants must demonstrate that they have been denied access to support from all other community agencies or resources, and documentation of this denial is kept in the participants' electronic file. Also, the board has developed local policy to ensure that the coordination and allocation of supportive services is appropriate for each participant.

Supportive services, such as transportation assistance, are coordinated across various partners and service providers in the area. Customers in need of supportive services are referred to partner programs for eligibility determination. Once participants are deemed eligible for assistance through these partner programs, WIOA programs will assess the level of service provided. If additional support is needed beyond what the partner programs offer, WIOA will supplement the services to meet the participants' needs.

Transportation services, like other supportive services, are coordinated to ensure individuals can participate in training and employment-related activities. Efforts are made to provide necessary assistance, including purchasing bus passes for participants as needed. If public transportation is not available or practical, alternatives such as Van Pool Express, Uber, Lyft, or taxi fares may be provided. Mileage reimbursement is also available for personal vehicle use. Additionally, support for car repairs is

offered up to a specified cap. In cases where no other transportation options are feasible and employment or training activities are within a reasonable distance for bicycling, a bicycle may be purchased. Local policy also includes provisions for minor vehicle repairs and Uber or Lyft rides in areas where these services are accessible.

5. Follow-up Services

- I. Provide a description of the board's follow-up policy and procedures for each of the targeted groups in section E.

The board is currently drafting its follow-up services policy, with completion and submission for board review and approval planned for December 2024. The revised policy will mandate follow-up services for individuals at the highest risk of unemployment or economic insufficiency. In compliance with federal regulations, youth participants will receive follow-up services for at least twelve months after exiting the program. To streamline this process, the EAWDB has implemented a follow-up agreement form, which participants must sign and upload to indicate whether they opt in or out of follow-up services.

The same follow-up services will apply to other targeted groups identified in Section E who are receiving individualized career services. Since the performance outcomes of these individuals affect both partner programs, providing follow-up services will be a shared responsibility. Site managers will coordinate with the one stop operator to develop a process that ensures shared responsibility in delivering these services. Additionally, this information will be incorporated into the customer's employment plan (IEP) promptly and effectively.

6. Coordination of Service Priorities

- I. Describe direction given by NMDWS and LWDB to the operator to ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals and individuals who are basic skills deficient.

The NMDWS's guidance for prioritizing career and training services are incorporated into the board's eligibility policy, as outlined in Attachment A. The board has directed the One Stop Operator and service providers to actively perform outreach activities to recruit targeted populations for these services. Title I staff actively participate in outreach activities to obtain a robust applicant pool of individuals that meet the above-mentioned priority categories. When said pool is established, applications for training services are ranked based on the order of priority as set forth in federal, state, and local policies. This ensures that individuals from targeted populations receive prioritized access to career and training services in line with the established guidelines.

7. Coordination of Outreach Efforts

- I. Describe how the local board will coordinate outreach efforts across partner programs for shared customers and target populations.

The board, through its operator, collaborates with partner staff responsible for outreach activities to develop a unified approach. This approach ensures that potential customers receive pertinent partner information about all available services within the workforce development system in the east and clear guidance on how to access them.

Much like previous years, the board utilizes Constant Contact to engage in outreach area wide. Constant Contact is an email marketing platform that assists in creating and sending professional email campaigns, newsletters, and other marketing materials. Constant Contact also integrates with social media, making it a versatile tool for managing customer engagement and communication. Constant contact allows the team to reach out to targeted populations in the east through outreach campaigns that include specific information around barriers and priorities.

During program year 2023 the one stop operator team developed a “One Stop Newsletter”. This letter was designed to promote workforce activities taking place in communities throughout the eastern area. The operator anticipates expanding this newsletter to allow for partner agencies to collaborate on and add community events to the letter to reach targeted populations. The one stop operator, with assistance from board staff, is working to increase a more active presence on social media to highlight upcoming events throughout the region. Finally, the team is working to enhance overall online communication through the MyHub platform. MyHub is a centralized digital platform designed for managing information, communication, and coordination among various stakeholders. The team anticipates expanding access to the MyHub platform to support coordinated outreach efforts amongst internal and external partners.

8. Professional Development

- I. Describe how professional development activities will be coordinated across partner programs staff.

Professional development is a vital component of career growth and organizational success. It not only enhances individual skills and job performance but also fosters a culture of continuous improvement that benefits the entire workforce system. In April 2024, the one-stop operator team held an areawide All System Training where internal and external partners participated in a full day of professional development. DWS staff trainers conducted conflict resolution training for frontline staff and managers. Other topics covered were, co-enrollment and performance management, and a partner panel where representatives from WIOA Title I, Title III Employment Services, Department of Vocational Rehabilitation, Adult Education and Veteran Services provided key information to the group about each

of their programs. There was also a question-and-answer session which proved to be extremely valuable. Because of the value this added to the system, we anticipate holding these training sessions at least annually.

Cross-training is vital in the workforce system. As outlined in other sections of the local plan, training and cross-training for partner programs will be conducted and requested as specific needs are identified. The board and operator will continue to work with partners to identify training needs and board staff with the operator will coordinate training for provider and partner staff.

The Certified Workforce Development Professional (CWDP) credential, offered by the National Association of Workforce Development Professionals (NAWDP), recognizes individuals who have demonstrated expertise and competence in workforce development. This certification is tailored for professionals in various roles, including case management, job placement, career counseling, and program management. Currently, the board has four staff members who hold the CWDP certification, along with four Title I Career Coaches. Also, three other coaches are completing their certification

9. Coordination of Referrals

- I. Describe how the board will coordinate customer referrals across partner programs.

Referring customers across area-wide partners has been challenging due to application and technological limitations within the workforce system and the New Mexico Workforce Connection Online System (WCOS). Despite these challenges, the operator has collaborated with partners to implement a referral page within the MyHub platform. As previously mentioned in the local plan, MyHub is a centralized digital platform designed to manage information, communication, and coordination among various stakeholders. The team plans to expand access to MyHub to further support coordinated outreach efforts among internal and external partners. The operator conducted training with partners in late 2022 and the MyHub referral process was fully implemented in January 2023. The operator coordinates training and access to new partners as needed.

10. Coordination with other Partner Programs

- I. Describe any other services provided in the one-stops to support the local workforce development system and customers. Include any coordination plans or activities the board has with any other partner programs such as AmeriCorps, job corps, youth build, mission, graduation, innovate educate etc.

The EAWDB, along with its operator and subrecipient, continually strives to identify community partners who can provide or enhance the services needed to support the success of our participants. The team began a partnership with Job Corp and Youth Challenge in Roswell, NM. Staff are working with these agencies to provide work-readiness opportunities. Youth Challenge cadets have been afforded the

opportunity to utilize Career Edge while enrolled in the Title I program. Career Edge is a professional development and work readiness program designed to help individuals enhance their skills and improve their employability. The program offers a range of workshops, tools, and resources aimed at preparing the cadets for the workforce after completing their time at Youth Challenge.

G. Fiscal and Performance Management

- I. Identify the entity responsible for the disbursement of grant funds described in WIOA sec. 107(d)(12)(B)(i)(III).
- II. Provide a detailed description of the competitive process that will be used to award the sub-grants and contracts for WIOA title I activities. (Please provide a copy of the board's procurement policy or policies, including conflict of interest provisions as a part of **Attachment A.**)
- III. Provide the local levels of performance negotiated with the Governor (NMDWS) and chief elected official consistent with WIOA sec. 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA title I subtitle B, and the one-stop delivery system in the local area, in **Attachment E**. Note: New performance goals are scheduled to be negotiated with NMDWS in September 2022 and will be updated and included with the local plan when completed.
- IV. Describe the actions the LWDB will take toward becoming or remaining a high performing workforce development board.
- V. Describe how training services outlined in WIOA sec. 134 will be provided through the use of individual training accounts, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts, and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.
- VI. Boards may implement a pay-for-performance contract strategy for certain elements, for which the board may reserve and use not more than 10 percent of the total funds allocated to the board under WIOA Section 128(b). Describe any plans the board may have to use pay-for-performance contracts to communicate performance expectations to service providers.
- VII. The local board grant agreements require boards to achieve or exceed a Minimum Training Expenditure Requirement of 60%. Local boards should obligate a minimum of 80% and expend a minimum of 40% of current year funding by the end of the third quarter of the program year. Please report on the local board's expected obligation and

expenditure rates for PY 2023.

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

Responsibility for Disbursal of Grant Funds

- I. Identify the entity responsible for the disbursal of grant funds described in WIOA sec. 107(d)(12)(B)(i)(III).

The EAWDB serves as the administrative entity responsible for receiving and disbursing grant funds. As a governmental agency and instrumentality of the State of New Mexico, as defined by the U.S. Internal Revenue Code, the EAWDB has been designated as the CEO-approved fiscal agent. Additionally, the EAWDB employs a full-time Financial Specialist to assist the Executive Director with managing its financial operations.

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

The EAWDB adheres to the New Mexico Procurement Code (NMAC 1.4.1.1 – 1.4.1.95) for all procurement activities. When required by the code, the EAWDB issues Requests for Proposals (RFPs) for sub-grant awards and contracts. The process includes, but not limited to, the following steps:

- Preparing the RFP: Develops the RFP with five key elements: what the offeror must provide, mandatory and/or desirable responses, parameters or restrictions, submission instructions, and evaluation criteria.
- Review and Approval: The RFP is reviewed and approved by the EAWDB.
- Public Notice: Issues a public notice of the RFP to ensure awareness.
- Bidders Conference: Hosts a conference to provide instructions and address questions from potential bidders.
- Submission Deadline: Establishes a deadline for receiving proposals.
- Compliance Review: Conducts a review for compliance, scores, and ranks proposals.
- Notice of Award: Issues a notice of award and notifies unsuccessful bidders.
- Approval: Secures approval from the EAWDB and, if necessary, the CEO's.
- Final Negotiations: Engages in final negotiations with selected bidder.
- Contract Approval: Approves the contract, with final authorization from the EAWDB and, if needed, the CEO's.

All review processes and final determinations are documented and filed for each procurement.

Local Performance Levels and Fiscal Performance in Grant Agreements

- III. Provide the local levels of performance negotiated with the Governor (NMDWS) and chief elected official consistent with WIOA sec. 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA title I subtitle B, and the one-stop delivery system in the local area, in **Attachment E**. Note: New performance goals are scheduled to be negotiated with NMDWS in September 2022 and will be updated and included with the local plan when completed.

The EAWDB continues to address fiscal performance, with noticeable improvements in obligation and expenditure rates. To enhance grant funding expenditure rates, the EAWDB focuses on these key areas:

1. **Staffing and Recruitment:** The EAWDB encourages sub-grantees to achieve full staffing by actively recruiting high-quality candidates, offering competitive salaries that align with required education and experience, and providing robust staff development opportunities.
2. **Board Staffing and Training:** The EAWDB is committed to addressing staffing and training concerns within the board to ensure that funding is used effectively and sustainably.
3. **Outreach and Co-Enrollment:** The EAWDB aims to develop innovative outreach strategies and co-enrollment processes to increase participation and engagement.

The EAWDB Executive Director has submitted the proposed performance measures for Program Years 2024 and 2025 to NMDWS, as required by WIOA Section 16(c). Although these measures are still pending approval, they are designed to evaluate the performance of the local area. The local board will use these measures to assess the performance of the fiscal agent, eligible providers, and the one-stop delivery system in the eastern region.

Becoming a High Performing Board

IV. Describe the actions the LWDB will take toward becoming or remaining a high performing workforce development board.

The EAWDB has maintained its commitment to developing a high-functioning board by focusing on cultivating strategic and policy-driven decision making. This includes enhancing the engagement of the CEO board to ensure increased community oversight and participation. Becoming a high-performing workforce development board also involves several strategies and best practices to ensure effectiveness and regional impact. Here are some essential components to achieve and maintain high performance:

- Clear Vision and Strategic Planning
- Strong Governance and Leadership
- Data-Driven Decision Making
- Partner Engagement and Collaboration
- Focus on Employer Needs
- Effective Service Delivery
- Professional Development and Training
- Fiscal Management and Accountability
- Continuous Improvement
- Compliance and Best Practices

The EAWDB is committed to establishing a forward-thinking vision for workforce development in the east that aligns with regional economic needs, sector focus, and industry trends. By creating comprehensive strategic plans with specific, measurable goals and objectives the EAWDB can maintain its high standards of performance. Another key factor the board is committed to is to establish and monitor performance measures and labor market information to track program progress and to identify areas that can be improved upon.

Fostering strong partnerships with employers, educational institutions, community organizations, and other stakeholders will allow for the board to work collaboratively with partners to align resources, share information, and coordinate services to ensure service delivery efforts are not duplicative and shared participants receive wraparound services when needed. Another important component is

maintaining strong relationships and communication with local employers. By actively engaging with employers the board will better understand their workforce needs and ensure that training and services are aligned with those needs.

Investing in continuous professional development for board members, staff, and subrecipient staff to enhance skills and knowledge is another goal for the EAWDB. The board encourages staff to obtain relevant certifications, like the CWDP as previously mentioned in the local plan, and to attend professional conferences when the budget allows. By implementing the strategies above, the board can strive for continuous improvement.

Provision of Training Services through Individual Training Accounts (ITAs)

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

The Workforce Innovation and Opportunity Act (WIOA) emphasizes training as a critical component in building a highly skilled workforce. Individual Training Accounts (ITAs) remain the primary method of participant funding, with most of the funding directed toward these training accounts. Outreach efforts are ongoing, and Title I career coaches actively encourage jobseekers to pursue training opportunities when appropriate. To maximize participant benefits, training limits are regularly reviewed and updated as needed. Additionally, board staff continuously evaluate policies and procedures to ensure timely payments, clear documentation, and accurate reporting.

Under WIOA Section 134, training services are provided through a combination of Individual Training Accounts (ITAs) and, in some cases, contracts for training services. These services are structured and coordinated to ensure informed customer choice as outlined below:

Provision of Training Services Through ITAs

Individual Training Accounts (ITAs):

- **Customer Choice:** ITAs allow eligible individuals to select their training programs from a list of approved training providers housed in the WCOS statewide Eligible Training Provider List (ETPL). This choice is guided by the individual's career goals and labor market needs.
- **Funding Allocation:** The EAWDB allocates funding to ITAs based on the individual's eligibility and training needs. This funding is used to cover the costs of tuition, fees, and other related expenses as needed.

- **Approved Training Providers:** Training providers are selected based on their inclusion on the Eligible Training Provider List (ETPL), which is maintained by state and local administrative staff to ensure quality and relevance of training programs.

Coordination with Contracts for Training Services

- **Use of Contracts:** The EAWDB uses contracts for training services for in-demand occupations or when customized training solutions are needed for employers.
- **Coordination:** When contracts are used, they are coordinated with ITAs to ensure a comprehensive approach to training. For example, contracted training services might be available to address gaps not covered by ITAs or to provide specialized training aligned with local industry needs.
- **Integration:** The board ensures that there is a clear process for integrating contracted training services with ITAs, including communication with subrecipient staff, training providers and customers to avoid duplication and ensure that all training opportunities are utilized effectively.

Ensuring Informed Customer Choice

Informed Decision-Making:

- **Training Provider Information:** The EAWDB provides detailed information on approved training providers, including program offerings, costs, outcomes, and performance data, to help customers make informed decisions.
- **Career Counseling and Assessment:** Career coaches assist individuals in understanding their options, evaluating training programs, and selecting the most appropriate training based on their career goals and the local labor market and demand.

Equitable Access:

- **Access for All:** The EAWDB ensures that all individuals regardless of type of contract (ITA or other contracted services) have equal access to information and opportunities. This includes providing support to those who may need assistance navigating the training options available to them.

By effectively managing ITAs and other contracted services, and by focusing on informed customer choice, the EAWDB aims to provide high-quality, relevant training services that meet the needs of both individuals and employers in the eastern area.

Pay for Performance

- VI. Boards may implement a pay-for-performance contract strategy for certain elements, for which the board may reserve and use not more than 10 percent of the total funds

allocated to the board under WIOA Section 128(b). Describe any plans the board may have to use pay-for-performance contracts to communicate performance expectations to service providers.

The EAWDB currently does not utilize any pay for performance contracts. If the board chooses to implement pay-for-performance strategies in the future, it will fully comply with all WIOA rules and regulations. Also, any such strategies will be clearly communicated to all contracted subrecipients through the RFP process.

Expected Obligation and Expenditure Rates (PY 2023)

- VII. The local board grant agreements require boards to achieve or exceed a Minimum Training Expenditure Requirement of 60%. Local boards should obligate a minimum of 80% and expend a minimum of 40% of current year's funding by the end of the third quarter of the program year. Please report on the local board's expected obligation and expenditure rates for PY 2023.

The local board's grant agreements mandate a minimum training expenditure requirement of 60%. Additionally, local boards are expected to obligate a minimum of 80% and expend at least 40% of the current year's funding by the end of the third quarter of the program year.

The EAWDB currently holds a waiver from the NMDWS that exempts us from the requirement to expend 60% of adult and dislocated worker funding directly on participant services, as outlined in our grant agreement. Given the unique challenges of our region—including its vast geographic area, the number of workforce connection centers, and rising WIOA expenditures—meeting this requirement would necessitate significant reductions in services provided to both employers and job seekers. The eastern area is the largest geographic region in the state, with seven workforce connection centers. When compared to the Southwest region, which also has seven centers, the Eastern area shares similar characteristics in terms of geography, population, and Title I staffing levels. The eastern area's population is about 369,000, while the Southwest's is 304,055. Additionally, Title I adult and dislocated worker staffing levels are almost identical. However, despite these similarities, the eastern area has served significantly more adults and dislocated workers—712 as of July 1, 2023, compared to 343 in the Southwest—and yet the Eastern region is receiving less funding for program year 2023.

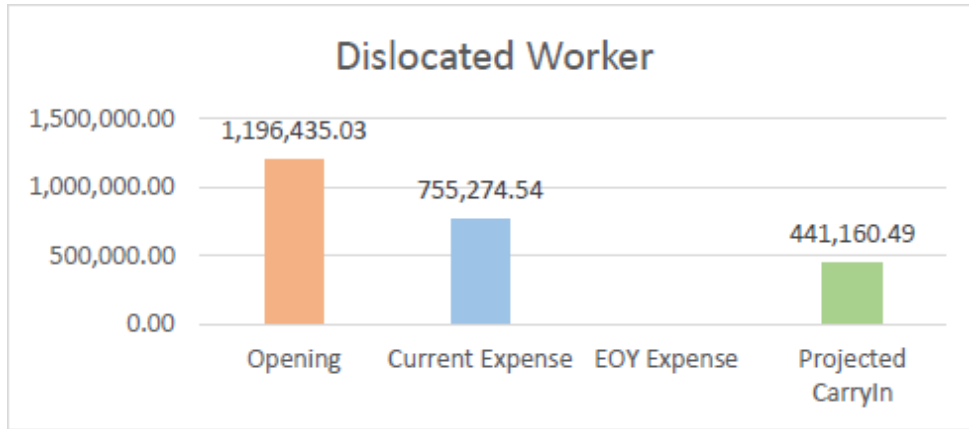
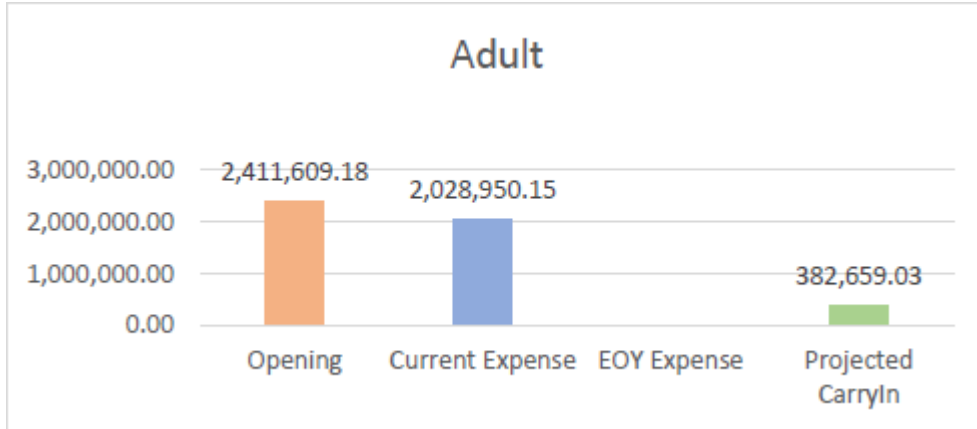
With the combined factors of the eastern area being the lowest funded region and decreased carryover due to increased spending it is impossible to meet this requirement without reducing staff and/or

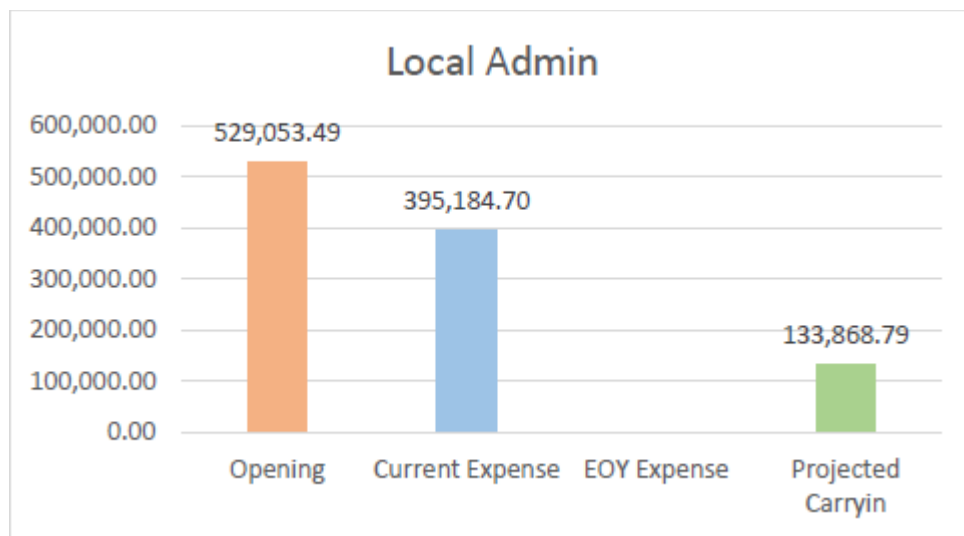
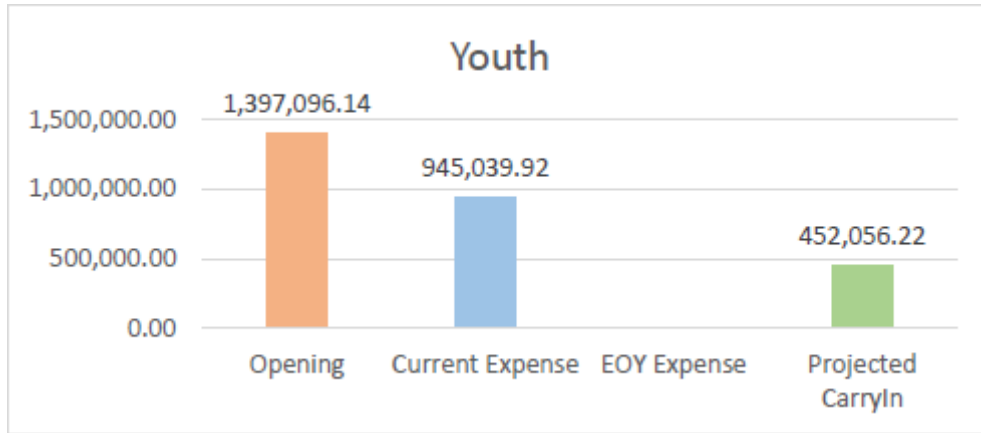
offices. Therefore, NMWDS granted the waiver request to return us to the previous requirement of 40% direct participant expenditures.

As reflected on the EAWDB's financial scorecard below, the board achieved a 45.2% training expenditure rate as of June 2023. Although this rate falls short of the standard requirements outlined in the grant agreement, it complies with the waiver in place with the NMDWS.

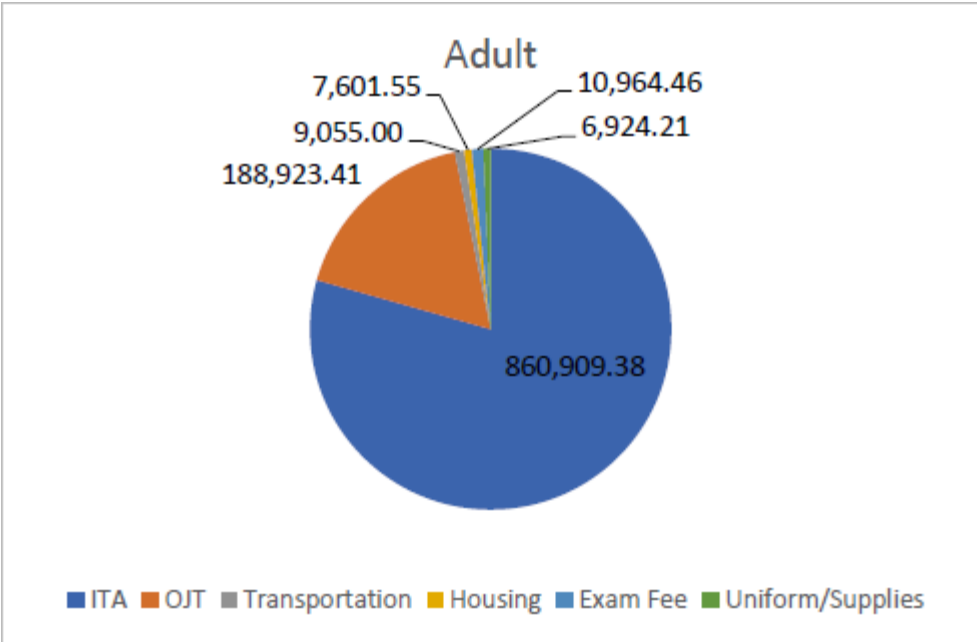
EAWDB Financial Scorecard

Funding Balances by Program

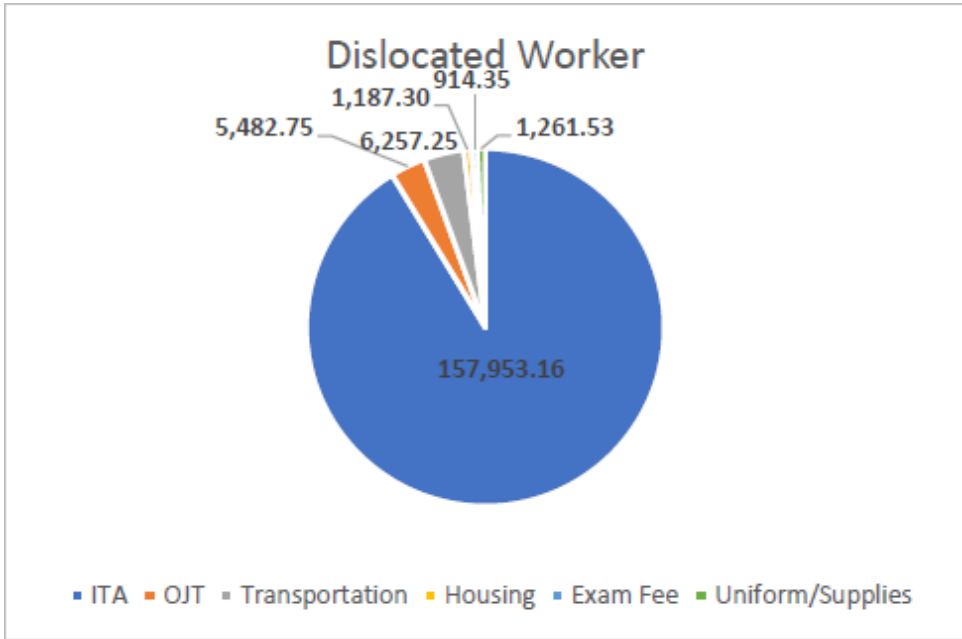




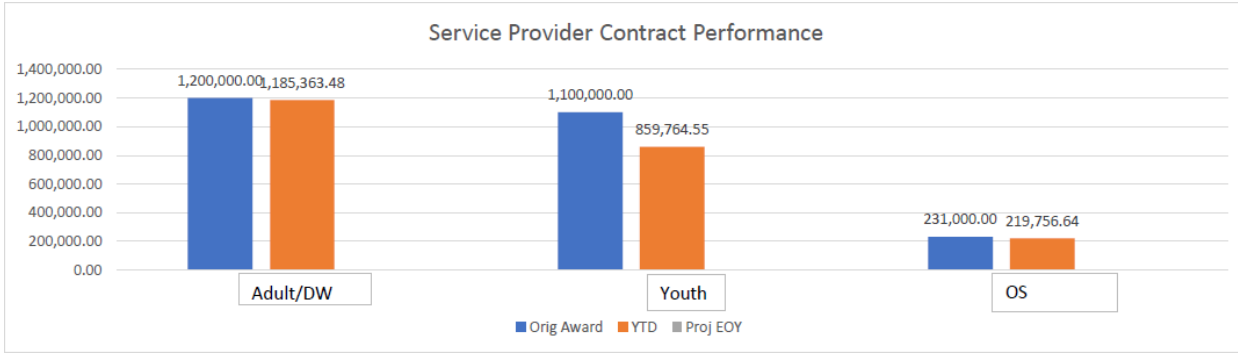
Participant Expenditures



Adult Participant Expenditures - Expended: 91%



DW Participant Expenditures - Expended: 43%
 Total Budgeted: \$400,000.00 Total Expended: \$173,056.34

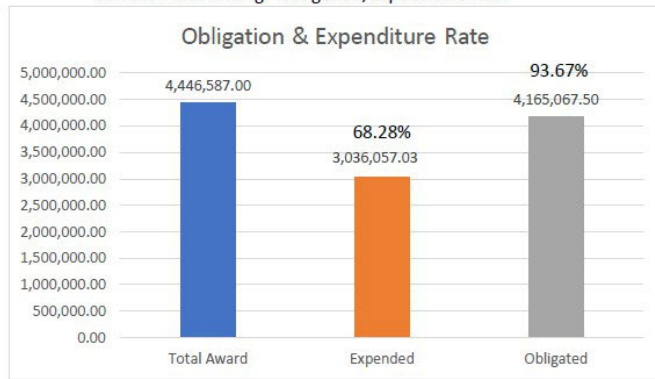


Grant Required Performance Measures

Adult/DW 60/40 Training Dollars



Current Year Funding - Obligation/Expenditure Rate



Implementation or Transition to an Integrated, Technology-Enabled Intake and Case Management Information System for WIOA Programs and Partners

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

The system purchased through the State Administrative Entity (SAE) is the New Mexico Workforce Connection Online System (NMWCOS). This web-based platform supports intake, document storage, case management, and placement services. Users with system access can directly upload eligibility and other relevant documents. Currently, all Workforce Connection Center (WCC) offices utilize this system, and access is shared with partners located within the One-Stop. The system is also available to all partners through the execution of a Memorandum of Understanding (MOU) with the SAE.

The SAE has expanded the use of the New Mexico Workforce Connection Online System (WCOS) to include external partners, enabling them to upload shared customer documentation directly into the system. This enhancement allows One-Stop partners to share necessary information without placing

the burden on customers to obtain certain documents. For instance, if a WIOA participant needs to provide documentation to their WIOA Title I career coach, the coach can simply request the required document from the participant's Human Services Department (HSD) caseworker, who can then upload it directly to the participant's electronic file in WCOS.

H. Definitions

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

The EAWDB subrecipient makes limited use of the "youth requiring additional assistance" barrier. The specific definition and criteria for this barrier are outlined in the youth section of the area's eligibility policy in Attachment A.

- I. The state defines “basic skills deficient” for Adults and Youth as follows.
 - For Adult – An individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.
 - For Youth – An individual who computes or solves problems, reads, writes, or speaks English at or below the eighth-grade level on generally accepted standardized test or comparable score on a criterion-referenced test.

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

Basic skills testing for adults, dislocated workers, and youth is conducted as part of the assessment and intake process. The state's WorkKeys Career Readiness Certification, which includes bronze, silver, and gold levels, is used to measure career readiness. For adults and dislocated workers not currently enrolled in postsecondary education, the WorkKeys test is administered during intake. Those who score below the gold level are considered basic skills deficient. For participants already enrolled in

postsecondary education at the time of registration, their college entrance or placement exam results can also be used to assess basic skills.

In compliance with federal regulations, all youth must undergo basic skills testing within ninety days of enrollment. In areas where adult education services are readily available, youth are referred to Adult Education and Literacy (AEL) programs for testing. The type of assessment used aligns with the tests administered in adult education programs, which can vary. Schools in the region often utilize the TABE assessments, though programs have the flexibility to choose different assessment tools. For youth in more remote communities, the youth subrecipient has TABE testing materials, and youth career coaches are trained to administer and score the tests. Additionally, English Language Learners (ELL) are referred to adult education providers for further support when needed.

****Note: Letter I not a requirement in NM****

J. Assurances

#	Assurance	Indicate Yes or No
1.	The LWDB obtained input into the development of the Local Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs and other programs included in the Plan, other primary stakeholders, and the general public, and the Local Plan is available and accessible to the general public.	Yes
2.	The LWDB has established a policy identifying circumstances that may present a conflict of interest for a local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts.	Yes
3.	The LWDB has established a policy to provide to the public (including individuals with disabilities) access to meetings of local boards and local boards, and information regarding activities of local boards, such as data on board membership and minutes.	Yes
4.	The LWDB has established fiscal control and fund accounting procedures necessary to ensure the proper accounting for funds paid to the local boards for adult, dislocated worker, and youth programs to carry out workforce investment activities under chapters 2 and 3 of subtitle B.	Yes
5.	The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program.	Yes

6.	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate.	Yes
7.	The LWDB has implemented a policy to ensure a process is in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist.	Yes
8.	The LWDB established procedures that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members.	Yes
9.	Priority of Service for covered persons is provided for each of the Title I programs; and	Yes
10.	The LWDB has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900 and WIOA 184(a)(3).	Yes

K. Attachments

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

Attachment D	Provide copies of any draft or completed cooperative agreements, resource sharing agreements, and memoranda of understanding relevant to the Workforce Innovation and Opportunity Act.
Attachment E	<p>Provide the local levels of performance negotiated with the Governor (NMDWS) and chief elected official consistent with WIOA sec. 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA title I subtitle B, and the one-stop delivery system in the local area, for PY 23 and PY 24. (Refer to Section III of these guidelines, Process for Plan Modifications, for information on required updates to this section.)</p> <p>*Performance negotiations are currently underway and final levels of performance will be attached to the final version of the EAWDB PY 2024-2027 Local Plan.</p>

Eastern Area Workforce Development Board

Workforce Innovation and Opportunity Act

TECHNICAL ASSISTANCE GUIDE (TAG)

2-17 Performance

Effective Date: July 1, 2017

Revision Number: 3

Revision Date: November 2023

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DEFINITIONS

Actual Results are the results reported for the local area by each office and sub-recipient based on participant data records.

Adjusted levels of performance are the negotiated levels of performance, after being revised at the end of the program year using the statistical adjustment model (SAM). The SAM is run to account for actual economic conditions and characteristics of participants served.

Full time student is defined as a post-secondary student enrolled in 12 hours per semester or enrolled in the number of hours recommended by the training institution for that program. Anyone taking less is considered a part time student.

Global Exclusion is a circumstance that prevents an individual from completing training and/or entering employment. Documentation of these circumstances and creating a “hard exit” and entering the exclusion removes the individual from performance calculations. The exclusion circumstance must occur during the time of participation (prior to exit) to be applicable. These documentable circumstances are:

- Institutionalization;
- Health/medical or family care;
- Reservist called to active duty; and
- Deceased.

Management Information System (MIS) is the data collection system for entry of participant information for the purposes of state and federal reporting. The state required data collection system is the New Mexico Workforce Connection Online System (NMWCOS).

Negotiated levels of Performance are the levels of performance for each primary indicator agreed to be the local board and the New Mexico Department of Workforce Solutions (NMDWS) as the WIOA State Administrative Entity (SAE). These negotiated levels of performance must be incorporated into sub-recipient contracts and must be met for continued funding. Failure to meet the negotiated levels of performance could result in sub-recipient corrective action planning or sanction.

Performance measures are the WIOA mandated indicators of performance. The reporting of the performance data to USDOL is a function of the SAE and is based on the participant record data contained in the MIS (NMWCOS). The required performance indicators for NM are:

- Employed in Q2;
- Employed in Q4;
- Median Earnings in Q2;
- Credential Attainment;
- Measurable Skills Gain; and
- Effectiveness in Serving Employers

Satisfactory progress is the amount of progress determined by the local board to be reasonable for substantiation of achievement of program goals for the recording of measurable skills gain for individuals enrolled in training activities (other than ITA Occupational Skills training). The requirements for substantiation and documentation of “satisfactory progress” are specified in this TAG in the area that corresponds to the appropriate training population.

Supplemental Data is a data source other than UI wage records to record performance information. An example of

supplemental data would be college enrollment information for a youth that is placed in post-secondary and is not employed. Supplemental data can also be utilized in certain circumstances for wage data in the absence of qualifying UI records. Examples where this might be needed include:

- Federal employees;
- Military employees;
- Employees of tribal business (in cases where they are not reporting to UI)
- Railroad employees; and
- Self-employed individuals

Statistical Adjustment Model (SAM), established by the USDOL, is an objective statistical model to be used to make adjustments in the state and local levels of performance for actual economic conditions and the characteristics of participants served at the end of the program year.

Performance quarters are determined based on the date of exit NOT CASE CLOSURE. The exit quarter is the calendar quarter in which the exit takes place. Q2 is the 2nd quarter following (not including) the exit quarter Q4 is the 4th quarter following (not including) the exit quarter. The yearly calendar quarters are:

- Jan-March
- April-June
- July-September
- October-December

Example: if an individual exits in February, Q2 is the period between July and September and Q4 is the period between January and March of the following calendar year.

PERFORMANCE MEASURES AND DATA CAPTURE

1. **Employed in Q2** is defined as the percentage of program participants who are in unsubsidized employment during the second quarter after exit.

This performance is primarily calculated utilizing the participants' social security number to locate the corresponding unemployment insurance (UI) wage information to determine if the individual is employed. When calculated this way no corresponding staff entry is required.

Special circumstances: In cases where individuals are working for railroads, certain native American business establishments or are self-employed, the reporting information for employment status must be obtained via supplemental data contained in the 2nd quarter follow-up. In this situation staff must obtain employment verification and enter it into the follow-up record. The verification source document must be uploaded to the NMWCOS documents section and linked to the verification. The follow up date must fall within the correct time frame to align with the 2nd quarter after exit.

For Title I Youth, the indicator is participants in education, training activities or in unsubsidized employment in the 2nd quarter after exit.

For youth that are employed (except as noted above for special circumstances) the data will be obtained via UI wage data as previously discussed. For youth in education or training activities in the 2nd quarter after exit the information is obtained based on information contained in the 2nd quarter follow-up records.

In this situation staff must obtain verification and enter it into the follow-up record. The verification source document must be uploaded to the NMWCOS documents section and linked to the verification. The follow up date must fall within the correct time frame to align with the 2nd quarter after exit.

It is allowable to utilize supplemental data to report employment related performance data when individuals are employed in one of the areas identified in the supplemental data definition above. The information must be recorded in the appropriate performance quarter for the appropriate timeframe. Allowable sources of supplemental wage data include tax documents, payroll records, and employer records such as:

- Copies of quarterly tax payment forms to the Internal Revenue Service, such as a Form 941 (Employer's Quarterly Tax Return);
- Copies of pay stubs (minimum of two pay stubs); or
- Signed letter or other information from employer on company letterhead attesting to an individual's employment status and earnings.
- Other supplemental wage records:
- Follow-up survey (self-reported) from program participants;
- Income earned from commission in sales or other similar positions;
- Detailed case notes verified by employer and signed by the counselor, if appropriate to the program; or
- Self-employment worksheets signed and attested to by program participants.

If utilizing supplemental data the appropriate documents must be obtained, uploaded to the WCOS system and the information entered into the appropriate follow-up quarter.

2. **Employed in Q4** is defined as the percentage of program participants who are in unsubsidized employment during the 4th quarter after exit. This performance is calculated utilizing the participants' social security number to locate the corresponding unemployment insurance (UI) wage information to determine if the individual is employed.

In cases where individuals are working for railroads, certain native American business establishments or are self-employed the employment status must be obtained via supplemental data contained in the 4th quarter follow-up record.

For title 1 youth the indicator is participants in education, training activities or employment in the 4th quarter after exit.

For youth that are employed the data will be obtained via the same methodology identified above. For youth in education or training activities in the 4th quarter after exit the information is obtained based on information contained in the 4th quarter follow-up records.

It is allowable to utilize supplemental data to report employment related performance data when individuals are employed in one of the areas identified in the supplemental data definition above. The information must be recorded in the appropriate performance quarter for the appropriate timeframe. Allowable sources of supplemental wage data include tax documents, payroll records, and employer records such as:

- Copies of quarterly tax payment forms to the Internal Revenue Service, such as a Form 941 (Employer's Quarterly Tax Return);
- Copies of pay stubs (minimum of two pay stubs); or
- Signed letter or other information from employer on company letterhead attesting to an individual's employment status and earnings.
- Other supplemental wage records:

- Follow-up survey (self-reported) from program participants;
- Income earned from commission in sales or other similar positions;
- Detailed case notes verified by employer and signed by the counselor, if appropriate to the program; or
- Self-employment worksheets signed and attested to by program participants.

If utilizing supplemental data, the appropriate documents must be obtained, uploaded to the WCOS system and the information entered into the appropriate follow-up quarter.

3. **Median Earnings Q2** is defined as the median earnings of program participants who are in unsubsidized employment during the second quarter after exit. It will be the “middle record” in the list of earnings. For example, if there are 27 individuals with Q2 earnings the median income will be individual #14. Individuals for which the MIS utilizes supplemental data from the follow up records are excluded from this measure.

This measure does not require staff entry for calculation or reporting.

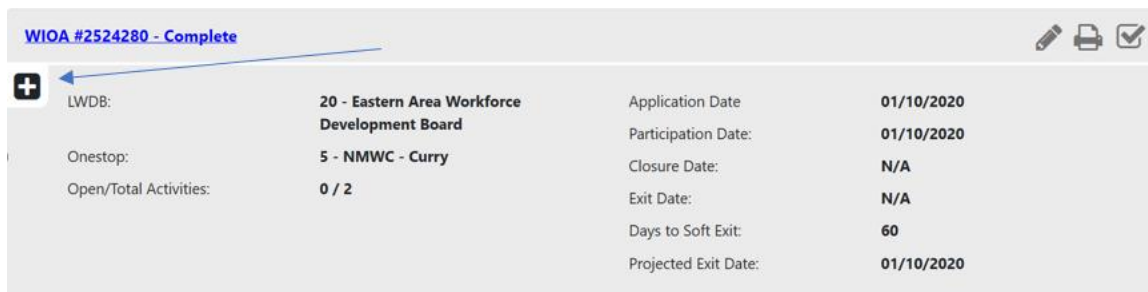
4. **Credential** is defined as the percentage of program participants who attain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent, during participation or within 1 year after exit from the program.

The performance reporting information for this measure is captured in the NMWCOS through direct entry by staff. This measure only needs to be entered once. There is no need to enter multiple credentials if the participant obtains more than one. The types of credentials recognized are:

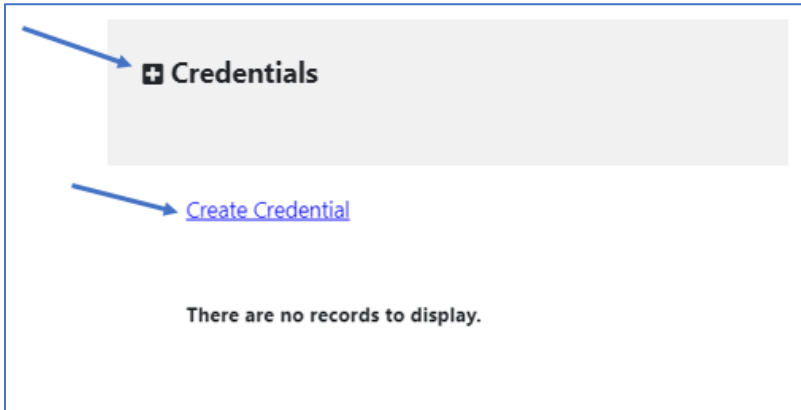
- A recognized degree or certificate;
- Certification or licensure; and
- A High school diploma or its equivalent

Entry processes and requirements

- A. Upload the credential document(s) to the participant’s documents page.
- B. From the participants’ NMWCOS file on the programs tab click the “+” next to the WIOA application.



C. Then scroll down and click the “+” next to credentials and click “Create Credential”.



D. Select the appropriate credential type from the drop down and click save.

General Information

Program: WIOA
Application Number: 2502082
Name: Colter, Andrea
Application Date: 8/5/2019
Program Participation Date: 8/5/2019
Exit Date: 12/13/2019
Maximum date to record after exit: 12/13/2020

*** LWIA/Region:** Eastern Area Workforce Development
*** Office Location:** None Selected

Credential Information

*** Credential Received:** None Selected
Other Credential: None Selected
Credential Verification: AA/AS Degree, BA/BS Degree, Occupational Skills License, Occupational Skills Certificate or Credential, Other Recognized Diploma, Degree, or Certificate (specify), Graduate/Post Graduate Degree, Occupational Certification
*** Date Credential Received:**
Associate to Training/Activity record:

E. Click “Verify” and click the appropriate type of credential verification, then enter the date the credential was received.

Credential Information

* **Credential Received:**

Other Credential:

Credential Verification: [Verify](#) | [Scan](#) | [Upload](#) | [Link](#)

WIOA Credential Verification

School Records

Copy of Degree or Certificate

Other (Specify)

* **Date Credential Received:** (mm/dd/yyyy)

Associate to Training/Activity record: [Search Activities/Services](#)

- F. Link the verification document to the credential. Click “link” next to the verification as shown above. Enter the document tags and then select the verification document from the “Documents Available” section below the tags. Note: The document type should align with the credential type. For example, if license is selected then the occupational skills license should be the document selected not a degree transcript. The document tags will follow the format below:

Last name, first name

SID

License, degree, Diploma etc. as appropriate

P-Credential

Document Information

Document Description:

* **Document Tags:** Do not enter Personal Identifiable Information (PII) into this field.
Keywords that will be indexed with this attachment.

Last name, First name
SID
License, degree, Diploma etc. as appropriate
P-Credential

Date Received:

Document Expires:

Documents Available

Listed below are the documents available on the selected Individual for linking. If you see a document that matches your specified criteria, choose it from the *Select* column below and click the *Link Document* button.


[Show Filter Options \(Showing all records\)](#)

Results View: [Summary](#) | [Detailed](#)
Click a column title to sort. View Thumbnails

[Top](#) | [Filter Criteria](#) | [Bottom](#)

Select	Document Name	Document Tags	Category	Modify Date	Expiration Date	Action

- G. Next tie the credential to the appropriate training activity. Click search activities below the credential received date and “select” the training activity that resulted in the credential, click “Close” and click “Save”.

* Date Credential Received: (mm/dd/yyyy)  Today

Associate to Training/Activity record: [\[Search Activities/Services \]](#)

Activities List

Activity	Provider	Service/Course	Actual Begin Date	Projected End Date	Actual End Date	Completion Status	Action
167 – Support Services Vouchered - Training/Employment Related Expenses not included in ITA	New Mexico Workforce Connection Eastern Area	SS-Training related Expenses	11/08/2019	11/08/2019	11/08/2019	Successful Completion	Select
350 – TAA Occupational Skills Training	New Mexico State University - Carlsbad Eastern C14	Nursing (R.N. Training) AS Degree PROG 600	08/14/2019	12/13/2019	12/13/2019	Unsuccessful Completion	Select
205 – Development of individual employment plan	New Mexico Workforce Connection Eastern Area	Case Coordinated Svc. follow up counseling	08/05/2019	08/05/2019	08/05/2019	Successful Completion	Select
102 – Initial Assessment	New Mexico Workforce Connection Eastern Area	Case Coordinated Svc. follow up counseling	08/05/2019	08/05/2019	08/05/2019	Successful Completion	Select

[Close](#)

5. **Measurable skills gain** is documented academic, technical, occupational, or other form of progress toward the credential or employment. It is calculated as the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gain (progress) toward such a credential or employment. This is to be measured for every program year that the participant receives services in.

There are five measures of documented progress:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- Documented attainment of a secondary school diploma or its recognized equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is achieving the State unit’s academic standards;
- Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

To capture this information staff entry is required. The performance is calculated based on the participants’ progress as of June 30 regardless of when the participant enters training. Therefore, the data entry for this measure must be timely and accurate to ensure proper reporting. The information for customers attending

different training activities have varying data entry requirements. The scenarios and entry processes for each are specified below.

Post-Secondary Training

Satisfactory progress for post-secondary students is defined as the successful completion of 12 credit hours in a semester for full time students or 12 credit hours in a year for part time students. For cases in which less than 12 hours is recommended by the training institution during a semester documentation from the training provider that the student is taking the recommended course load must be uploaded with the transcripts for the verification documentation. Entry instructions are provided for 3 types of post-secondary trainees.

- Traditional full-time students;
- Students that attend short term occupational skills training not measured in semester hours e.g., CDL;
- Part time students or students that are taking less than 12 hours at the recommendation of the training provider but can complete 12 credit hours prior to June 30;
- If a postsecondary part time student completed 6 hours in the spring semester and 6 more hours in the fall semester and those semesters crossed two program years, they would not count as a skill gain in the first program year, but they would count as a skill gain in the second program year.

It is required that the measurable skills gain be entered for both fall and spring semester if applicable.

Entry processes and requirements

Traditional Full Time Students

- For the regular full-time student upload the verification documents to the participant's electronic file. Then from the programs tab click the "+" next to the WIOA application. Next click the "+" next to Measurable skills gain then click create measurable skills gain.

WIOA #2524280 - Complete

LWDB:	20 - Eastern Area Workforce Development Board	Application Date:	01/10/2020
Onestop:	5 - NMWC - Curry	Participation Date:	01/10/2020
Open/Total Activities:	0 / 2	Closure Date:	N/A
		Exit Date:	N/A
		Days to Soft Exit:	60
		Projected Exit Date:	01/10/2020

Activities / Enrollments / Services

Measurable Skills Gain

[Create Measurable Skills Gain](#)

Please enter EFL gains in the Educational Functioning Level for Measureable

- Next select the local correct local office and the following drop down selections:

Skill type = Post-Secondary transcript/report card
 Date skill attained = the last date of the semester
 Type of achievement = Completed minimum of 12 credit hours in a semester and meets academic standards.

LWDB: Eastern Area Workforce Development Board
 * Office Location: NMWC - Curry

Skill Attainment Information

Fill in the following information for the skill achievement. Program: Title I - Workforce Development (I
 * Skill Type: Post-Secondary Transcript/Report Card
 * Date Skill Attained: 01/06/2021 Today
 * Type of Achievement: Completed minimum of 12 credit hours in semester and m
 [Verify | Scan | Upload | Link]

- iii. Next verify and link the documents by selecting “other applicable documentation and then typing report card or transcript (depending on which document was obtained) in the box. Then click “Link” to attach the documents to the verification.
- iv.

Type of Achievement: Completed minimum of 12 credit hours in semester and m
 [Verify | Scan | Upload | Link]
 ✓ Other Applicable Documentation, (specify)
Skills Gain Achievement Type Verification
 Other Applicable Documentation, (specify)
 Semester Transcript
 Reset

- v. Then select the appropriate document from the available documents. The document tags will be as follows:
 Last name, first name
 SID
 Semester Transcript
 P-MSG

Document Association

Program: Title I - Workforce Development (WIOA)
Application: WIA Application #2524280; Application Date 1/10/2020
Verification Item: WIOA - Skills Gain Achievement Type Verification
Verification Type: Other Applicable Documentation, (specify)

Document Information

Document Description: School Records

*** Document Tags:** Do not enter Personal Identifiable Information (PII) into this field.
Keywords that will be indexed with this attachment.

Doe, Jane
123456
Semester Transcripts
P-MSG

Date Received:

Students that attend short term training not measured in credit hours or individuals that only receive assistance with exam or licensure needs.

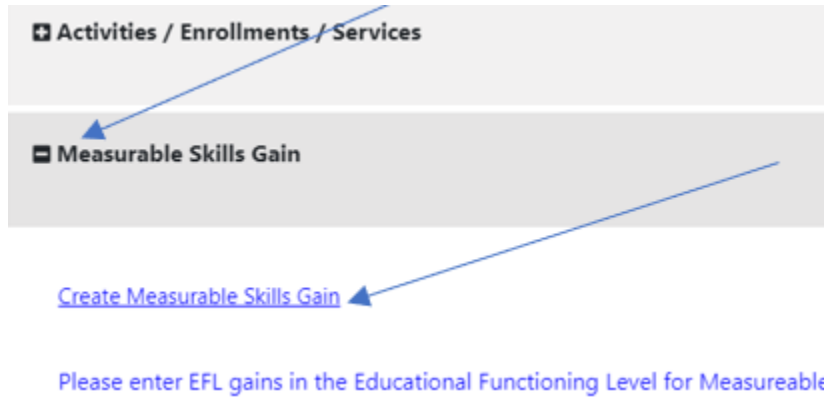
For students that are attending a licensure type training in a training environment that does not utilize a traditional credit hour training format or for participants that only receive assistance with licensure or certification follow the entry processes below.

- i. From the programs tab click the “+” symbol next to the WIOA application

WIOA #2524280 - Complete

+	LWDB:	20 - Eastern Area Workforce Development Board	Application Date:	01/10/2020
	Onestop:	5 - NMWC - Curry	Participation Date:	01/10/2020
	Open/Total Activities:	0 / 2	Closure Date:	N/A
			Exit Date:	N/A
			Days to Soft Exit:	60
			Projected Exit Date:	01/10/2020

- ii. Scroll down and click the “+” next to “Measurable skills gain then click “Create Measurable Skills Gain”.



iii. Select the appropriate Office, then select the dropdowns as follows:

under skill type = Skills Progression

date skill attained = the date the credential was obtain or licensure exam was passed

type of achievement = Successfully completed a required exam for a particular occupation.

Then the information must be verified or you will not receive credit for it. You will click verify and other applicable documentation and type licensure or certification as appropriate in the blank.

Then the information must be verified or you will not receive credit for it. You will click verify and enter the appropriate verification in the blank in the blank.

LWDB: Eastern Area Workforce Development Board

Office Location: NMWC - Curry

Skill Attainment Information

Fill in the following information for the skill achievement. **Program:** Title I - Workforc

Skill Type: Skills Progression

Date Skill Attained: Today

Type of Achievement: Successfully completed a required exam for a particular oc

[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

Other Applicable Documentation, (specify)

Skills Gain Achievement Type Verification

Other Applicable Documentation, (specify)

Licensure

Reset

iv. Next link the documents- You will upload the license, certification, or appropriate documentation and link that document to the verification.

Click Link by the Verify then save

The document tags follow the format below.

Last name, first name

SID

Certification/licensure

P-MSG

Document Description: Certification Forms

*** Document Tags:** Do not enter Personal Identifiable Information (PII) into this field.
Keywords that will be indexed with this attachment.

Doe, Jane
123456
Certification
P-MSG

Date Received: 1/7/2021

Document Expires:

Documents Available

Listed below are the documents available on the selected Individual for linking. If matches your specified criteria, choose it from the *Select* column below and click

[Show Filter Options \(Showing all records\)](#)

Results View: **Summary** | [Detailed](#)

Click a column title to sort.

[[Top](#) | [Filter Criteria](#) | [Bottom](#)]

Select	Document Name	Document Tags	Category	Modify Date
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Part time students or students that are taking less than 12 hours at the recommendation of the training provider but can complete 12 credit hours prior to June 30. Also, if a postsecondary part time student completed 6 hours in the spring semester and 6 more in the fall semester and those semesters crossed two program years, they would not count as a skill gain in the first program year, but they would count as a skill gain in the second program year.

- i. For the part time student upload the verification documents to the participant's electronic file. Then from the programs tab click the "+" next to the WIOA application. Next click the "+" next to Measurable skills gain then click create measurable skills gain.

WIOA #2524280 - Complete ✎ 🖨️ ✓

+	LWDB:	20 - Eastern Area Workforce Development Board	Application Date:	01/10/2020
	Onestop:	5 - NMWC - Curry	Participation Date:	01/10/2020
	Open/Total Activities:	0 / 2	Closure Date:	N/A
			Exit Date:	N/A
		Days to Soft Exit:	60	
		Projected Exit Date:	01/10/2020	

☑ **Activities / Enrollments / Services**

☑ **Measurable Skills Gain**

[Create Measurable Skills Gain](#)

Please enter EFL gains in the Educational Functioning Level for Measureable

- ii. Next select the local correct local office and the following drop down selections:
 Skill type = Post-Secondary transcript/report card
 Date skill attained = the last date of the semester
 Type of achievement = Part-time student and completed as least 12 credit hours over the course of 2 consecutive semesters (summer does not count) and meets academic standards.

* Office Location:

Skill Attainment Information

Fill in the following information for the skill achievement. **Program:** Title I - Workforce Development (WIOA)

* Skill Type:

* Date Skill Attained: [Today](#)

* Type of Achievement:

[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)

Other Applicable Documentation, (specify)

Skills Gain Achievement Type Verification

Other Applicable Documentation, (specify)

[Reset](#)

- iii. Next verify and link the documents by selecting “other applicable documentation and then typing report card or transcript (depending on which document was obtained) in the box. Then click “Link” to attach the documents to the verification.

*Type of Achievement:

[Verify | Scan | Upload | Link]

Other Applicable Documentation. (specify)

Skills Gain Achievement Type Verification

Other Applicable Documentation. (specify)

- iv. Then select the appropriate document from the available documents. The document tags will be as follows:
 Last name, first name
 SID
 Semester Transcript
 P-MSG

Document Association

Program: Title I - Workforce Development (WIOA)
Application: WIA Application #2524280; Application Date 1/10/2020
Verification Item: WIOA - Skills Gain Achievement Type Verification
Verification Type: Other Applicable Documentation, (specify)

Document Information

Document Description:

***Document Tags:** Do not enter Personal Identifiable Information (PII) into this field.
 Keywords that will be indexed with this attachment.

Date Received:

On the Job Training

The requirements for entry of data for measurable skills gains for participants receiving OJT services fall under three categories; OJT participants that do not successfully complete training, OJT participants that complete training prior to June 30 of the program year and OJT participants that do not complete training prior to June 30 of the program year. The entry requirements and processes for each are described below.

Satisfactory progress for OJT trainees is defined as successful completion of the OJT or a progress report/evaluation that contains documentation signed by the employer that states the trainee is making satisfactory progress obtaining the skills outlined in the training plan.

Entry Processes and Requirements

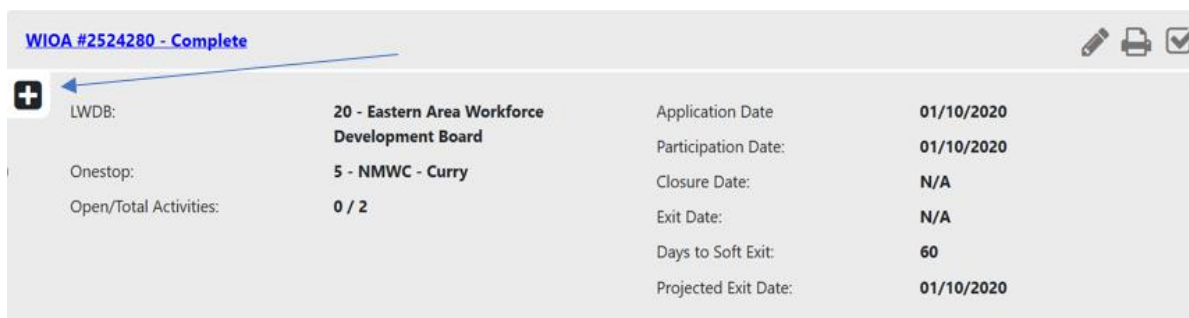
OJT participants that do not successfully complete training

For participants that do not successfully complete the OJT training, the activity should be closed as unsuccessful utilizing the last date of attendance as the completion date. There is no entry required for measurable skills gain for this group of trainees.

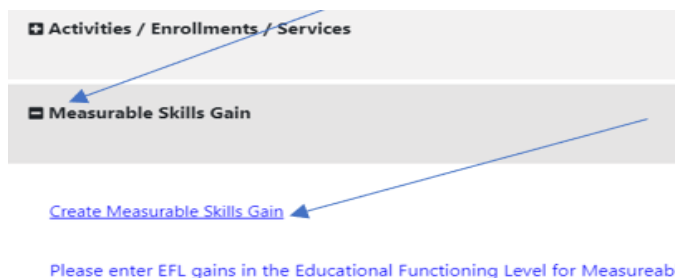
OJT participants with contracts that complete training prior to June 30 of the program year.

The measurable skills gain performance indicator is calculated based on progress as of June 30 regardless of when the OJT begins. The completed OJT training plan progress reports signed off by the employer as having successfully completed training are required and must be linked to the entry.

- v. From the programs tab click the “+” symbol next to the WIOA application



- vi. Scroll down and click the “+” next to “Measurable skills gain then click “Create Measurable Skills Gain”.



- vii. Select the appropriate Office, then select the dropdowns as follows:
 - a. under skill type = Skills Progression
 - b. date skill attained = the completion date for the OJT training plan
 - c. type of achievement = Other skills progression achievement
 - d. Then the information must be verified, or you will not receive credit for it. You will click verify and other applicable documentation and type OJT completion in the blank.

Then the information must be verified, or you will not receive credit for it. You will click verify and other applicable documentation and type OJT completion in the blank.

Skill Attainment Information

Fill in the following information for the skill achievement. **Program:** Title I - Workforce Development (W)

* **Skill Type:** Skills Progression

* **Date Skill Attained:** 01/07/2021 [Today](#)

* **Type of Achievement:** Other skills progression achievement

[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]
 Other Applicable Documentation, (specify)

Skills Gain Achievement Type Verification

Other Applicable Documentation, (specify)

[Reset](#)

viii. Next link the documents- You will upload the Final Progress report and link that document to the verification.

Click Link by the Verify

The document tags will follow the normal format for the first 2 lines then the line will say OJT progress and the 4th line will show P-MSG. Then you will link the final progress report showing successful completion of the training plan. Then link the final progress report from the documents (See below)

* **Document Tags:** Do not enter Personal Identifiable Information (PII) into this field.
 Keywords that will be indexed with this attachment.

Doe, Jane
 123456
 OJT Progress
 P-MSG

Date Received: 1/7/2021

Document Expires:

Documents Available

Listed below are the documents available on the selected Individual for linking. If you see a document that matches your specified criteria, choose it from the Select column below and click the Link Document button.

[Show Filter Options \(Showing all records\)](#)

Results View: [Summary](#) | [Detailed](#) View Thumbnail
 Click a column title to sort.
[Top](#) | [Filter Criteria](#) | [Bottom](#)

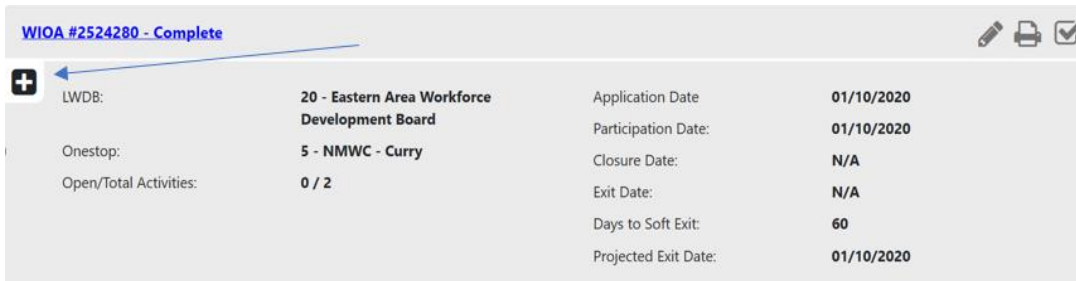
Select	Document Name	Document Tags	Category	Modify Date	Expiration Date	Action
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OJT participants with training contracts that are not completed prior to June 30 of the program year.

The measurable skills gain performance indicator is calculated based on progress as of June 30 regardless of when the OJT begins. Therefore, progress must be entered no later than July 29 for the June 30 training period and dated with the June 30 date. The OJT training plan progress reports signed off by the employer as achieving satisfactory training progress are required and must be linked to the entry. To enter the skills gain, follow the steps below.

When the OJT is successfully completed the steps i – iv above must be completed to record completion for the measurable skills gain for the following program year.

- i. From the programs tab click the “+” symbol next to the WIOA application



- ii. Scroll down and click the “+” next to “Measurable skills gain then click “Create Measurable Skills Gain”.



[Create Measurable Skills Gain](#)

Please enter EFL gains in the Educational Functioning Level for Measureabl

- iii. Select the appropriate office location and the from the drop down menus select:
Skill Type = Skills progression
Date skill attained = 06/30/YYYY (corresponding year)
Type of Achievement= Achieved satisfactory or better progress report toward an established OJT training milestone not previously recorded.
Then Verify the information selecting “other applicable documentation”
Then Type OJT progress

Skill Attainment Information

Fill in the following information for the skill achievement. **Program:** Title I - Workforce Development (WIOA)

* **Skill Type:** Training Milestone

* **Date Skill Attained:** 01/07/2021 Today

* **Type of Achievement:** Achieved satisfactory or better progress report towards an

* [Verify](#) | [Scan](#) | [Upload](#) | [Link](#) | Other Applicable Documentation, (specify)

Skills Gain Achievement Type Verification

Other Applicable Documentation, (specify)

OJT Progress

[Reset](#)

- iv. Next link the documents
Click Link by the Verify

The document tags will follow the normal format for the first 2 lines then the line will say OJT progress and the 4th line will show P-MSG. Then you will link the final progress report showing successful completion of the training plan. Then link the final progress report from the documents (See below)

* **Document Tags:** Do not enter Personal Identifiable Information (PII) into this field.
Keywords that will be indexed with this attachment.

Doe, Jane
123456
OJT Progress
P-MSG

Date Received: 1/7/2021

Document Expires:

Documents Available

Listed below are the documents available on the selected Individual for linking. If you see a document that matches your specified criteria, choose it from the *Select* column below and click the *Link Document* button.

[Show Filter Options \(Showing all records\)](#)

Results View: [Summary](#) | [Detailed](#)

Click a column title to sort.

View Thumbnail

[Top](#) | [Filter Criteria](#) | [Bottom](#)

Select	Document Name	Document Tags	Category	Modify Date	Expiration Date	Action
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Youth or adults attending secondary school or adult education type training for basic skills instruction, GED or HSE.

For training in one of the areas above satisfactory progress is defined as:

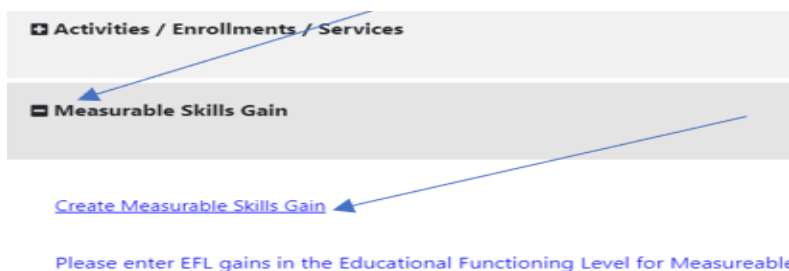
- Documented achievement of at least one educational functioning level (EFL);
- Documented attainment of a secondary school diploma or its equivalent (diploma);
- Secondary transcript or report card for a sufficient number of credits to show participant is achieving the State unit’s academic standards (report card) or (Transcript) as appropriate;
- Satisfactory or better progress report, towards established milestones, such as completion of 1 year of apprenticeship program or similar milestones from an employer or training provider who is providing training (progress report);
- Successful passage of a practice exam indicating the individual is prepared to undergo formal testing for certification (practice exam); and
- Documentation by an instructor or partner program that reflects satisfactory progress toward goals and milestones based on an internal progress assessment (internal assessment).

Entry Processes and Requirements

- Upload the verification document based on the list above to the participant’s NMWCOS file in the documents tab.
- From the programs tab click the “+” symbol next to the WIOA application

WIOA #2524280 - Complete			
LWDB:	20 - Eastern Area Workforce Development Board	Application Date:	01/10/2020
Onestop:	5 - NMWC - Curry	Participation Date:	01/10/2020
Open/Total Activities:	0 / 2	Closure Date:	N/A
		Exit Date:	N/A
		Days to Soft Exit:	60
		Projected Exit Date:	01/10/2020

- Scroll down and click the “+” next to “Measurable skills gain then click “Create Measurable Skills Gain”.



Next select the appropriate office location. Then select the skill type, enter the date skill attained and the type of achievement in the appropriate fields. The “skill type” and “Type of Achievement” selected will depend on the type of progress being reported. Use the guidelines below to make your selections.

- For students attending secondary school (high school) select skill type as “Secondary transcript/report card and the type of achievement will be report card/transcript for one semester and meets academic standards.

- b. For students participating in apprenticeship training the skill type will be “Training Milestone” and the type of achievement will be “completed 1 year of registered apprenticeship”.
- c. For the individuals that fall under the remaining categories the skill type will be “Skills Progression” and the type of achievement will be “other skills progression achievement” then you will specify the documentation type.

The type of other applicable documentation used should be from the satisfactory progress definition above. The illustration provided below is for category C above.

Skill Attainment Information

Fill in the following information for the skill achievement. **Program:** Title I - Workforce Development (WIOA)

* **Skill Type:** Skills Progression

* **Date Skill Attained:** 01/07/2021 Today

* **Type of Achievement:** Other skills progression achievement

* [[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

✓ Other Applicable Documentation, (specify)

Skills Gain Achievement Type Verification

Other Applicable Documentation, (specify)

Practice Exam

[Reset](#)

- iv. Next click “Verify” and “Other Applicable Documentation” then type the verification document type in the box provided as shown above. The document name will be what is in parentheses at the end of the definition provided in “C” above.
- v. Next link the document by clicking “Link” as shown above and then click “select” next to the appropriate document from the available documents list and click “save”.

The document tags will follow the format identified below:

Last name, first name

SID

The name of the document that was used in the “other verification” box

P-MSG

*** Document Tags:** Do not enter Personal Identifiable Information (PII) into this field.
 Keywords that will be indexed with this attachment.

Date Received:

Document Expires:

Documents Available

Listed below are the documents available on the selected Individual for linking. If you see a document that matches your specified criteria, choose it from the *Select* column below and click the *Link Document* button.

[Show Filter Options \(Showing all records\)](#)

Results View: **Summary** | [Detailed](#)

Click a column title to sort.

View Thumbnails

[[Top](#) | [Filter Criteria](#) | [Bottom](#)]

Select	Document Name	Document Tags	Category	Modify Date	Expiration Date	Action
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- Effectiveness in serving employers is calculated by the number or percentage of employers that are using the core program services out of all employers represented in the area. This information is captured at the state level and no staff entry is required.

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
Policy 16-12 Supportive Services

Effective Date: April 9, 2013

Revision Date: 09/1/2018

Revision Number: 4

Revision effective Date: 9/18/18

Approval Date: 9/18/18

Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

The WIOA of 2014; Office of Management and Budget (OMB) cost principles codified in 2 CFR Part 220, Part 225 and Part 230; NMSA 1978, Section 50-14-1 *et seq.*
[11.2.16.NMAC - N, 8-15-2012]

1. PURPOSE:

Provide information and direction for the service providers and Workforce Innovation and Opportunities Act (WIOA) Career Development Specialists (CDSs) in the delivery of supportive services and define the process for the use of supportive services to eligible adult, dislocated worker and youth participants.

2. BACKGROUND:

The WIOA outlines the responsibility of the local boards in developing a policy to define supportive services available to the adult, dislocated worker (DW) and youth participants. Such services should not be otherwise available from other non-WIOA programs. Further, supportive services are based on need and participants are not automatically entitled to supportive services. Supportive services for adults, DWs, and youth shall include but not be limited to services such as transportation, child care, dependent care, housing, needs related payments, work clothing, incentives, stipends and other reasonable expenses approved by the contract manager or his/her designee that are necessary to enable an individual to participate in training and employment related activities authorized under WIOA. Local Boards, in consultation with the One-Stop partners and other community service providers are required to develop policy on supportive services that ensures resource and service coordination in the local area. Such policy should address procedures for referrals to such services including how such services will be funded from other sources. The provision of accurate information about the availability of supportive services in the local area, as well as referral to such activities, is one of the basic career services that must be available to adults and dislocated workers through the One-Stop delivery system.

3. DEFINITIONS:

Supportive Services means services that are necessary to enable an individual to participate in activities authorized under WIOA or the Wagner-Peyser Act.

4. ACTION

A. General Provisions

(1) All WIOA program applicants and participants shall be informed of paid and unpaid supportive services available through the local One-Stop system. This is to include services provided by the One-Stop partners, Service Providers and any applicable community resources.

(2) Supportive services may only be provided to individuals who are:

- (a) Participating in career or training services; and
- (b) Unable to obtain supportive services through other programs that offer such services

Supportive services may only be provided when they are proven necessary to enable individuals to participate in WIOA provided activities.

(3) To ensure successful participation in the appropriate employment or training activities, program staff shall determine the supportive service needs of each individual to be enrolled. Such determination shall be based on the comprehensive assessment and is to include documentation of the participant's need to receive supportive services to be eligible to receive the services. The information shall be included in the customer's employment plan service strategy and case file as appropriate.

(4) The need for supportive services shall be included in the participant's Individual Service Strategy (ISS) or Individual Employment Plan (IEP) as appropriate. Case notes in the file shall include information on all efforts made to identify alternative funding sources, what referrals were made and what services are not available locally. When referral to partners and community services are made, documentation **of availability and/or denial from all referrals shall be maintained in the file**. To prevent the duplication of costs and efforts, participants first must exhaust all related available services before WIOA services will be authorized.

(5) New Mexico Workforce Connection Centers and One Stop Service Providers shall periodically review the need for, and the receipt of, supportive services. Changes in supportive service needs are to be reflected in the assessment and ISS or IEP and noted in the counseling record as appropriate. Sound case management and timely participant contact are essential to ensuring completion of activities, and in meeting ISS/IEP goals and objectives.

(6) Prior approval for use of supportive services is required. Authorization for supportive services shall be made via the WIOA SUPPORTIVE SERVICES REQUEST AND APPROVAL FORMAT/GUIDELINES issued by the EAWDB or its replacement document(s) and approved by the WIOA contract manager or his/her designee. To request approval of supportive services for groups of participants, the board may also use or modify the SUPPORTIVE SERVICES REQUEST AND APPROVAL form or develop similar authorization forms. All required documents should be uploaded to the New Mexico Workforce Connection Center Online System (NMWCOS) and be submitted for processing and the appropriate service activity created in the NMWCOS. When the NMWCOS voucher system is utilized the voucher shall be created at that time. When the voucher system is utilized the contract manager or his/her designee is required to approve the voucher in the system and is the only services personnel with security access to do so. Approval of the voucher fulfills the contract manager's signature requirement on documents. Youth payment of supportive services will be made directly by the youth provider in agreement with the youth contract scope of work (SOW). Payments issued should have copies of the checks uploaded to participant files. For payments issued directly to participants, proof of receipt of payment, such as signed copy of the check, should be uploaded to the electronic record.

(7) A SUPPORTIVE SERVICES MODIFICATION or a similar form is necessary when there are changes in payment amounts or duration.

(8) Provision of paid WIOA supportive services shall be limited to twelve months after the date of WIOA exit.

(9) Supportive services requests and payment forms will be the EAWDB supportive services forms or their subsequent replacements. EAWDB forms shall not be modified without prior authorization from EAWDB board staff.

(10) Service Providers are responsible for tracking participant attendance, time keeping and related duties as appropriate. Educational/training institutions receiving ITAs must perform time keeping, participant activity tracking and related duties for participants receiving supportive services. For OJT employers, the reimbursement negotiated in each contract includes time keeping, reporting and other related duties as specified in the OJT contract. These timesheets will be used for reimbursement for supportive services.

B. ADULT AND DISLOCATED WORKER SUPPORTIVE SERVICES

Supportive services available to adult and dislocated workers include but are not limited to services such as linkages to community services, legal aid services, reasonable accommodations for individuals with disabilities, transportation, child care, dependent care, housing, needs related payments, work clothing, tools and other reasonable expenses approved by contract manager or his/her designee that are necessary to enable an individual to participate in training and employment activities authorized under WIOA Title I. NOTE: Stipends and incentives are not allowable supportive services for adults and dislocated workers. The Career Development Specialist (CDS) must establish the need for the supportive service, include the need in the individual's employment plan. The CDS must verify and document that the individual is not receiving assistance nor is eligible to receive assistance for support from any other source and include documentation in the electronic file and counseling record as detailed in sections 3 & 4 above.

The EAWDB requires adult/DW service providers to utilize the NMWCOS Voucher System for generation and approval of obligations as well as document transmittal and review of contracts. Therefore, in keeping with sound accounting principles, security access for voucher approval in the system is limited solely to the contract manager, his/her designee and the board's NMWCOS administrator (for corrections). The approval of the voucher by the contract manager or his/her designee shall therefore constitute approval of the service and obligation. The service provider contract manager may institute a more restrictive funding limit for this service.

(1) Transportation, Commuting Assistance and Temporary Shelter

The EAWDB has established the following procedures for determining transportation, temporary shelter and commuting assistance consistent with state policy.

(a) Transportation assistance and commuting assistance

Transportation and commuting cost calculations will be based on the distance the participant is required to travel round trip from their residence to the training location.

Participants may be reimbursed at a rate of up to \$0.25 per mile based on map miles and payment must be supported by participant's attendance report. The service provider contract manager may institute a funding limit to this service.

This will be the EAWDB's primary transportation supportive service for participants not receiving any assistance from any other source. A Transportation and Child care support request form or its subsequent replacement must be completed and uploaded to the NMWCOS and the appropriate supportive service activity and voucher created.

(b) Temporary Housing Assistance

i. Emergency Short Term Housing Assistance

WIOA allows for supportive services payments in emergency situations related to housing or rental assistance so long as the participant's name is on the lease and not providing assistance would hinder the individual's participation or completion of authorized WIOA activities.

ii. Training Related Short term housing assistance

Short term housing assistance may be provided to individuals that are attending training more than 60 miles from their permanent residence. The amount paid to the participant shall not exceed the participant's balance of unmet need as reflected on the ITA cost sharing document.

Housing assistance requests must be submitted on the EAWDB Housing Supportive Service Request Form or its subsequent replacement form and the appropriate NMWCOS activity and voucher created.

(c) Exclusions

Housing assistance is subject to funding availability and shall not be provided to adults and dislocated workers when limited funding priority is in effect.

(2) Child Care

(a) Child Care reimbursement eligibility: Childcare assistance may be provided to eligible participants who require such assistance in order to participate in a WIOA activity and whose need has been documented in their ISS. Need is defined as total family income at or below 150% of the Lower Living Standard Income Level (LLSIL) for the program year. To qualify, participants must have legal responsibility or custody of the child(ren) twelve (12) years of age or younger (documentation of custody must be provided and maintained in the file), and documentation that other resources are not available (including family members) must be supplied. Child care assistance must be submitted on the EAWDB Transportation and Child Care support form or its subsequent replacement and the appropriate NMWCOS supportive service activity and voucher created.

Child Care assistance is subject to funding availability and shall not be provided to adults and dislocated workers when limited funding priority is in effect.

(b) Exclusion:

Child care payment shall not be authorized when the Individual:

- i. Is receiving 100% of needed child care payments from another Source (e.g. Children, Youth and Families or other local service provider, etc.), or
- ii. Is absent entirely or in part from his/her regularly scheduled training activity. This includes holidays, except in instances in which partial days of attendance in observance of a holiday or related events are approved or scheduled by the training provider.

(c) Child care reimbursements levels

Child care assistance is available for up to three (3) children. A maximum payment of up to ten dollars (\$10.00) per day per child and up to thirty dollars per day of attendance per household

is allowable. The total cost shall not exceed one hundred fifty dollars (150.00) per week. For all child care reimbursements, the participant must submit a paid receipt either bi-weekly or monthly or there must be a written agreement by the child care provider to bill WIOA directly for services. In the presence of partial funding from another source such as CYFD, WIOA will only pay the remaining balance. The service provider contract manager may institute a more restrictive funding limit for this service or a total prohibition of this service in the presence of limited funding.

CDS's must verify and track the age and time limitations of the participant's child(ren).

Child care reimbursement shall be calculated based on the following:

i. Home child care

Individuals providing child care (other than family members) shall be eligible for a maximum payment of five dollars (\$5.00) per day per child up to fifteen dollars (\$15.00) per day and seventy-five dollars (\$75.00) per week.

ii Certified day care providers (certified home day care)

For children placed with a certified day care provider reimbursement will be paid seven dollars (\$7.00) per day per child up to a maximum of twenty-one dollars (\$21.00) per day and one hundred five dollars (\$105.00) per week.

iii Licensed Day Care Providers

For children placed with a certified day care provider the reimbursement amount will be up to ten dollars (\$10.00) per day up to a maximum of thirty dollars (\$30.00) per day and one hundred fifty (\$150.00) per week.

**A copy of the day care's certification or license shall be provided to the CDS and maintained in the participant's file.

(3) Medical and Health Care Supportive Services. Minor medical and health care services that may be provided include but are not limited to:

- Physical examinations;
- Eye and/or ear examinations;
- Filling of eyeglass prescriptions;
- Purchase of hearing aids;
- Purchase of orthopedic devices; and
- Other minor medical or health care services not listed herein that are necessary in order for the individual to participate in the program. Contingent upon available funding, a one-time maximum of three hundred fifty (\$350.00) for minor health or medical-care service may be provided to participants enrolled in a WIOA funded training activity that requires such assistance in order to participate in the program. The participant must provide proof of need (statement from health care provider, medical practitioner or training provider). The participant shall only be eligible for this assistance if he/she cannot obtain such services from other available resources (i.e. One-Stop partners, local community health care programs, etc.). The participant's inability to obtain the service from other sources must be provided and maintained in the participant's file by the CDS *as outlined above*. The provider must agree

to bill and accept payment for services from WIOA once services have been completed. The agreement must be documented in the participant file. Payment for services shall be made directly to the vendor or provider upon receipt of billing. In order for a participant to receive reimbursement for these services he/she must submit a paid invoice/receipt from the medical provider and the receipt must be submitted.

Medical assistance requests must be submitted on the EAWDB Housing and Medical Health Care form or its subsequent replacement and the appropriate NMWCOS supportive service activity and voucher created.

(4) Group Supportive Services. Group supportive services may supplement supportive services provided to the individual, but such services must not be duplicative of services already provided (either paid through WIOA or other sources). Group supportive services are limited to transportation, meals and lodging for the target groups to be served in a specially designed program or project as approved by the local board, consistent with the local plan and in accordance with applicable Procurement procedures. The cost for such services must be reasonable and necessary as verified by the Service Provider. The participant file must contain documentation to substantiate the need in the participant file.

(5) Needs–Related Payments. Needs-related payments provide financial assistance for the purpose of enabling individuals to participate in training and are one of the supportive services authorized by WIOA and are subject to funding availability. Needs Related Payment assistance is subject to funding availability and shall not be provided to adults and dislocated workers when limited funding priority is in effect. Eligibility requirements for adults and dislocated workers to receive needs-related assistance are as follows [§CFR 680.950-680.990];

(a) Adults must:

(i) Be unemployed and;

- Not qualify for, or have ceased qualifying for, unemployment compensation and
- Be enrolled in a program of training services as specified under WIOA

(b) Dislocated Workers must;

(i) Be unemployed, **and**

- have ceased to qualify for unemployment compensation or trade readjustment allowance under the Trade Adjustment Assistance Act (TAA) or the North American Free Trade Agreement (NAFTA)-TAA due to no fault of their own; **and:**
 - be enrolled in a program of training services as specified under WIOA by the end of the 13th week after the most recent layoff that resulted in a determination of the worker’s eligibility as a dislocated worker, or if later, by the end of the 8th week after the worker is informed that a short-term layoff will exceed 6 months;
- or,**

(ii) Or be unemployed and did not qualify for unemployment compensation or trade adjustment assistance under TAA or NAFTA-TAA.

(iii) Additional eligibility requirements – In addition to the requirements above a dislocated worker who has ceased to qualify for unemployment compensation may be

eligible to receive assistance under needs-related payments only if the worker was enrolled in the training services;

- by the end of the 13th week after the most recent layoff that resulted in a determination of the eligibility for dislocated worker employment and training activities; or
- if later, by the end of the 8th week after the worker was informed that a short-term layoff will exceed 6 months.

Note: Needs-related payments may be provided to a participant waiting to start training classes if the participant has been accepted to a training program that will begin within 30 calendar days. Documentation of acceptance and start date must be contained in the file.

(c) Determination of the level of needs-related payments §680.970

The level of needs related payments shall be determined as follows:

(i) WIOA states that for adults local boards shall establish the level of needs related payments. The EAWDB has established that the needs related payment level for adults and dislocated workers will be the same.

(ii) For dislocated workers, payments must not exceed the greater of either of the following levels:

- The applicable weekly level of the unemployment compensation benefit, for participants who were eligible for unemployment compensation as a result of the qualifying dislocation; or
- The poverty level for an equivalent period, for participants who did not qualify for unemployment compensation as a result of the qualifying layoff. The weekly payment level must be adjusted to reflect changes in total family income, as determined by Local WDB policies. [WIOA sec. 134(e)(3)(C)] [CFR 680.970]. The EAWDB has determined that the adjustment will follow the UI guidelines of an additional \$25.00 per child per week for up to two children with maximum weekly adjustment of \$50.00.

(iii) Calculation

(a) Adults – For unemployed adults in need of and approved for needs related payments the HHS poverty guidelines for a family of 1 as published by NMDWS in the applicable program year (PY) Income table will be the base line. This figure will be divided by 52 weeks and adjusted by \$25.00 per week per child up to two dependent children under the age of 18. Documentation of dependent status and age must be obtained. The applicable income table must be maintained in the file.

Sample calculation from PY 16 income table: Jane is a single mother of 4 in training to be a nurse and is experiencing difficulty paying her rent while in school and will receive a needs related payment during PY 16.

HHS Poverty Guideline = $\$11,880 / 52 \text{ weeks} = \$ 228.46 + \50.00 (2 children) = \$278.46 for the eligible needs related payment amount.

(b) Dislocated Workers – Dislocated worker needs related payment amounts must not exceed the greater of either the weekly unemployment compensation amount or the HHS poverty level amount adjusted for family

size as stated above. Therefore, CDSs must obtain verification of UI payment amounts and calculate the eligible amount based on the applicable HHS poverty guideline following the instructions for the calculations for adults. The individual is eligible for up to the amount of the greater value of the two. The appropriate income table, the calculation and the UI verification must all be uploaded and maintained in the file.

Needs related Payments assistance must be submitted on the EAWDB Training and Employment Needs Related payment support form or its subsequent replacement and the appropriate NMWCOS supportive service activity and voucher created.

(6) Other Supportive Services: Supportive services not listed above may be paid to allow a participant to participate in training or employment services. Such items include but are not limited to:

- Uniforms, tools or work attire for employment related activities
- Legal aid services
- Reasonable accommodations for individuals with disabilities
- Safety equipment for employment related activities
- Testing fees
- Licensing fees
- And training related needs not provided by the training provider including but not limited to: book rentals, tools not available through the training provider, book purchases through sources other than the training provider and prerequisite drug screening for individuals accepted into a training program requiring drug testing.

The request for approval of other supportive services must be submitted on the Request for Training and Employment related supportive services form or its subsequent replacement and the appropriate NMWCOS activity and voucher created.

(7) Supportive Service payment process: The local board has adopted, as is, the supportive procedures referenced herein.

(1) Direct Payment to Participants.

The appropriate Supportive Services Request and Approval forms shall be used to authorize supportive services payments for participants enrolled in training. Documents are to be uploaded to NMWCOS and reviewed as part of the voucher approval process by the contract manager or designee. Supporting payment documentation e.g. timesheets, receipts, etc. must be uploaded prior to submitting a request for payment. Requests for payment are to be submitted to the board's Fiscal Agent (FA) through the NMWCOS with a notification email sent to payments@nmwcc.com. The FA will review the documents and process them for payment, then enter the payment along with the check number and date into the NMWCOS. Checks will then be sent to the offices for distribution to the customer. Documentation of receipt of payment by the participant such as a signed copy of the check shall be obtained, uploaded and maintained in the participant's electronic record.

(2) Payment to Vendors and Service Providers. For payment to supply vendors and providers of medical care, and other health care services, the vendor must agree to accept WIOA as payment. A letter or other appropriate document verifying acceptance will be submitted to the

FA via the NMWCOS with the receipt or invoice from the provider of the service and submitted to the FA via the payment email request at payment@nmwcc.com. The check will be processed and returned to the office for payment to the vendor. Documentation of proof of receipt should be obtained, uploaded and maintained as part of the record.

For certain types of supportive services such as testing fees etc., the information on the type of fee, amount and date required will be obtained and a request processed to the FA for issuance of a check payable to the vendor for those fees. The check will then be processed by the FA paid against the voucher and sent to the CDS for distribution to the customer. Documentation of receipt of the payment must be obtained from the vendor and uploaded to the NMWCOS. Otherwise these payments will be treated as reimbursements to the participant's and will follow the guidelines established in (1) above.

C. YOUTH SUPPORTIVE SERVICES

Supportive services available to youth are included below and must be reasonable expenses approved by contract manager or his/her designee that are necessary to enable an individual to participate in training and employment activities authorized under WIOA Title I The Career Development Specialist (CDS) must establish the need for the supportive service and include the need in the individuals' employment plan.

To prevent the duplication of costs and efforts, participants first must exhaust all related available services before WIOA supportive services will be authorized. The CDS must verify and document that the individual is not receiving assistance nor eligible to receive assistance for support from any other source and include documentation in the electronic file and counseling record as detailed in sections [4(A)(3-4)]above. Case notes in the file shall include information on all efforts made to identify alternative funding sources, what referrals were made and what services are not available locally. All documents pertaining to supportive services must be maintained in the participant's file.

The EAWDB requires the youth services provider to utilize NMWCOS Voucher System for generation and approval of supportive service obligations as well as for document transmittal and review of contracts. Therefore, in keeping with sound accounting principles, security access for voucher approval in the system is limited solely to the contract manager, his/her designee and the board's NMWCOS administrator (for corrections purposes only). The approval of the voucher by the contract manager or his/her designee shall therefore constitute approval of the service and obligation.

Supportive Services for Youth are those services defined in WIOA, and may include but are not limited to services such as:

- linkages to community services;
- transportation;
- child care, dependent care;
- housing;
- Needs related payments for youth 18-24;
- Assistance with educational testing;
- Reasonable accommodations for youth with disabilities;
- Legal aid services;
- Referrals to health care;

- Assistance with work attire, work related tool costs including such items as eyeglasses and protective eye gear;
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
- Payments and fees for employment and training related applications, tests and certifications.
- incentives, stipends and other reasonable expenses approved by the contract manager or his/her designee that are necessary to enable an individual to participate in training and employment activities authorized under WIOA.

(1) Transportation, Commuting Assistance and Temporary Shelter

The EAWDB has established the following procedures for determining transportation, temporary shelter and commuting assistance consistent with state policy. The contract manager may institute a funding limit for this service.

(a) Transportation assistance and commuting assistance

Transportation and commuting cost calculations will be based on the distance the participant is required to travel round trip from their residence to the training location. Reimbursement will be based on map miles and must be supported by attendance records. The documentation of mileage must be maintained in the participant file

The career development specialists will calculate amount of support allowable based a reimbursement rate of \$0.25 per mile.

Bus passes can also be purchased on behalf of and issued to youth participating in training activities. Bus pass purchases must be supported by receipts for the purchase, signature by the youth for receipt of the pass and attendance records supporting usage.

This will be the EAWDB’s primary transportation and commuting assistance supportive service process for youth participants not receiving any assistance from any other source.

(b) Temporary Housing Assistance

i. Emergency Short Term Housing Assistance

WIOA allows for supportive services payments in emergency situations related to housing or rental assistance so long as the participant's name is on the lease and not providing assistance would hinder the individual’s participation in or completion of the authorized WIOA activities. The file must contain documentation of the need that substantiates how the situation would hinder the participant's ability to complete training and how the situation will be rectified and that resources are not available from another source. Housing assistance requests would be submitted on the EAWDB HOUSING SUPPORTIVE SERVICES REQUEST FORM or its subsequent replacement or similar form.

ii Training Related Short term housing assistance

Short term housing assistance may be provided to individuals that are attending training more than 60 miles from their permanent residence. The amount paid to the participant shall not exceed the participant's balance of unmet need.

(2) Child Care

(a) Child Care reimbursement eligibility: Childcare assistance may be provided to eligible participants who require such assistance to participate in a WIOA activity and whose need has been documented in their ISS. To qualify, participants must have legal responsibility or custody of the child(ren) twelve (12) years of age or younger (documentation of custody must be provided and maintained in the file), and must furnish documentation that other resources are not available (including family members).

(b)Exclusion:

Child care payment shall not be authorized when the Individual:

- i. Is receiving 100% of needed child care payments from another Source (e.g. Children, Youth and Families or other local service provider, etc.), or
- ii. Is absent entirely or in part from his/her regularly scheduled training activity. This includes holidays, except in instances in which partial days of attendance in observance of a holiday or related events are approved or scheduled by the training provider.

(c) Child care reimbursements levels

Child care assistance is available for up to three (3) children. A maximum payment of up to ten dollars (\$10.00) per day per child and up to thirty dollars per day of attendance per household is allowable. The total cost shall not exceed one hundred fifty dollars (150.00) per week. **For all child care reimbursement, the participant must submit a paid receipt either bi-weekly or monthly or there must be a written agreement by the child care provider to bill WIOA directly for service. In the presence of partial funding from another source WIOA will only pay the remaining balance. The contract manager may institute more restrictive funding limits for this service.**

CDS's must verify and track the age and time limitations of the participant's child(ren).

Child care reimbursement shall be calculated based on the following:

i. Home child care

Individuals providing child care (other than family members) shall be eligible for a maximum payment of five dollars (\$5.00) per day per child up to fifteen dollars (\$15.00) per day and seventy-five dollars (\$75.00) per week.

ii. Certified day care providers (certified home day care)

For children placed with a certified day care provider reimbursement will be paid seven dollars (\$7.00) per day per child up to a maximum of twenty-one dollars (\$21.00) per day and one hundred five dollars (\$105.00) per week.

**A copy of the day care's certification must be submitted to the CDS and maintained in the participant's file.

iii. Licensed Day Care Providers

For children placed with a certified day care provider the reimbursement amount will be up to ten dollars (\$10.00) per day up to a maximum of thirty dollars (\$30.00) per day and one hundred fifty (\$150.00) per week.

**A copy of the day care's license shall be provided to the CDS and maintained in the participant's file.

(3) Medical and Health Care Supportive Services. Minor medical and health care services that may be provided include but are not limited to:

- Physical examinations;
- Eye and/or ear examinations;
- Filling of eyeglass prescriptions;
- Purchase of hearing aids;
- Purchase of orthopedic devices; and
- Other minor medical or health care services not listed herein that are necessary for the individual to participate in the program. Contingent upon available funding, a one-time maximum of three hundred fifty dollars (\$350.00) for minor health or medical-care service may be provided to participants enrolled in a WIOA funded training activity that require such assistance to participate in the program. The participant must provide proof of need (statement from health care or medical practitioner). The participant shall only be eligible for this assistance if he/she cannot obtain such services from other available resources (i.e. One-Stop partners, local community health care programs, etc.). The participant's inability to obtain the service from other sources must be provided and maintained in the participant's file by the CDS. The provider must agree to bill and accept payment for services from WIOA once services have been completed. The agreement must be documented in the participant file. Payment for services shall be made directly to the vendor or provider upon receipt of billing. In order for a participant to receive reimbursement for these services he/she must submit a paid invoice/receipt from the medical provider must be submitted. The contract manager may institute a more restrictive funding limit for this service.

(4) Needs-Related Payments. Needs-related payments provide financial assistance for enabling individuals to participate in training and are one of the supportive services authorized by WIOA and are subject to funding availability. Needs Related Payment assistance is subject to funding availability and shall not be provided to adults and dislocated workers when funding is limited and priority of service is in effect. Eligibility requirements for adults and dislocated workers to receive needs-related assistance are as follows [**§CFR 680.950-680.990**];

(a) Youth *must* be 18-24 years old at participation, out of school and:

(i) Be unemployed and;

- Not qualify for, or have ceased qualifying for, unemployment compensation and
- Be enrolled in a program of training services as specified under WIOA

(b) Determination of the level of needs-related payments §680.970

The level of needs related payments shall be determined as follows:

(i) For youth participants, payments must not exceed the greater of either of the following levels:

- The applicable weekly level of the unemployment compensation benefit, for participants who were eligible for unemployment compensation as a result of the qualifying dislocation; **or**
- The poverty level for an equivalent period, for participants who did not qualify for unemployment compensation as a result of the qualifying layoff. The weekly payment level must be adjusted to reflect changes in total family income, as determined by Local WDB policies. [WIOA sec. 134(e)(3)(C)] [CFR 680.970]. The EAWDB has determined that the adjustment will follow the UI guidelines of an additional \$25.00 per child per week up to two children for a maximum adjustment of \$50.00 per week.

(ii) Calculation – the calculation for the allowable amount of needs related payments to youth will follow the guidelines established for adults and dislocated workers in section [4(B)(5)(c.iii)] above.

(5) Group Supportive Services. Group supportive services may supplement supportive services provided to the individual, but such services must not be duplicative of services already provided (either paid through WIOA or other sources). Group supportive services are limited to safety equipment, work/training attire, transportation, meals and lodging for the target groups to be served in a specially designed program or project as approved by the local board, consistent with the local plan and in accordance with applicable RFP/Procurement procedures. The cost for such services must be reasonable and necessary as verified by the Service Provider. The participant file must contain documentation to substantiate the need in the participant file.

(6) Stipends: A stipend is a fixed and regular small payment such as an allowance. Reasonable stipends are allowable expenditures for work experience for youth when the provision of stipend is included in the participant's individual service strategy. Only WIOA youth funds may be used to fund stipends. Such stipends are not considered income.

Service providers may pay stipends to participants for their successful participation in and completion of education or training services (except OJT). Stipends may not be less than the Federal or State minimum wage whichever is higher.

(a) Strategies that provide for the use of the stipend: Stipends can be beneficial in allowing youth to participate in work experience activities that gain work readiness skills, occupational skills and basic skills. This affords the youth the means of providing some self-support while gaining necessary skills for the workforce.

(b) Only WIOA youth participating in training are eligible for stipends. The Comprehensive Youth Provider must develop a process for CDSs to utilize, process and pay stipends. The process must be consistent and include direction on determining the appropriateness and need for the youth.

Stipends are paid based on time participating (hours worked/trained) in the activity and must include a time sheet signed by the employer/trainer, youth and CDS. Documents must be maintained in the file for documentation of amounts paid to the youth. The use of stipends must be approved by the youth contract manager or designee. The NMWCOS voucher approval will constitute the approval use of stipends.

(7) Incentives: Incentives are compensation in the form of cash, checks, gift cards, and nonmonetary gifts or vouchers provided to a customer in exchange for meeting specific goals and outcomes defined on the customer's ISS. Incentives give youth providers opportunities to improve employment, training, and education outcomes and must be tied directly to work experience, education or training. Incentives are a way to encourage workforce participants' participation or to reward participants for achieving specific elements defined in an ISS or IEP. Incentives cannot take the form of entertainment. Therefore WIOA funds cannot be expended on incentives such as movie tickets, sporting event tickets, or gift cards to places whose purpose is for entertainment. The provider may leverage funds for incentives that WIOA cannot fund.

Incentives are not considered income but bonuses for meeting or exceeding employability or training goals that are established in writing in the individual employment plan.

The youth program manager must develop a plan for the use of incentives that provides guidance for staff on the approval process for incentives and the equal availability for them.

(8) Other Supportive Services: Supportive services not listed above may be paid to allow a participant to participate in training or employment services. Such items include but are not limited to:

- Uniforms, tools or work attire for employment related activities
- Safety equipment for employment related activities
- Testing fees
- Licensing fees
- Reasonable accommodations for individuals with disabilities
- Legal aid services
- And training related needs not provided by the training provider including but not limited to: book rentals, tools not available through the training provider, book purchases through sources other than the training provider and prerequisite drug screening for individuals accepted into a training program requiring drug testing.

(9) Payment of Supportive Services: For youth supportive services are paid directly by the youth provider and will follow the guidelines established below. All documents, payment and proof of receipt of payment as applicable must be maintained in the participant's electronic file.

(1) Direct Payment to Participants.

The appropriate Supportive Services Request and Approval forms shall be used to authorize supportive services payments for participants enrolled in the WIOA youth program. The Supportive Services Request and Approval form appropriate to the type of support being provided will be submitted to the Youth Contract Manager for approval. Supporting documentation e.g. timesheets, receipts etc. must accompany the payment information as part of the permanent file.

(2) Payment to Vendors and Service Providers.

For payment to vendors and providers of medical care, and services, the vendor must agree to accept WIOA as payment. A letter or other appropriate document verifying acceptance will be submitted to the youth contract manager with request for approval and maintained as part of the permanent record. The approval must take place prior to the receipt of goods or services.

The check copy, purchase order, receipts, invoice and any other pertinent documents will be maintained in the participants' case files.

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
Policy 13-12 Customized Training

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Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

Workforce Innovation and Opportunity Act (WIOA), July 22/2014: §108, §122, §134, §181 and §194; 2 CFR §200, et al, 20 CFR §80.760, §680.830 and §680.840; and NMDWS Workforce Guidance Letter 17-001.

1. PURPOSE:

To provide clarification for the Eastern Area Workforce Development Board (EAWDB) WIOA subrecipients regarding NMDWS Guidance 17-001 as it relates the use of Customized Training and to establish requirements for the delivery of customized training services under the EAWDB. In the case of a conflict between NMDWS Guidance 17-001 and this policy, NMDWS Guidance shall be the prevailing guidance.

2. BACKGROUND:

The WIOA of 2014 allows for the use of customized training as a strategy to meet the needs of local employers. Customized Training (CT) is training designed to meet the needs of a specific employer, or group of employers with the commitment that the employer(s) hire or retain an individual upon successful completion of training. It can provide for the introduction of new technologies, introduction to new production or service procedures, upgrading existing skills, workplace literacy, or other appropriate purposes.

3. DEFINITIONS:

- **Appropriate Commitment** - A commitment to maintain an employer-employee relationship meeting the requirements of the Fair Labor Standards Act (FLSA) for a minimum of one (1) year.
- **Customized Training** – Training by an employer or group of employers generally for the hiring of new or recent employees and not for retraining existing employees.
- **High Priority Occupation (HPO)** – An in-demand occupation that has higher skill needs and is likely to provide self-sufficient wage. Statistical data, regional expertise, and low workforce development area inputs are combined to determine whether or not an occupation meets the high priority criteria.
- **Incumbent Worker** – An individual who is employed, meets FLSA requirements for an employer-employee relationship, and has an established employment history with the employer for six (6) months or more.
- **Incumbent Worker Training (IWT)** – Training provided to an incumbent worker that is designed to meet the needs of an employer(s) to retain a skilled workforce or avert the need to lay off employees, increase the competitiveness of the employer or employee; and be conducted with a commitment by the employer to retain or avert the layoffs of the incumbent worker trained. Such training may also include the upskilling of an employer’s current workforce, which may lead to additional opportunities for potential jobseekers.
- **In-Demand Industry Sector** – An industry sector that has a substantial current or potential impact (including jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.
- **In-Demand Occupation** – An occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the state, regional, or local economy as appropriate.

Note: See EAWDB Policy 11B-12 Demand Occupations.

- Recent Employee – An individual who is employed, meets Fair Labor Standards Act Requirements for an employee-employer relationship, and has an established employment history with the employer for six (6) months or less.

4. ACTION

A. Employer Payment of Significant Cost of Training

Employers receiving funds for customized training are required to pay a significant cost of the customized training. This can be done through both cash and fairly evaluated in-kind contributions.

Rules for matching funds can be found in the Uniform Guidance at 2CFR 200.306 and 2 CFR 2900.8.

The share of the cost of training can include elements such as the expenses related to the:

- Instruction or the instructor
- Curriculum development
- Course materials or books

Expenses that are not permissible under the match and are not reimbursable through a customized training contract include:

- Equipment purchases
- Administration
- Facility upgrades/ renovations
- Travel and incidentals

The employer share is based on the size of the workforce unless the Title 1 Adult/Dislocated Worker (DW) subrecipient program director, the EAWDB or its staff establishes limited funding for CT. In times of limited funding the employer will be required to pay at least 50% of the cost of training. When funding is not limited the employer share will be apportioned as follows:

- At least 10 percent of the cost for employers with 50 or fewer employees;
- At least 25 percent of the cost for employers with 51 to 100 employees; and
- At least 50 percent of the cost for employers with more than 100 employees.

Title I staff must track and document employer cost share contributions.

The employer size means the number of employees currently employed at the local operation where the customized training placements will be made. Employer size is determined by the number of employees at the time of the execution of the customized training contract. This applies to all employers, including employers with seasonal or intermittent employee size fluctuations.

B. Restrictions

Title I subrecipients must be familiar with the limitations and prohibitions on the use of funds allocated to the local area under WIOA title I-B §181 and Part 680 of federal regulations, as follows:

- WIOA funds cannot be used to pay the wages of employees during their participation in an economic development activity provided through a statewide workforce development system.

- When a relocation of a business results in the loss of employment of any employee of such business, no funds provided for employment training can be used for customized training until after 120 days has passed since the relocation that caused the loss of employment at an original business location in the United States.
- WIOA work-based training funds must not be used to directly or indirectly assist, promote, or deter union organizing.
- WIOA work-based training funds may not be used to directly or indirectly aid in the filling of a job opening which is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage.
- WIOA work-based training funds must not be used to directly or indirectly provide supportive services described in §680.900 or §681.570.

C. Criteria:

The following items must be considered when determining the appropriateness of the training:

1. The training must be in alignment with the goals and strategies of the local area as described in the local plan.
2. The quality of the training it should result in positive outcomes (e.g., industry-recognized credentials, advancement opportunities, etc.).
3. The characteristics of the workers to be trained (i.e., the extent to which these individuals historically represent individuals with barriers to employment as defined in WIOA Section 3(24), and how such individuals would benefit from a skills gain that results in retention or advancement).
4. The number of participants the employer plans to train.
5. The wage and benefit levels of participants (before and after training).
6. The occupation(s) for which customized training is being provided must be in-demand as defined by WIOA Section 3(23) and local board policy.
7. Employer's industry status. Is the employer in:
 - a. An in-demand industry as defined by WIOA Section 3(23) and determined by labor market information or local board policy; or
 - b. A stable industry as determined by labor market information; or
 - c. A declining industry, but there are compelling reasons (e.g., evidence of long-term viability of the employer) justifying investment in customized training?

D. Employer Eligibility

In order to be eligible to receive assistance with WIOA CT funds an employer must:

- Not have experienced any layoffs in the last six months;
- Be located in and have operations in the Eastern Board area or economic development Regions;
- Agree to retain the employees for a period of at least one year after training (excludes resignations and termination for cause);
- Provide a complete list of demographic data for the individuals to be trained, including SSN, start date and rate of pay,
- Submit reimbursement requests with required documentation as described in their agreement;
- Not have laid off any employees in another state in the last 120 days to relocate to New Mexico,
- Have a valid and current workers' compensation policy (to be uploaded to the participants' e-file)
- Be current on unemployment insurance and workers compensation taxes, penalties, and/or interest or related payment plan;

- Must agree to receive a quarterly follow-up employment verification form to be completed and returned to the office with documentation of individuals that received training and are no longer employed (this information will then be uploaded to the participants' e-file); and
- Not have a negative history with retaining employees hired on an On the Job Training contract.

Staff must document the employer eligibility factors and upload to the employers' NMWCOS file.

E. Trainee Eligibility Criteria:

Customized Training funds may be used to provide training to eligible employed workers for an employer (or group of employers) when the following conditions are met:

- Employee is not earning a self-sufficient wage;
- All other provisions of Customized Training are met; and
- Customized Training relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills or workplace literacy.

Exception: Customized training is generally for hiring new or recent employees and not for retraining existing employees which is reserved for incumbent worker training, although there may be instances where customized training is appropriate in that circumstance. In those instances customized training may be used for individuals making more than self-sufficient wages if all appropriate criteria are met and it leads to comparable to or higher than previous employment.

F. Customized training processes:

While CT is a service that focuses on the needs of business, it shall still follow all the regular requirements for providing individual participant training. All required CT documentation shall be kept on file in the participants' electronic file in the New Mexico Workforce Connection Online System (NMWCOS).

- A. Eligibility shall be determined and eligibility documents shall be compiled and maintained in the electronic file within the NMWCOS.
- B. Staff will send AE staff the pertinent information to create a CT contract number and enter the provider information into the NMWCOS.
- C. An individual employment plan (IEP) shall be completed for each participant identifying the goal/purpose of the training and maintained in the participants' electronic file.
- D. Streamlined CT processes can include the following:
 - (1) Staff may work with an employer to provide the eligibility documentation on potential participants. Special attention shall be paid to eligibility documentation requirements to ensure all data validation requirements are met.
 - (2) Once eligibility is determined, staff must work with the employer to complete an overall IEP for each participant, identifying the need for CT (individualized career service) which may be uploaded in the NMWCOS for each participant. For the purposes of the CT an abbreviated IEP may consist of the employment goal and achievement objective and can be a paper document included for all participants or recorded electronically in the NMWCOS plan at the discretion of the subrecipient program director.

G. Contracts

Title 1 service providers must address the following factors when developing a customized training contract:

- Special training requirements of the employer (or group of employers);
- Agreement that the employer will pay for the significant cost of the training;
- Agreement that an appropriate commitment is made by the employer to employ the individuals upon successful completion of the training;

- Performance outcomes;
- Description of and agreement on the curriculum; and
- A clearly stated goal.

Staff must document the factors that were considered in approving a customized training contract with an employer (or group of employers).

H. Customized training documentation:

The CT agreement, related information and documentation must be kept by the Title I service provider. The service provider is responsible for ensuring the information and documentation is uploaded and available for monitoring and review as required.

- A. Customized training agreement/contract
- B. Assurances
- C. Customized training plan
- D. Customized training plan modification (if applicable)
- E. Case notes to track customer interaction (recorded in NMWCOS).

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
Policy 12-12 On-the-Job Training (OJT)

Effective Date: April 9, 2013

Revision Date: 05/01/2024

Revision Number: 9

Revision effective Date: 06/18/2024

Approval Date: 06/18/2024

Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

- Title I of the Workforce Innovation and Opportunities Act (WIOA) of 2014, as amended (29 U.S.C. 2801 et seq.);
- WIOA Regulations, 20 CFR Part 652 et al, 29 CFR Part 95-97;
- Office of Management and Budget (OMB) cost principles codified in 2 CFR Part 220, Part 225 and Part 230;
- Department of Labor (DOL) Employment and Training Administration (ETA) Training and Employment Guidance Letter (TEGL) No. 19-16;
- NMSA 1978, Section 50-14-1 *et seq.*, NMAC 11.2.12;
- WIOA Regulation, 20 CFR 681.540 (a)

1. PURPOSE:

To provide clarification for the Eastern Area Workforce Development Board (EAWDB) WIOA subrecipients regarding NMAC 11.2.12 as it relates to the execution of OJT training and to establish requirements for the delivery of on-the-job-training services under the EAWDB. In the case of a conflict between NMAC 11.2.12 and this policy NMAC 11.2.12 shall be the prevailing guidance.

2. BACKGROUND:

OJT provides financial assistance to employers who agree to train suitable WIOA eligible individuals. The financial assistance is compensation for the extraordinary costs associated with training participants and the costs associated with lower productivity of new employees and is not an employer subsidy.

On the Job Training (OJT) is an allowable activity for adults, dislocated workers and eligible youth who after an objective assessment are determined to be appropriate for this activity. The intention for OJT training is to train in the highest skill occupation appropriate to the participant. OJT is not to be used for employment training for low-skill, low paying jobs or occupations with little or no potential for upward mobility. OJT training must be provided pursuant to an OJT contract instead of utilizing an ITA contract.

Information cited in this policy is based on federal requirements. Any waiver pursued by the state and approved for adoption by the board will be addressed as addendums to this policy.

3. DEFINITIONS:

(A) On-the-Job-Training (OJT) means training by which the employer provides training to a paid participant while engaged in productive work in an occupation that:

- Provides knowledge or skills essential to the full and adequate performance of the job;
- Is made available through a program that provides reimbursement to the employer for a portion of the wages of the participant for the extraordinary costs for providing training and the additional supervision related to the training; and
- Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant as appropriate.

(B) Appropriate Commitment to hire an individual means an intent to maintain an employer-employee relationship meeting the requirements of the Fair Labor Standards Act (FLSA) for a minimum of one (1) year.

(C) High-priority Occupation (HPO) is an in-demand occupation that has higher skill needs and is likely to provide a self-sufficient wage. Statistical data, regional expertise, and local workforce area inputs are combined to determine whether or not an occupation meets the high-priority criteria.

(D) Incumbent Worker is an individual who is employed, meets FLSA requirements for an employer-employee relationship, and has established employment history with the employer for six (6) months or more.

(E) Incumbent Worker Training (IWT) is training provided to an incumbent that is designed to meet the needs of an employer or employers to:

- retain a skilled workforce or avert the need to lay off employees;
- increase the competitiveness of the employer or employee; and
- be conducted with a commitment by the employer to retain or avert the layoffs of the incumbent worker trained.

Such training may also include the upskilling of an employer's current workforce, which may lead to additional opportunities for potential jobseekers.

(F) In-Demand Industry Sector is an industry sector that has a substantial current or potential impact (including jobs that lead to economic self-sufficiency and opportunities for advancement) in the state, regional or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.

Note: The determination of whether an industry sector or occupation is in-demand in a local area is made by the local board, as appropriate, using business and labor market projections and statistics. However, all HPOs and bonafide job offers are considered in-demand occupations and therefore, eligible for OJT training.

(G) Recent employee is an individual who is an employee, meets FLSA requirements for an employer-employee relationship and has established employment history with the employer for six (6) months or less.

(H) Occupational skills training is defined as an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels

(I) Part-time: Part-time workers are those who work fewer than 30 hours per week.

4. ACTION:

OJT TRAINING SHALL:

(A) be for non-seasonal, permanent full-time employment, or may be for part-time employment when provided in conjunction with occupational skills or Apprenticeship training.

(i) full-time employment is defined at a minimum of 30 hours per week

(ii) waivers to the 30 hours per week requirement may be requested for individuals with disabilities who need the reasonable accommodation of a shorter work week in order to become self-sufficient

(B) be for training that pays the trainee at a minimum \$12.50 per hour;

(C) not be utilized for employed workers making more than the EAWDB's established self-sufficiency wage level prior to training.

5. EMPLOYER ELIGIBILITY:

Within the parameters of WIOA, One Stop Staff may engage in OJT opportunities with any public, private non-profit, private sector employer or registered sponsor with the following exceptions. OJT may not be utilized for:

(A) An employer who has been convicted of violating federal laws and regulations within the last two years of requesting and OJT regarding: submission of worker adjustment and retraining notification (WARN) notices,

occupational safety and health administration (OSHA) and Americans with Disabilities Act (ADA) standards, equal employment opportunity (EEO) and wage and hour requirements, state unemployment insurance (UI) laws, and fair labor standards and collective bargaining agreements.

(B) An employer who has exhibited a pattern of not retaining OJT participants in permanent positions upon satisfactory completion of training. For the purposes of this policy “a pattern of not retaining OJT participants is defined as three trainees in any twelve-month period”.

(C) An employer that has demonstrated deficiencies in the quality of training or the training environment. This determination may be made on training, employment or environmental practices observed by NMWCC staff during worksite visits or through a combination of reporting of deficiencies by the trainee and investigation by NMWCC or board staff.

(C) An establishment which is presently suspended or barred from doing procurement business with any branch of government.

(D) An employer providing workers on a temporary basis to employers for which they receive compensation from the employer.

(E) An employer who has exhibited a pattern of failing to provide OJT participants with continued long-term employment with wages, benefits, and working conditions that are equal to those provided to regular employees who have worked a similar length of time and are doing the same type of work.

(F) An establishment that plans to use the WIOA to relocate from another area, or locate new branches, subsidiaries, or affiliates.

(G) Business in which the participants will be employed to carry out the construction, operation, or maintenance of any part of a facility that is used or to be used for sectarian instruction or as a place of religious worship. 29 CFR 37.6(F).

(H) A business which has relocated within the last 120 days and dislocated or laid off workers at its previous location.

If an employer is established as ineligible for OJT funding by the office then the employer can submit a written request for reconsideration to the One Stop Systems Committee of the EAWDB.

6. OCCUPATIONAL ELIGIBILITY

OJT may **not** be utilized for any of the following occupations:

(A) Occupations dependent on commission or draw as a primary source of income.

(B) Intermittent seasonal occupations.

(C) Part-time occupations except as noted when in conjunction with Apprenticeships or Occupational skills training.

(D) Occupations temporary in design.

(D) Occupations which have not traditionally required specific occupational training as a prerequisite for performance, such as porters, janitors, stackers, laborers, restaurant workers, etc. (entry level).

(E) Occupations whose prior training, certification or license make the individual qualified to perform the occupation, such as school teacher, cosmetologist, LPN, RN, etc., unless they are unable to enter or retain employment without additional on-the-job-training due to occupational skill gaps.

(F) Any occupation whose training time is less than 160 hours.

(G) When an employer has laid off workers in substantially equivalent positions or where the OJT will impair any existing labor agreements, contracts for services or promotional opportunities for current employees. For the purposes of the OJT, “substantially equivalent position” is one in which the job responsibilities and skill, experience, and performance requirements have remained unchanged since the time of the layoff. To provide evidence that the position has “substantially changed”, there should be a new and different job description for the position.

(H) Any position or occupation which is vacant because the former occupant is on strike or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage.

(I) Any position or occupation that promotes or supports the use, possession or distribution of marijuana.

7. ADDITIONAL RESTRICTIONS

Following are imitations and prohibitions on the use of WIOA Title I-B funds as directed under Part 680 of federal regulations:

- (A) WIOA funds cannot be used to pay the wages of employees during their participation in an economic development activity provided through a statewide workforce development system.
- (B) WIOA work-based training funds may not be used to directly or indirectly assist, promote or deter union organizing.
- (C) WIOA work based training funds must not be used to provide supportive services.

8. PARTICIPANT ELIGIBILITY:

On-the-job training is available to adults, eligible youth and dislocated workers as defined by the WIOA, who are unemployed or underemployed and meet all of the following requirements.

- (A) Participant meets all WIOA eligibility requirements for training services.
- (B) Participant is enrolled into WIOA prior to beginning training under an OJT contract.
- (C) Participant was determined to be in need of training in order to become employed in a job which leads to a self-sufficient level of income and this is reflected in the Individual Employment Plan (IEP).
- (D) Participant was determined to be a good candidate for the particular vocation and position for which they are to receive OJT and the rationale for the determination is reflected in their IEP.
- (E) OJT contracts may be written for an employed worker as long as they meet all the requirements above and are not earning a self-sufficient wage as defined by local board policy at the time of enrollment and the employer verifies that the OJT will relate to the introduction of new technologies, introduction to new production or service procedures, or is an upgrade to a new job that requires additional skills.
- (H) OJT is an allowable activity for youth but should be discouraged when it conflicts with educational goals and/or achievement.
- (I) Priority of Service must be given as defined in federal and state policy.

The following are considerations that may be used to identify participants likely to benefit from OJT

- Less than two years total work experience
- Five or more jobs in the last two years
- No work experience in the last two years
- Classroom training but no work experience
- Is a returning citizen from the justice system
- Review of participants' employment history and educational background in the New Mexico Workforce Connection Online System (NMWCOS)

9. REVERSE REFERRAL:

Any individual referred to a center by an employer (commonly referred to as a "reverse referral") shall go through the system in the same manner as other job seekers and be determined to be eligible and in need of training in order to participate in OJT. This process shall be completed prior to the start date of the OJT training. A referral by an employer for an OJT position does not disqualify an individual, but neither shall it be considered to give higher priority to the individuals over other eligible candidates. The final selection of an eligible individual for OJT should be a joint decision of the employer and the local service provider.

10. COORDINATION WITH APPRENTICESHIPS

An OJT contract may be developed with an Apprenticeship, Pre-Apprenticeship and Registered Apprenticeship program for training participants. Apprenticeships generally involve both classroom and on the job instruction. OJT contracts are made with the employer for the on the job instruction and may be utilized in conjunction with an ITA for the classroom instruction. The OJT contract may be made to support some or all of the OJT portions of the apprenticeship as allowed. If the apprentice is employed at the time of the program enrollment, the requirements for

employed workers must be followed. Apprentices can participate in part-time OJTs if they are in conjunction with the Apprenticeship training.

11. CONFLICT OF INTEREST

State and Local board members and members of standing committees may not vote on nor participate in any decisions regarding the provision of services by such members or any organization they directly represent, nor on any matter that would provide any direct financial benefits to that member or the member's immediate family. Neither membership on the state or local board or standing committee nor receiving of funds to provide training and related services by itself violates these conflict of interest provisions. In Accordance with 200.112 of Uniform Guidance, these potential conflicts of interest must be disclosed in writing. In the case of EAWDB board members a waiver request must have been submitted to the board for consideration prior to entering into an OJT relationship with Title I sub-recipients and they must abstain from voting and/or discussion regarding policy and provision of those services. Sub-recipients must ensure through EAWDB staff that appropriate waiver requests have been made and are current.

12. OJT OUTREACH

Local offices must ensure that both the business services function and the job seeker services functions include information around OJT opportunities and that outreach activities are being conducted in a manner that minimizes the chances of multiple staff contacting the same employer. All office employer outreach activities must be documented and offered in a manner that ensures that equitable opportunities are provided to employers in the local area. Outreach conducted outside the NMWCOS that results in an OJT placement must have a coresponding job order entered in the NMWCOS.

Potential employer outreach activities include but are not limited to:

- Chamber of Commerce presentations
- Engaging employers in targeted partner meetings
- Information provided during job fairs and hiring events
- Regular employer and job seeker outreach activities provided in the local office
- Open and available jobs

13. EMPLOYER ORIENTATION:

An official employer orientation shall be provided and documented before the OJT contract period begins. A pre-award review checklist shall be completed to determine employer eligibility. This provides an additional opportunity to share information about OJT and learn about the needs of the employer. The orientation shall include the following.

- (A) A review of the OJT contract, OJT training plan, OJT progress report and invoice forms and contact information for the career coach.
- (B) Employers will be informed about the role they play in developing a structured training plan based on the skill gaps possessed by the OJT participant. Employers are informed of the importance of having experienced employees act as trainers for optimum results with predictable training outcomes.
- (C) Benefits of OJT are explained including OJT provider assurances, contract terms and conditions including terms and conditions of employer reimbursement.
- (D) Employers are informed about the requirements for local, state and possibly federal monitoring of the program.
- (E) Employers are informed about records maintenance requirements.

**Note: If board staff identify that the responsible Career Coach fails to complete a thorough Employer Orientation for any NEW On-the-job (OJT) employers or Work Experience/Transitional Jobs Employer prior to the start of a placement, this will be considered a failure to comply with local area policy and therefore non-compliance within the contract by the service provider. The completion of a comprehensive employer orientation is crucial to ensuring*

that participants and employers are adequately prepared for their roles and that employers understand their rights and responsibilities within the training program. Failure to conduct such orientations undermines the integrity and effectiveness of the program and may result in corrective actions as deemed appropriate by the board or its Executive Director.

14. TRAINEE ORIENTATION:

An official participant orientation shall be provided and documented before the OJT contract period begins. At a minimum the orientation should include the following.

- (A) OJT training plan review.
- (B) Participation requirements.
- (C) Timesheet tracking and payroll verification requirements including the OJT progress report and invoice form.
- (D) Information regarding additional services and activities, including supportive services available through the workforce system, to ensure successful participation.

15. OJT PARTICIPANTS ALLOWED WITH AN EMPLOYER:

No more than 50% of the number of the employer's full-time work force at the location where training is to take place may be trained under OJT at any one time. Once a participant has been trained and retained by the employer, he/she is counted in the regular full-time work force number and additional individuals may be trained. An employer having a regular full-time work force of one may train one individual under OJT.

A projected work force number may be used for new or expanding business. The projected number shall be attained within twelve months. If the projected number is not attained, appropriate adjustments in the number of OJT trainees allowed in further training should be made.

16. OJT WAGES AND GENERAL WORKING CONDITIONS:

(A) Wage reimbursement. New employees hired under OJT shall at a minimum be paid the employer's usual entrance wage rate for the occupation in which they are to be trained and employed, which shall not be lower than the \$12.50 per hour established by the EAWDB. Participants shall be paid the same entry wage rate as non-WIOA funded employees in the same occupation. The reimbursement for training cost will be based on the employer's normal full-time work week, which must be at least 30 hours per week. When training is provided in conjunction with an Apprenticeship or Occupational Skills training, hours may be lower than 30 hours but no less than 10 hours. Reimbursement will not include non-regular wages such as; premium pay, shift differential and must not be claimed for time which the OJT trainee is absent from training, including illness, holiday, plant downtime, or other events during which no training occurs.

(B) Workers' compensation. Where state workers' compensation law is applicable, workers' compensation benefits in accordance with such law shall be available to all participants on the same basis as the compensation is provided to other individuals in the same employment.

Health and safety standards established under Federal and State law otherwise applicable to working conditions of employees and equally applicable to OJT participants.

17. OJT CONTRACT:

An OJT contract shall include the sections outlined below. The OJT pre-award review, training contract, and training plan shall be signed by all required parties prior to any participant's training start date. Providers must use the EAWDB created forms provided by board staff. Modifications may be made to the forms as needed by requesting the modifications through board staff.

(A) OJT requirements

- (1) OJT employer contract.
- (2) OJT training plan.

- (3) OJT pre-award review.
- (4) Progress report and invoice form.
- (5) OJT contract and/or training plan modification (if applicable).
- (6) OJT contract assurances.

(B) OJT training plan

The OJT training plan shall be included in the OJT training contract. An OJT training plan shall be modified if a change is needed in any part of the original OJT training plan.

- (1) The OJT training plan will be developed with the employer to establish training outcomes.
- (2) The gap between the skills of a participant and the skills needed for the job will determine the number of training hours for which an employer will be reimbursed.
- (3) An analysis of the OJT position will be conducted based on information from the employer combined with occupational information network (ONET) details or comparable information regarding specific qualifications and skill required for the OJT position.
- (4) The training plan shall reflect the results of individual skill assessment and an analysis of employer job performance requirements to determine what training is needed.
- (5) The training plan shall be maintained and updated as needed.

(C) OJT training duration.

- (1) The basis for contract training duration shall clearly be documented.
- (2) The maximum duration for an OJT contracts is six months. (1040 training hours)
- (3) Determining length of training should include the following.
 - (a) Skill gap is defined as the gap between the skills of an individual participant and the skills needed for a job. The skill gap will determine the number of training hours for which an employer will be reimbursed. The skill gap shall be clearly defined and incorporate the use of recognized skill assessment tools and occupational evaluation tools. An individual training plan shall be developed consistent with the duration of the contract. For example, a contract written for six months shall include a training plan that outlines six months of specific training to be provided by the employer which in turn should be consistent with the documented skill gap for the individual.
 - (b) Specific vocational preparation (SVP) is defined as the amount of time required by a typical worker to learn the techniques, acquire the information, and develop the expertise needed for average performance in a specific job. A table reflecting SVP levels is included below.

SVP	Number of Training Hours
2	160
3	480
4	640
5	800
6	960
7	1040

EXCEPTION: The hours can exceed the maximum hours for the SVP code for the occupation or the 1040 based on the need for individuals with a documented disability to obtain the skills necessary for the job. The additional hours required may be established at the beginning of training or as training progresses and is indicated through progress reports.

(D) OJT reimbursement rate.

Employers will be reimbursed for the extraordinary cost of training OJT Adult, Dislocated Worker and Youth participants in an amount up to 50% of the applicable wage consistent with WIOA.

**Note: Any state waiver may amend our reimbursement cap subject to board approval. If this occurs it will be addressed in an addendum attachment to this policy.*

The EAWDB will utilize the following scale for employer reimbursement based on employer size:

- 1) up to 50% for employers with 50 or fewer employees; and
- 2) up to 25% for employers with 51 or more employees.

Payroll records shall be used to document employer size or a penalty of law statement on the Pre-Award Checklist attesting to the number of current employees.

The reimbursement frequency should be negotiated with individual employers to ensure greatest benefit to the employer and the OJT participant.

- (1)** Participants shall be paid the higher of federal, state, or local minimum wage, or the prevailing rate of pay, including periodic increases, as other trainees or employees who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills, pursuant to WIOA, 29 U.S.C. 2931(a)(1)(A), and 20 C.F.R. 667.272. Provisions for wages under the amendments to the Fair Labor Standards Act (FLSA) apply to all participants employed.
- (2)** Participants may work overtime (subject to regulations of the Fair Labor Standards Act with respect to the level of compensation), provided that this is part of the training plan and consistent with other employees in comparable positions. Although overtime hours worked can be used to determine the reimbursement for a given period, an overtime wage rate cannot be used to calculate the reimbursement amount. To calculate the reimbursement, the provider would apply the standard wage rate to both the regular and the overtime hours.
- (3)** USDOL approved waivers can provide greater flexibility in the level of employer reimbursement.

** Note: 20 CFR § 680.700 states that occupational training is provided for the WIOA participant in exchange for the reimbursement, typically up to 50 percent of the wage rate of the participant. However, 20 CFR § 680.730 states the Governor may increase the reimbursement rate for OJT contracts funded through the statewide employment and training activities described in § 682.210 up to 75 percent.*

(D) Progress report and invoice form.

A progress report and invoice form shall be completed at least monthly throughout the life of the OJT training. This provides a trainee evaluation of progress and documents hours worked and skills developed.

An invoice system is in place to reimburse the employer the cost of providing the training and any additional supervision related to the training.

All OJT payment requests must be submitted to the fiscal entity within 60 days after the last date of the submitted timesheet and progress report. Any request submitted after the 60-day deadline must receive approval from the Executive Director before a payment can be made. Payment requests that are not submitted within the 60-day period and do not have Executive Director approval if submitted after the 60 days must be paid for by the provider, Eastern New Mexico University-Ruidoso.

18. Supporting Documentation

- (A) OJT pre-award checklist
- (B) OJT employer contract
- (C) OJT training plan
- (D) DOJT Training plan modification as needed
- (E) OJT Progress report and invoice forms
- (F) Case notes (recorded in NM VOSS or other state designated system)

CONTACT ENTITY: Inquiries regarding this rule should be directed to the EAWDB's administrative entity.

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

A Proud Partner of the American Job Center Network

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POLICY 11B-12 DEMAND OCCUPATIONS

REFERENCES:

Title I of the Workforce Innovation and Opportunities Act (WIOA)

PURPOSE:

WIOA regulations require local areas to establish a local documentation and verification policy that defines the Occupations in Demand within the area for the purposes of determining eligibility of applicable training programs for Adults and Dislocated Workers. The goal is to establish a policy that is not excessively intrusive and burdensome and is, at the same time, a good faith and reasonable effort to establish occupations eligible for training funds and to provide guidance regarding such documentation to Service Providers contracted by the Eastern Area Workforce Development Board.

Providers contracted by the Eastern Area Workforce Development Board, who provide training activities, are responsible for ensuring that adequate documentation is contained in the participant files to minimize the risk of questionable/disallowed costs.

This policy outlines the procedure, and defines the occupations in demand and related acceptable documentation.

1. BACKGROUND:

The Workforce Innovation and Opportunity Act of 2014 (WIOA) empowers States and WIOA grant sub-recipients to expend WIOA Title I funds for training programs that lead to self-sufficiency. Section 134 of the Act specifies that funds allocated to a local area may be expended through the use of Individual Training Accounts (134(d)(4)(G)) or pursuant to a contract of services in lieu of an individual training account (134(d)(4)(G)(ii) for qualifying individuals who select programs of training services that are directly linked to employment opportunities in the local area involved or in another area to which the individuals receiving such services are willing to relocate (134(d)(4)(A)(iii).

WIOA training opportunities, whether the result of Individual Training Accounts (ITA) or contracts, should focus on community talent growth and aligning the workforce with targeted industry clusters (existing or emerging). To that end, occupations and/or skills shall not, in all instances, require a history of demand to qualify for identification as "In Demand".

2. DEFINITIONS: WIOA Section 3 defines career pathways and demand occupations as follows:

(3)(7) Career Pathways

The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.

(3)(23)(A) Demand Industry sector or occupation

In general the term “in-demand industry sector or occupation” means –

- (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or
- (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

(3)(23)(B) Determination - (B) The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.

3. ACTION

This policy establishes an in-demand occupation standard to be used to determine occupations allowable for training activities. The Occupations in-demand standard will allow the Eastern Area Workforce Development Board to:

- A. Extend services to workers that have not attained self-sufficiency and place them on a path to self-sufficiency.
- B. Target high-wage industry sectors of the economy and occupations for training and assist in developing customized training programs.
- C. Offer training in occupations with career pathways and ladders that lead to self-sufficiency.
- D. Support job-training programs that lead to self-sufficiency.

The Demand Occupations for the Eastern Area shall consist of Demand Occupations based on labor projections published by the New Mexico Department of Labor LASER with a growth rate of 6.7% or more or 8 annual openings, any EAWDB targeted industry clusters, targeted industries or growth clusters from the NM DWS state plan, any occupation for which an individual has received a bonafide job offer upon the completion of training. In addition to the above, new industries or occupations designated by economic development as high growth and demand, and occupations identified by newly established businesses (less than 1 year old) as operationally critical will also be determined to be in demand. Staff will utilize the state’s list of STAR occupations as a guide to provide guidance to job seekers determined to be in need of career counseling and/or training services. This information can be obtained or viewed at <https://www.jobs.state.nm.us/gsipub/index.asp?docid=810>. Additionally, an occupation may be deemed as “In-Demand” if letters are received by 3 or more employers stating a need for

individuals trained in a particular occupation or that the employer(s) have positions in an occupation that they have been unable to fill due to a lack of qualified applicants.

4. Acceptable Documentation

A. OJT and Customized Training:

For OJT or Customized training participants the contract agreement by the employer to hire/retain the individual upon completion of the training shall constitute documentation of In Demand.

B. Individual Training Accounts (ITA's):

Files of participants utilizing ITA funds **must** contain a case note describing employment opportunities **and** wages for the selected training occupation and one of the following:

- (1) A print out from the NM LASER list of occupations reflecting a growth rate of 6.7% or 8 or more annual openings,
- (2) A letter from an employer guaranteeing employment upon completion of training,
- (3) A letter from an employer guaranteeing a promotion upon completion of training for an employed individual that results in a salary increase of 15% or more,
- (4) A letter/notice from the Eastern Area Workforce Development Board identifying a targeted occupational cluster,
- (5) Copies of letters from 3 employers on company letterhead indicating a need for individuals trained in a specific occupation or an inability to fill positions based on a lack of qualified applicants,
- (6) A letter from a newly established employer (1 year or less but not as a result of company relocation that resulted in the layoff of employees) identifying a need for individuals trained in a specific occupation,
- (7) A letter or notice from a local economic development office designating and industry cluster or occupation as high growth/high demand, or
- (8) A copy of the state plan's targeted career cluster/occupation.

Failure to adequately justify the training selection could result in questioned costs.

All ITA training funds must be expended for training that leads to industry recognized credentials. Those credentials must be placed in the file upon completion of training. Progress in training must be recorded as measurable skills gains in accordance with published performance measures.

EFFECTIVE DATE:

REVISED: March 2017

RESCISSIONS: none

CONTACT ENTITY: Inquiries regarding this notice should be directed to the Administrative Entity Staff of the Eastern Area Workforce Development Board at (505) 343-7612.

Judith Cooper
EAWDB, Chairman

Eastern Area Workforce Development Board

Workforce Innovation and Opportunity Act

Policy 11-12 Individual Training Accounts (ITAs)

Effective Date: July 1, 2012

Revision Date: 06/12/2024

Revision Number: 12

Revision effective Date: 06/18/2024

Approval Date: 06/18/2024

Contact Entity: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

Title I of the Workforce Innovation and Opportunities Act (WIOA) of 2014; WIOA Regulations, Office of Management and Budget (OMB) cost principles codified in 2 CFR Part 220, Part 225 and Part 230

1. PURPOSE

This policy provides instruction and guidance on the use and administration of individual training accounts for training in demand occupations as identified in the state and local plans.

2. BACKGROUND

The individual training account (ITA) is established for eligible individuals to receive assistance financing training services with eligible training providers. It is essentially a voucher given to customers who need occupational skills training to become gainfully employed or re-employed. Under the WIOA training services are purchased from eligible providers selected in consultation with the career development specialist.

Supported by assessment and informed decision-making, customers may use their ITAs to purchase training slots in any program on the eligible training provider list (ETPL). Customers approved for ITA funds can only select from programs on the statewide program/provider list. If a program is not on the list, WIOA cannot pay the cost of attendance.

An ITA will be provided after an assessment of customer needs, present skill levels, and demand occupations. The selection of a training program will occur after consultation with a career development specialist (CDS). The process will be recorded in a career plan called an Individual Employment Plan (IEP).

3. DEFINITIONS: Reserved

4. ACTION:

(A) ITA's:

1. ITA's will be issued for training in demand driven occupations. The EAWDB wants to provide the broadest access possible to training services to meet the needs of the individuals in the area as well as the employers. Therefore, ITA's can be utilized in conjunction with other types of training on a full or part-time basis following the criteria outlined below.
2. ITA's shall be issued only to individuals who meet WIOA eligibility criterion and have been determined through assessment and their individual employment plan (IEP) to be in need of training services to obtain employment or increase their employability and earnings potential in a demand occupation that will lead to a career path of self-sufficiency. ITAs can be provided to individuals enrolled in WIOA Title I Adult, dislocated worker or youth programs. ITAs are not an entitlement. Customer choice shall be exercised within the targeted industries and demand occupations designated by state and local board policy. Individuals, eligible or otherwise, that seek training outside of these designated areas can be provided assistance in pursuing other sources of financial aid. If it is determined that WIOA ITA funding is not appropriate for a customer because it is outside of the areas targeted by the state or local board as occupations in demand, centers will assist customers with other financial aid application (i.e., Pell, etc.) and alternative options. Staff will assist customers with accessing the statewide list of eligible training

providers and programs in the New Mexico Workforce Connection Online System (NMWCOS).

Before an individual is eligible to receive an ITA, the need for training, appropriate occupational choice for training and their ability to successfully participate in the chosen training must be established through assessment. A full education and work history as well as a skills determination must be utilized to determine if the individual is employable at a self-sufficient level with skills already in their possession. Individuals that possess the skills to obtain self-sufficient employment in the local area are not eligible for ITA training unless there is a substantiated cause that makes them unable to perform that occupation e.g. injury etc. This information must be included in the case file and utilized in the development of the individual employment plan.

The IEP shall be developed jointly with the participant utilizing the NMWCOS plan and should include information substantiating the individual is able to participate in and complete training. This should include information on how the participant will support themselves while in training. Participants identified to be in need of training must sign a Family Education Rights to Privacy Act (FERPA) release of information authorization allowing the career coach (CC) to obtain information on their financial aid information, grades and attendance information as necessary. For participants receiving services under partner programs staff must work with partner staff to ensure alignment of the IEP with the partner program goals as well.

The IEP must include an anticipated timeframe for completion and must also address goals and objectives that lead to a measurable skills gain on an annual basis. Since this requires the successful completion of a twelve-credit hour semester annually, provision for this must be addressed with the customer in alignment with the degree plan and included in the IEP.

ITA funding limits are not to exceed \$4000.00 total expense for adult, dislocated worker and youth participants per semester. This limit applies only to the direct cost of expenses to the training institution and does not include supportive services if needed.

For occupational skills training that are 16 weeks or less a cap of \$5000.00 total expense for adult, dislocated worker, and youth participants. This limit applies only to the direct cost of expenses to the training institution and does not include supportive services if needed.

Occupational guidance should be provided to the participant and should include a review of the local labor market as it applies to the demand occupations. The goal is to train for jobs available or growing in the local area. If the customer wants to participate in training in an occupation that is in demand within the Eastern Area but not the local community the participant must sign an acknowledgement that they are willing to relocate to obtain employment in the chosen training category.

- a. Full time attendance – Unemployed individuals are required to attend training on a full-time basis. New Mexico identifies full time status as twelve (12) credit hours. Participants that are enrolled in training programs that require classes to be taken in a specified semester e.g. nursing students will be considered full time if the degree plan requirements for the semester

are met. The supporting documentation must be maintained in the file. In these cases, documentation must be maintained in the file. At any point during their training that they are not employed, participants must either attend school full-time or obtain other part-time employment.

- b. Part-time attendance – Individuals working to improve their employability and earnings potential while they are working are allowed to attend training on a part-time basis. For individuals that cannot meet the measurable skills gain through credit hours or training milestones (OJT/RA) by June 30th, it is recommended they be engaged in other skills upgrading activities (e.g. basic skills, work keys etc.) as allowable for federal performance reporting for attainment of the MSG performance indicator. All active services for the individual should be included in the ISS/IEP/Plan

ITA's in Conjunction with OJT's and Apprenticeships

- ITA's may be provided to individuals in conjunction with On-the-Job Training (OJT) funds when appropriate, and the ITA may be used before, during, or after an OJT.
- ITA's can be used to support participants enrolled in apprenticeship programs by providing:
 - Pre-apprenticeship training – Basic skills preparation; under WIOA funds can be used to fund pre-apprenticeship programs that provide basic skills, work experiences, and other support to help participants obtain the skills needed to be placed into an apprenticeship.
 - Related instruction – Related classroom instruction component of an apprenticeship program, as long as the apprenticeship program or the education/training provider is on the ETPL. Under WIOA, all Registered Apprenticeship programs sponsors are automatically eligible to be on the ETPL.

ITAs shall be limited to individuals unable to obtain other grant assistance or who require assistance beyond that available from other grant assistance programs and who have been identified on their IEP/ISS to be in need of training. It is expected that the primary source of ITA funding will be the adult/dislocated worker program, however, the Title I youth program may provide ITAs for training assistance to enrolled individuals in need of training. The youth program must adhere to the same requirements for training and assistance as the adult/DW program. If the youth is co-enrolled with the Title I Adult/DW program the ITA can be paid through whichever funding stream is most appropriate. Youth participants 18 years of age or older are encouraged to co-enroll with the adult/DW program.

As discussed in 20 CFR § 681.550 "to enhance individual participant choice in education and training plans and provide flexibility to service providers, the Department allows WIOA Individual Training Accounts (ITAs) for OSY, ages 16 to 24, using WIOA youth funds, when appropriate." ITAs allow participants the opportunity to choose the training provider that best meets their needs. To receive funds from an ITA, the training provider must be on the Eligible Training Provider List as outlined in § 680.400 and 680.410.

ISY cannot use youth program funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the WIOA Adult program if the young adult's individual needs, knowledge,

skills, and interests align with the WIOA adult program and may receive training services through an ITA funded by the adult program.

The career coach shall document the availability of other funding sources such as Pell grants, Trade Adjustment Assistance (TAA) or other federal grants for each training enrollment period (i.e., semester, quarter). The financial aid office of the training institution shall provide information of need related to cost of attendance and the CC will utilize this information for the determination of the need for assistance beyond that available from other grant assistance programs.

Unmet need shall be calculated on a line item basis by subtracting grant assistance received from the amount of need supplied by the training institution. This information shall be documented, calculated and recorded on the Cost Sharing Agreement or its subsequent replacement documents. This form must be completed in its entirety for individuals even if no financial aid is available to the individual or for the training program.

When unmet need has been established in the presence of additional funding sources the WIOA share shall be apportioned as follows:

- (a) In the presence of assistance from the NM Lottery or other tuition-based scholarships, WIOA funds shall not be expended for tuition unless the cost of tuition exceeds the amount available under the scholarship.
- (b) For individuals eligible for Pell grants, Pell funds can be utilized for cost of attendance related expenses such as living expenses but shall be limited to the balance of unmet need.
- (c) For individuals eligible for TAA, WIOA can pay supportive services based on EAWDB Policy.
- (d) For individuals receiving other scholarships that do not have a defined use then it will be treated like a Pell grant and applied to unmet need so long as the need is sufficient and substantiated. Documentation on the scholarship's lack of designation or defined use must be supplied by the student or the financial aid office and included as part of the file.
- (e) For individuals receiving other scholarships with a defined use the scholarship MUST be applied to the designated category e.g. tuition, books, uniforms etc. In those cases, WIOA is limited to assistance with balances of the applicable cost category and other assistance as allowed above.
- (f) For individuals receiving training assistance from partner entities WIOA will pay the balances of tuition, books and fees and supportive services. Supportive services will only be available if those services are unavailable through other partner programs.
- (g) GI Bill availability cannot be counted against veterans eligible for that benefit. It is not to be treated as financial aid for Veterans or covered persons requesting training assistance or applied toward the balance of unmet need.
- (h) Loans do not count as financial aid for the purposes of WIOA assistance and do not apply against unmet need.

All contract documents and forms must be scanned and uploaded into the NMWCOS and the financial voucher created and approved in a timely manner.

3. An ITA contract modification must be completed utilizing the designated local area forms or their subsequent replacements and should be used in any of the circumstances listed below. The modification should include the reason the modification was necessary.
 - (a) When the actual cost of training is more than was anticipated on the original contract
 - (b) To correct training term dates
 - (c) If financial aid is awarded after completion of the contract
 - (d) If there is a class schedule change
 - (e) Any other situation that would make the original contract inaccurate

4. The Financial Claim for Payment (FCP) shall be sent to the One Stop office responsible for the participant after the institution's drop/add period is complete. It will be reviewed for accuracy and completeness, uploaded to the NMWCOS and notice sent to the fiscal agent for payment. Fiscal staff will also review the FCP for completeness and accuracy and then process it for payment. When processed, a payment will be created against the voucher with a status of approved for payment and an anticipated check issue date. When the check has been issued the status will be changed to paid and a check number with the paid date entered by the fiscal department.

All FCPs must be submitted to the fiscal entity within 90 days after the drop/add period is complete. Any FCP submitted after the 90-day deadline must receive approval from the Executive Director before a payment can be made. FCPs that are not submitted within the 90-day period and do not have Executive Director approval if submitted after the 90 days must be paid for by the provider, Eastern New Mexico University-Ruidoso.

5. Supporting documentation
 - EAWDB Cost Sharing Agreement
 - EAWDB ITA Contract
 - EAWDB ITA Contract modification
 - EAWDB ITA Contract Training Term Modification
 - EAWDB FCP

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
Policy 8-18 Assessment

Effective Date: 9/18/18

Revision Date: 9/4/19

Revision Number: 1

Revision effective Date (committee): 9/5/19

Board Approval Date: 9/17/19

Contact Entity: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

References: WIOA §107, §121; §123; §129; 189; §503; TEGL 23-14; TEGL 8-15

1. Purpose

The purpose of this policy is to provide local Workforce Connection Center (WCC) offices guidance with regard to established standards for the use of assessments that minimizes duplication and provides information on the provision of basic and individualized career services for initial and objective assessments. It further provides information on the types of assessments utilized and accepted within the Eastern area WCC system.

2. Background

The Workforce Innovation and Opportunities Act (WIOA) affirms the WCC commitment to providing high quality services to customers that provides seamless service delivery and minimizes duplication. As part of the framework to accomplish this it is necessary to establish a uniform methodology and crosswalk for assessments for use and acceptance within the WCC.

3. Definitions

Assessment – For the purposes of WCC offices, assessment is a process to assist staff with identification of strengths, transferrable skills, interests, work values, and personal priorities as they relate to employment.

Basic Skills Assessment – This is an assessment of the proficiency level of an individual in reading, writing, and mathematics. This assessment is conducted through use of a standardized assessment tool such as the Test of Adult Basic Education (TABE), GAIN, CASAS and MAPT.

Basic Skills Deficient – Basic skills deficiency for youth is defined as at or below the 8th grade level. WIOA states that local boards and Workforce Connection Center offices must give priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient or lack basic skills proficiency. Individuals who are English language learners meet the criteria for “basic skills deficient” and must be included in the priority population for the title 1 adult program. Basic skills deficient for adults and dislocated workers is locally defined as below and EFL 5 on standardized adult education assessments, English language learners, individuals that test into remedial education classes on college placement exams, Work Keys or Work Keys Curriculum (CR 101) scores below a gold level career readiness certification level or any other assessment that identifies a deficit in the basic skills necessary to highly function in the workforce provided by any other partner or organization.

Career Assessment – Is a process of assessing the interests, skills, personality traits and values and applying those to occupational options to identify which occupations best match the individual.

Initial Assessment (IA) – The gathering of information from observations, personal interviews and any information provided by the customer. IA should be part of the eligibility process and needs assessment.

Needs Assessment – Working with the customer the WCC staff must identify and document barriers that would hinder or prevent the customer from fully engaging in and achieving career objectives. Staff must identify and record those needs and then identify local resources available to meet those needs.

Objective Assessment (OA)– Objective Assessment is a comprehensive and exploratory approach to properly evaluate the needs of customers without regard to services or programs available. It should include the full composite of interviews, career exploration, interests, basic skill levels and behavioral observations.

4. Action

During the enrollment process in the WCC, individuals must receive an assessment. Assessments are a holistic, ongoing process and should not be viewed as a one-time event. They provide valuable information that allows center staff to best guide an individual as they strive to meet their employment goal. The results of assessments must be explained to a job seeker and analyzed to provide guidance in determining action steps and services to be included in their individual employment plan.

One Stop Centers are required to provide direct linkage to one stop services provided in the One Stop system. Appropriate one stop partners and services for an individual are determined through the assessment process and based off the participant's desire to work with the various partner agencies. Active Resource Coordination is the first step in the development of a seamless service delivery system.

A. INITIAL ASSESSMENT

Initial assessment is part of the overall intake process and includes the initial determination of the following:

- Basic skills
- Identification of strengths
- Identification of workplace skills
- Career interests
- Work values
- Identification of prior work history
- Family situation
- Service needs

When an Initial Assessment is completed, staff should enter the Initial Assessment service and a case note describing the assessment results.

B. OBJECTIVE ASSESSMENT

The results from an Objective Assessment assists in the development of a Title I participant's employment plan. An Objective Assessment is not required for Title III Wagner-Peyser only participants. Formal assessment results within the last six months, that the participant may have or a partner agency provides, are acceptable to use in place of new formal Assessments.

Youth – An objective assessment must be completed during the youth enrollment process prior to a youth becoming a participant.

The Objective Assessment shall include a review of the following.

- Basic skills (to determine basic skills deficiency, see EAWDB eligibility policy)
- Identification of strengths
- Identification of workplace skills
- Career interests
- Work values
- Identification of prior work history
- Family situation
- Service needs

Encouraged Assessments:

- Digital Literacy
- Financial situation
- Reality check

C. BASIC SKILLS ASSESSMENTS

To minimize duplication of effort for customers the EAWDB will accept formalized assessments performed by partner agencies or community colleges so long as the results are provided in a manner that is allowable for documentation purposes (Section D). For the purposes of establishing basic skills deficiency, Attachment A provides a list some of the acceptable assessments and their corresponding EFL from NRS Testing Benchmarks. This Attachment will be updated as other possible assessments are identified and will not require reapproval of the policy.

D. DOCUMENTATION

For offices to utilize assessments provided by other entities an actual copy of the results must be obtained for the E-file then the following steps performed:

- Assessment result copies should be uploaded to the documentation portion of the NMWCOS and entered into the assessment portion of the NMWCOS utilizing the appropriate file naming conventions established by the EAWDB and document tags.
- Assessment results should also be entered into the assessment portion of the NMWCOS. If there is not an assessment in NMWCOS that fits the assessment provided, include a summary in case notes and upload as previously described.
- When an Objective Assessment service is recorded a note indicating the assessments completed and the overall results should be entered.

If an Adult or Dislocated Worker, refuses to complete a basic skills assessment to determine their basic skills levels within 60 days of eligibility, they may still receive program services under basic or individualized career services. However, if a participant is eligible for training services such as ITA or OJT but refuses to complete the basic skills assessment and 60 days has passed, we will not provide training services until the assessment is completed. Previously completed assessments from a post secondary institution or a partner program completed within the last 12 months is acceptable.

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
Policy 7-18 Referral Processes

Effective Date: 9/18/18

Revision Date: N/A

Revision Number: N/A

Revision effective Date: N/A

Approval Date: 9/18/18

Contact Entity: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

Workforce Innovation and Opportunity Act (WIOA), July 22, 2014: TEGL 4-15, TEGL 16-16, §108, §122, §134, §181 and §194; 2 CFR §200, et al, 20 CFR §80.760, §680.830 and §680.840.

1. PURPOSE:

To provide clarification for the Eastern Area Workforce Development Board (EAWDB) WIOA subrecipients regarding partner referral processes as implemented through the workforce delivery system and its partners.

2. BACKGROUND:

The vision of the WIOA Partnerships in American Job Centers (TEGL 4-15) is to:

- Connect all customers to a wide range of services available in their respective communities;
- Provide a seamless, customer-focused, integrated service delivery across all programs; and
- Enhance access to partner programs and the services they provide.

It further requires that a process for issuing and tracking of referrals. The EAWDB wants to ensure that businesses and job-seekers have access to information and services that lead to positive employment outcomes.

3. ACTION

Sound skills and practices are necessary for an effective referral. It is the vision of the EAWDB that individuals receiving services, particularly those with significant barriers to employment, would receive the broadest array of services possible to help them succeed and to increase positive performance outcomes for partners providing services. Staff making referrals must possess knowledge of partner services and basic eligibility requirements in order to issue effective referrals. WCC staff are required to cross train in the basic services and eligibility requirements of partner programs.

A. Technical Assistance Guide

Specific referral processes will be developed, maintained, issued and modified as necessary in EAWDB Technical Assistance Guide (TAG) 7-18. Specific referral processes with each partner program are developed and established individually with separate implementation timelines. The TAG is to be a living document and will be updated as new referral processes are developed. The TAG will also include the compilation of services available and the basic eligibility requirements for each partner program.

The referral processes for each partner program included in the TAG are intended to be a basic framework for each office to build on. Each office has the flexibility to modify the processes for referrals to a specific partner to fit the needs in each community. Those processes are to be developed in conjunction and collaboration with the partners affected and attached to the TAG for succession planning within the structure of the system for the job centers and our partners.

B. Partners

The partners that will be included in the issuing and tracking of referrals by Workforce Connection Center (WCC) offices include but are not limited to:

- WIOA Title I adult, dislocated workers and youth programs
- Title II Adult Education and Family Literacy (AEL)
- Title III Wagner-Peyser programs
- Title IV Vocational Rehabilitation (DVR)
- Title V Job Corps
- Unemployment Insurance

- Veterans programs
- Temporary Assistance to Needy Families (TANF)
- Aging and Long Term Care Programs
- Migrant Seasonal Farmworker Programs

C. When To Refer

When individuals access the WCC offices for services an initial assessment of their needs and abilities is required to be performed. Upon the completion of the initial assessment staff must make a determination if there are services being provided by a partner program that might benefit the customer. When it is determined that a participant might benefit from additional services that might be provided by a partner program then the choice of referral depends on the customer's needs, what arrangements, if any, have been agreed to with the service to which the customer is to be referred. With the participants' agreement, the referrals are to be provided through direct connection to the partner the referral is being issued to. Whenever possible the office will work to schedule a participant appointment with the partner and provide copies of whatever transferrable paperwork is available (e.g. assessment information, eligibility documents etc.). The referral process should eliminate as much duplication on the part of the customer as possible.

D. Feedback and Follow Up

Referrals made by core partners should be made and case notes entered in the New Mexico Workforce Connection Online System (NMWCOS) reflecting the referrals made. When a referral is made, it is always useful to obtain customer feedback about the referral as well as feedback from the partner(s) to which referrals are made. A follow up call should be made to each to ensure the referral was effective and if not why. This information should also be case-noted in the NMWCOS.

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
6-18 Policy Incumbent Worker Training (IWT)

Effective Date: 09/18/2018

Revision Date:

Revision Number:

Approval Date: 9/18/2018

Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

Workforce Innovation and Opportunity Act (WIOA), July 22, 2014, §108, §122, §134, §181 and §194.
Uniform Guidance at 2 CFR §200, et al., TEN 19-16 , Fair Labor Standards Act (FLSA) §203.

1. PURPOSE:

To provide clarification for the Eastern Area Workforce Development Board (EAWDB) WIOA subrecipients regarding NMDWS Guidance 16-008 as it relates the use of Incumbent Worker Training and to establish requirements for the delivery of Incumbent Worker training services under the EAWDB. In the case of a conflict between NMDWS Guidance 16-008 and this policy, NMDWS Guidance shall be the prevailing guidance.

2. BACKGROUND:

The Workforce Innovation and Opportunity Act (WIOA) of 2014 explicitly allows for and encourages the use of incumbent worker training as a local workforce strategy. This training strategy is designed to meet the special requirements of an employer (including groups of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment. In addition, incumbent worker training must be focused on increasing the competitiveness of the employee or employer, and be conducted with a commitment by the employer to retain or avert the layoffs of the incumbent worker(s) trained.

3. DEFINITIONS:

- **High-Priority Occupation (HPO)** is an in-demand occupation that has higher skill needs and is likely to provide a self-sufficient wage. Statistical data, regional expert and local area inputs are combined to determine whether or not an occupation meets the high-priority criteria.
- **Incumbent Worker** is an individual who is employed, meets Fair Labor Standards Act requirements for an employer-employee relationship, and has an established employment history with the employer for six (6) months or more.
- **Incumbent Worker Training (IWT)** is training provided to an incumbent worker that is designed to meet the needs of an employer(s) to retain a skilled workforce or avert the need to lay off employees; increase the competitiveness of the employer or employee; and be conducted with a commitment by the employer to retain or avert the layoffs of the incumbent worker trained. Such training may also include the upskilling of an employer's current workforce, which may lead to additional opportunities for potential jobseekers.
- **In-Demand Industry Sector** is an industry sector that has a substantial current or potential impact (including jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.
- **In-Demand Occupation** is an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the state, regional, or local economy, as appropriate (for more specific information regarding in demand occupations for the Eastern area please see local board policy 11B-12 Demand Occupations).
- *Note: all HPOs are considered in-demand occupations, and therefore, eligible for incumbent worker training.*

4. ACTION

A. Reservation and Use of Funds

The EAWDB may reserve and use not more than 20 percent of the overall adult and dislocated workforce funds allocated to the EAWDB for the federal portion of the cost of an incumbent worker training program. This 20 percent can be used for incumbent worker training activities that are programmatic in nature, as administrative activities must be paid out of the board's administrative funds. The EAWDB encourages its sub-recipient(s) to exercise caution as this will reduce the funds available for other jobseekers, especially those experiencing barriers to employment.

B. Employer Payment of Non-WIOA share

Employers receiving funds for incumbent worker training are required to pay for the non-federal share of the cost of providing such training. The EAWDB in accordance with WIOA Sec. 134(d)(4)(C-d) and NMDWS 16-008 establishes the employer share as shown below.

The employer share is based on the size of the workforce (wages paid to the participant while in training can be included as part of that share and the share can be provided as cash or in-kind that is fairly evaluated) as follows:

- At least 10 percent of the cost for employers with 50 or fewer employees;
- At least 25 percent of the cost for employers with 51 to 100 employees; and
- At least 50 percent of the cost for employers with more than 100 employees.

The employer size means the number of employees currently employed at the local operation where the incumbent worker training placements will be made. Employer size is determined by the number of employees at the time of the execution of the incumbent worker training contract. This applies to all employers, including employers with seasonal or intermittent employee size fluctuations. Employer contributions may be done through both cash payments and fairly evaluated in-kind contributions.

The Share of the cost of training can include elements such as the expenses related to the:

- Wages the employer pays to the incumbent worker trainee while the worker is attending training. Official payroll records documenting the worker's hours and wages must be used to determine the amount of the employer's share of cost. The EAWDB sub-recipient(s) must track and document employer cost share contributions. Official payroll records documenting the worker's hours and wages must be utilized to determine the amount of the employer's share of cost.
- Course Materials or books
- Curriculum Development

Expenses that are not permissible under the match and are not reimbursable include:

- Equipment purchases
- Administration
- Facility upgrades/renovations
- Travel and incidentals

C. Restrictions

The EAWDB sub-recipient(s) must be familiar with and abide by the limitations and prohibitions on the use of funds allocated to the local area under WIOA title I-B §181 and Part 680 of federal regulations, as follows.

- WIOA funds cannot be used to pay the wages of incumbent employees during their participation in an economic development activity provided through a statewide workforce development system.
- When a relocation of a business results in the loss of employment of any employee of such business, no funds provided for employment training can be used for incumbent worker training until after 120 days

has passed since the relocation that caused the loss of employment at an original business location in the United States.

- WIOA work-based training funds must not be used to directly or indirectly assist, promote, or deter union organizing.
- WIOA work-based training funds may not be used to directly or indirectly aid in the filling of a job opening which is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage.

D. Eligibility Criteria

Incumbent Worker Eligibility

In order to participate in IWT the incumbent worker must

1. employed;
2. Be title I eligible including the requirements for self sufficiency;
2. meet Fair Labor Standards Act requirements for an employer-employee relationship; and
3. have an established employment history with the employer for six (6) months or more. In the event that the incumbent worker training is being provided to a group of employees, only a majority of the employees in the group being trained must establish such employment history.

Incumbent worker training can also be used for underemployed workers, such as for workers who would prefer full-time work but are working part-time for economic reasons. While these workers are employed, they may have accepted reduced hours to gain or maintain employment or a previous dislocation has led them to accept reduced employment and often lower wages that may have a permanent effect on their careers. The use of these strategies may focus on increasing skills for underemployed frontline workers in an effort to advance these workers to more skilled positions with the same employer or industry sector leading to an increase in earnings through more work hours or an increase in pay. An incumbent worker does not have to meet the eligibility requirements for career and training services for adults and dislocated workers under WIOA, unless they are also enrolled as a participant in the WIOA adult or dislocated worker program.

Employer Eligibility

In order to be eligible to receive assistance through WIOA IWT funds an employer must:

1. Align with the strategy of the EAWDB in fulfilling the vision and goals established for the local area (i.e., the local plan).
2. Be located in and have operations in the Eastern Board area or economic development regions;
3. Agree to retain the employees for a period of at least one year after training (excludes resignations and termination for cause);
4. Submit reimbursement requests with required documentation as described in their agreement;
5. Have a valid and current workers' compensation policy (to be uploaded to participants file)
6. Be current on unemployment insurance and workers compensation taxes, penalties and/or interest or related payment plan;
7. Agree to submit a complete list of demographic and eligibility information for the individuals to be trained including, SSN, start date and rate of pay;
8. Not have laid off workers within the last 120 days to relocate from another state;

E. IWT training processes

While IWT is a service that focuses on the needs of business, it shall still follow all the regular requirements for providing individual participant training. All required documentation shall be kept on file in the participants' electronic file in the New Mexico Workforce Connection Online System (NMWCOS).

1. Eligibility shall be determined and eligibility documents shall be compiled and maintained in the electronic file within the NMWCOS.
2. Staff will send AE staff the pertinent information to create an IWT contract number and enter the provider information into the NMWCOS.
3. An individual employment plan (IEP) shall be completed for each participant identifying the goal/purpose of the training and maintained in the participants' electronic file.
4. Streamlined IWT processes can include the following:
 - Staff may work with an employer to provide the eligibility documentation on potential participants. Special attention shall be paid to eligibility documentation requirements to ensure all data validation requirements are met.
 - Once eligibility is determined, staff must work with the employer to complete an overall IEP for each participant, identifying the need for training (individualized career service) which may be uploaded in the NMWCOS for each participant. For the purposes of the IWT an abbreviated IEP may consist of the employment goal and achievement objective and can be a paper document included for all participants or recorded electronically in the NMWCOS plan at the discretion of the subrecipient program director.

F. Considerations

In determining the feasibility for the use of IWT the local board and its subrecipients will consider the following:

1. The characteristics of the incumbent workers to be trained (i.e., the extent to which these individuals historically represent individuals with barriers to employment as defined in WIOA Section 3(24), and how such individuals would benefit from a skills gain that results in retention or advancement).
2. The quality of the training (e.g., industry-recognized credentials, advancement opportunities, etc.).
3. The number of participants the employer plans to train or retrain.
4. The wage and benefit levels of participants (before and after training).
5. The occupation(s) for which incumbent worker training is being provided must be in-demand as defined by WIOA Section 3(23) and as determined by workforce development area-specific labor market information.
6. Employer's industry status.

Is the employer in:

1. an in-demand industry as defined by WIOA Section 3(23) and determined by labor market information; or
2. a stable industry as determined by labor market information; or
3. a declining industry, but there are compelling reasons (e.g., evidence of long-term viability of the employer) justifying investment in incumbent worker training?

The EAWDB sub-recipient(s) will document the factors that were considered in approving an incumbent worker training project with an employer.

G. Contracts

Title 1 service providers must address the following factors when developing an incumbent worker training contract:

- Special training requirements of the employer (or group of employers);
- Agreement that the employer will pay for the significant cost of the training;
- Agreement that an appropriate commitment is made by the employer to employ the individuals upon successful completion of the training;
- Performance outcomes;
- Description of and agreement on the curriculum; and

- A clearly stated goal.

Staff must document the factors that were considered in approving an IW training contract with an employer (or group of employers).

H. Incumbent Worker Training Documentation:

The training agreement, related information and documentation must be kept by the Title I service provider. The service provider is responsible for ensuring the information and documentation is uploaded and available for monitoring and review as required.

- A. Customized training agreement/contract
- B. Assurances
- C. Customized training plan
- D. Customized training plan modification (if applicable)
- E. Case notes to track customer interaction (recorded in NMWCOS).

I. Performance Accountability

Due to WIOA sec. 134's unique eligibility requirements, individuals who receive only incumbent worker training are reportable individuals and not participants required for inclusion in the WIOA performance accountability calculations. As a result, an individual who only receives incumbent worker training and does not become a core program participant will not be included in the calculation of the primary indicators of performance for negotiations and accountability purposes. However, the EAWDB sub-recipient(s) are required to collect and report the outcomes of individuals in receipt of incumbent worker training on the primary indicators of performance, among other required elements.

J. Conflict of Interest

State and local board members and members of standing committees may not vote or nor participate in any decisions regarding the provision of services by such members or any organization they directly represent, nor on any matter that would provide any direct financial benefit to that member or the member's immediate family. For example, an EAWDB member who is also an employer who wants to use services on a fee-for-service basis would be prohibited from voting to approve the use of local area services, facilities, or equipment for employment and training activities to such board member's incumbent workers. Neither membership on the state board, local board, or standing committee, nor receipt of WIOA funds to provide training and related services, by itself, violates these conflict of interest provisions. In accordance with §200.112 of the Uniform Guidance, recipients of federal awards must disclose in writing any potential conflicts of interest. Sub-recipients must disclose in writing any potential conflict of interest to the recipient of grant funds.

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
5-18 Eligible Training Provider List (ETPL)

Effective Date: 9/18/18

Revision Date: N/A

Revision Number: N/A

Revision effective Date: N/A

Most Recent Approval Date: 9/18/18

Contact Entity: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

Workforce Innovation and Opportunity Act (WIOA), July 22, 2014: §116, §122, §134, §188, 20 CFR §677.230, §679.370-380, §680.400-530, §683.630, TEGL 41-14 Change 1, 29 CFR Part 38

1. PURPOSE:

This guidance provides information, criteria, and procedures that inform the local workforce connection centers, training providers and workforce system partners of changes to the New Mexico Eligible Training Provider system. These new procedures are based on the passage of Workforce Innovation and Opportunity Act final rules jointly published by U.S. Department of Labor and Education on August 19, 2016 and effective October 18, 2016.

2. BACKGROUND:

The workforce development system established under WIOA emphasizes informed consumer choice, jobdriven training, provider performance, and continuous improvement. The quality and selection of providers and programs of training services is vital to achieving these core principles. As required by WIOA Sec. 122, states, in partnership with Local Boards, must identify eligible training providers (ETPs) and programs that are qualified to receive WIOA title I-B funds to train adults, dislocated workers **and out-of school youth ages 16 through 24***, including those with disabilities. The approved State list of eligible training providers and programs serves as an important tool for participants seeking training to identify appropriate providers and programs, and relevant information, such as cost and program outcomes. WIOA Sec. 122 (c) specifies that states must establish an application procedure for training providers and programs to maintain their eligibility and the eligibility of their programs.

Beginning January 1, 2017, the State centralized the administrative responsibility for certifying ETP applications. As such, the New Mexico Department of Workforce Solutions (NMDWS) as the State Administrative Entity (SAE) in partnership with the Local Workforce Development Boards (LWDBs) provide oversight and administration for the Eligible Training Provider (ETP) certification system. LWDBs work with NMDWS to identify eligible training providers and programs qualified to receive WIOA title I-B funds to train adults and dislocated workers, **and out-of-school youth ages 16 through 24***, including those with disabilities. Local workforce development boards shall revise all local policies to ensure that they are in compliance with the new requirements outlined in this document.

****Although youth programs are not specifically mentioned in the federal guidance, the SAE requires youth providers and programs who both serve WIOA program participants AND confer an industry recognized certificate or license to be registered and approved on the ETPL system***

3. DEFINITIONS: Reserved

4. ACTIONS

A. ELIGIBLE TRAINING PROVIDERS AND PROGRAMS

I. ELIGIBLE PROVIDERS OF TRAINING SERVICES

Only providers that the State determines to be eligible, as required in WIOA sec. 122, may receive training funds under WIOA title I-B to provide training for participants enrolled in a WIOA-funded program of training services.

Eligible training providers include:

- Post-secondary education institutions;
- Registered Apprenticeship programs;
- Other public or private providers of training, which may include joint labor-management organizations and eligible providers of adult education and literacy activities under title II if such activities are provided in combination with occupational skills training;
- Community Based Organizations (CBOs) or private organizations of demonstrated effectiveness that provide training under contract with the Local Board.

Eligible training providers are subject to the equal opportunity and nondiscrimination requirements contained in Section 188 of WIOA. The types of eligible training providers for WIOA are substantively the same as those under WIA. The requirements to become an eligible provider of training services apply to all organizations providing WIOA title I-B- funded training to adults and dislocated workers, **and out-of-school youth ages 16 through 24***, with the specific exception of Registered Apprenticeship programs.

II. ELIGIBLE PROGRAMS OF TRAINING SERVICES

A program of training services is defined as one or more courses or classes, or a structured regimen that leads to a recognized post-secondary credential, secondary school diploma or its equivalent, employment, or measurable skill gains toward such a credential or employment. These training services could be delivered in person, on-line, or in a blended approach.

Not all allowable types of training services are subject to the requirements of the eligible training provider provisions in WIOA title I-B. Training services exempt from the Section 122 eligibility requirements include:

- On-the-job training; customized training; incumbent worker training; transitional employment; or
- The circumstances described at WIOA sec. 134(c)(3)(G)(ii), where the Local Board determines that:
 - There are insufficient providers, or
 - There is a training services program with demonstrated effectiveness offered in the local area by a community-based organization or other private organization to serve individuals with barriers to employment, or
 - It would be most appropriate to award a contract to an institution of higher education or other eligible provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations, and such contract does not limit customer choice; or
 - When the Local Board provides training services through a pay-for-performance contract.

Providers and programs that meet eligible training provider criteria and are certified on the State ETP List are considered eligible to receive Individual Training Account funds for the provision of training services of WIOA enrolled participants.

B. INITIAL ELIGIBILITY PROCESS

Training providers or programs that have a physical location, are recruiting or serving area participants, and/or are providing training within the Eastern area may apply for initial eligibility at any time. All applications for the ETPL will be completed using the NMWorkforce Connection On-Line System. The online application process for training providers starts with verifying the training provider is licensed, certified, or authorized by the New Mexico Department of Higher Education, or the relevant state agency or oversight agency, to operate training programs. If a provider is in compliance with the oversight agency, the provider can proceed to the next step in the application process. If a provider is not in compliance with the oversight agency, the provider will not be able to apply for inclusion on the ETPL until they meet the necessary requirements.

Once the online initial eligibility application is submitted by the service provider, the EAWDB has 30 working days to review for completeness and submit a recommendation to the State Administrative Entity (SAE) for approval.

I. Initial Eligibility Criteria.

Training providers or programs applying for initial eligibility must provide the following information through the online application:

- Describe each program of training services to be offered.
- Provide information on cost of attendance, including costs of tuition and fees.
- Identify type of industry-recognized certificate or credential, including recognized postsecondary credentials.
- Indicate whether the provider has developed the training in partnership with a business (and the name of the business).
- Provide information that addresses alignment of the training services with in-demand industry sectors and occupations.
- Outline of the prerequisites or skills and knowledge required prior to the commencement of training.
- Provide performance information for all students regardless of funding source, as detailed in Attachment 1. To support this effort, the State will also work to acquire performance information already in existence at other state agencies. Training providers and programs that have not been in existence for at least two years will be required to provide available student and program data for the time period in existence.

II. Continued Eligibility Process

After the initial eligibility period of one year, training providers must be reviewed, updated and approved for continued eligibility every two (2) years. Applications for continued eligibility must show the training provider is still authorized by the appropriate oversight agency. Dropping off the list for a period of time does not return a provider to an initial eligibility status. All applications for continued eligibility must be completed using the Workforce Connection On-Line System.

III. Continued Eligibility Criteria.

Training providers or programs applying for continued eligibility must adhere to the following criteria **in addition to the criteria listed under the Initial Eligibility Criteria section** of this policy.

- Total number of participants enrolled in the program.
- Total number of participants completing the program.
- Total number of participants exiting the program.
- Information regarding the completion rate of participants.
- Information on recognized post-secondary credentials received by program participants.
- Description of how the provider will ensure access to training services throughout the State, including rural areas and through the use of technology.
- Description of how the providers provide training services to individuals who are employed and/or individuals with barriers to employment.
- Information reported to State agencies on Federal and State training programs other than programs within WIOA title 1B, including partner programs, (i.e. Adult basic education and literacy, Division of Vocational Rehabilitation, etc.) that are used to provide additional information about overall effectiveness, quality and utilization of programs.

C. PERFORMANCE REQUIREMENTS

Beginning July 1, 2017, all Eligible Training Providers will be required to include the performance information, as detailed in Attachment 1, to remain eligible and obtain subsequent certification. To support this effort, the State will

also work to acquire performance information already in existence at other state agencies. Once training providers and their programs have two years of data for the WIOA performance indicators, the State will collect the required information, determine performance outcomes and make the performance data available through the NM Workforce Connection On-Line System, for each training provider on the ETPL. Programs with less than 10 students enrolled will not be included in performance data.

Required Performance Information Include:

- The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- The percentage of program participants who obtain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program.

I. CONDITIONS FOR REMOVAL

Local boards may recommend for State removal or denial of an application, providers or programs, for a period of not less than 2 years, for the following reasons.

- If the provider knowingly supplies false performance information, misrepresents costs or services, or substantially violates requirements of WIOA law or regulations. Such providers are liable to repay all adult, dislocated worker and youth funds received during the period of non-compliance.
- If the provider fails to meet the established criteria. Situations that will result in removal include but are not limited to the following:
 - A) failure to meet established performance levels of:
 - i. 60% completion rates for WIOA participants and/or 75% Passage rate or higher for industry required certification or licensure exams;
 - ii. failure to provide all required performance information for continued eligibility; and
 - iii. failure to maintain accreditation required for professional licensure.
- If the training provider or program is temporarily unable to meet the objectives of the approved program(s).

A training provider that is removed from the list for the reasons stated above may re-apply for continued eligibility when they can demonstrate that they meet all the requirements and/or have established new processes and procedures that are likely to correct provider/program deficiencies. Training providers debarred by the Federal government are not permitted to be placed or remain on the ETPL.

If a training provider or a program of training services is removed from the list while WIOA participants are enrolled, the participants may complete the program unless the provider or program has lost state licensing, certification, or authorization to operate by the appropriate state oversight agency.

II. PROCESS FOR REMOVAL FROM THE ETPL

The EAWDB shall inform the SAE in writing of their request for removal of an eligible training provider/program and include the reason(s) for removal. The EAWDB shall inform the training provider in writing; include the reason(s) for the removal; and provide information on the appeal process.

III. APPEALS PROCESS

Training providers can appeal the rejection of their program for inclusion on the ETPL or the subsequent termination of eligibility. An appeal must be submitted in writing via email to the Department of Workforce Solutions, State Administrative Entity within 14 days after notification of the decision to remove. The appeal must include the justification for the appeal. The training provider also has the right to request a hearing to discuss their appeal. A Training Provider appeals board will be assembled by the State Administrative Entity. The appeals board will schedule a hearing and make a decision within 60 days of appeal. This will be a final decision.

D. REGISTERED APPRENTICESHIP AND THE ETPL

Under WIOA title I-B, Registered Apprenticeship program sponsors that request to be ETPs are automatically included on the list and will remain as long as the program is registered or until the program sponsor notifies the State that it no longer wants to be included on the list. Registered Apprenticeship programs are not subject to the same application and performance information requirements or to a period of initial eligibility or initial eligibility procedures as other providers because they go through a detailed application and vetting procedure to become a Registered Apprenticeship program sponsor with the United States Department of Labor or the State Apprenticeship Agency (SAA). All Registered Apprenticeship programs are eligible to be included on the State list of eligible training providers.

Registered Apprenticeship can take many forms and the sponsors are diverse, including:

- Employers who provide related instruction. A number of employers with Registered Apprenticeship programs provide formal in-house instruction as well as on-the-job training at the work site.
- Employers who use an outside educational provider. Under this model Registered Apprenticeship program sponsors do not provide the related instruction or educational portion of the apprenticeship, but rely upon an outside educational entity to deliver instruction. Employers can use two- or four-year post-secondary institutions, technical training schools, eligible providers of adult education and literacy activities under title II, or on-line courses for related instruction. The employer is the ETP and must identify their instructional provider as defined locally.
- Joint Apprenticeship Training Programs. These programs are made up of employers and unions. They have an apprenticeship training school where the instructional portion of the Registered Apprenticeship program is delivered. The training schools are usually administered by the union.
- Intermediaries. Intermediaries can serve as program sponsors when they take responsibility for the administration of the apprenticeship program. They can also provide expertise such as curriculum development, classroom instruction and supportive services, as appropriate. The intermediary is the ETP and must identify the instructional provider if an outside organization is providing the educational portion of the apprenticeship. Intermediaries include:

Educational institutions including two- and four-year post-secondary institutions, technical schools, or eligible providers of adult education and literacy activities under title II. In this model the educational institution administers the program, works with employers to hire apprentices and provides classroom or on-line instruction for the apprenticeship program;

- Industry associations administer the program and work with employer/members and educational entities to implement the apprenticeship program; and,
- Community based organizations administer the program and work with employers, educational entities and the community to implement the apprenticeship program.

Pre-apprenticeship programs do not have the same automatic ETP status under WIOA title I-B as do Registered Apprenticeship programs.

ETPL Procedures for Registered Apprenticeship Programs

Registered Apprenticeship program sponsors interested in being an ETP will be required to provide the following information to the State Apprenticeship Agency (SAA):

- Occupations included within the Registered Apprenticeship program;
- The name and address of the Registered Apprenticeship program sponsor;
- The name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor's address; ☐ The method and length of instruction; and, ☐ The number of active apprentices.

Registered Apprenticeship program sponsors that do not provide the Related Technical Instruction portion of the apprenticeship program may be required to provide additional information about their education provider, including the cost of the instruction.

The SAE will work with the (SAA) to verify the status of Registered Apprenticeship programs as part of the State's review of the State list of eligible training providers at least every two years.

Registered Apprenticeship programs may request removal from ETPL system. An RA program whose eligibility is terminated, for a period not less than 2 years, if they intentionally supplied inaccurate information, or substantially violated any provisions of WIOA law or regulation, is liable to repay all youth, adult, and dislocated worker training for non-compliance.

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
4-18 Policy Transitional Jobs

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Contact Entity: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

Workforce Innovation and Opportunity Act (WIOA), July 22, 2014: §108, §122, §134, §181 and §194; 2 CFR §200, et al, 20 CFR §80.760, §680.830, §680.840(n) and §683.200(g), TEN 17-16 .

1. PURPOSE:

To provide clarification for the Eastern Area Workforce Development Board's (EAWDB) WIOA subrecipients regarding classroom and work-based training options to eligible participants and employers. WIOA requires the local public workforce system to identify and promote evidence-based strategies for meeting needs of jobseekers facing barriers to employment. Transitional Jobs (TJ) is one evidence-based strategy for helping to meet this requirement. Under WIOA, the EAWDB can utilize up to 10 percent of Title I Adult and Dislocated Worker funds to implement Transitional Jobs programs for jobseekers who face barriers to employment and who are at-risk of experiencing chronic unemployment.

2. BACKGROUND:

WIOA statute defines Transitional Jobs as time-limited work experiences that are subsidized and are in the public, private, or nonprofit sectors for individuals with barriers to employment who are chronically unemployed or have inconsistent work history.

Transitional Jobs are combined with comprehensive career services and supportive services and are designed to assist the individuals in establishing a work history that will show success in the workplace and develop the skills that lead to entry into and retention in unsubsidized employment. Eligible participants will be paid at the same entry level rate paid to trainees or employees in the same or similar positions at the worksite.

3. DEFINITIONS:

- Transitional Job (TJ) – A type of work-experience offered as an individualized career service under WIOA. They are time-limited, wage-paid work experiences that are subsidized up to 100 percent. These jobs can be public, private, or nonprofit sector jobs and are only available for individuals with barriers to employment who are chronically unemployed or who have inconsistent work history, as determined by the EAWDB.
- Chronically unemployed – An individual is determined chronically unemployed when a pattern of long term unemployment (9 weeks or more) 3 or more times in a 2 year period or the individual has exhausted unemployment benefits.
- Inconsistent work history – An individual is determined to have an inconsistent work history when there are gaps in employment of three (3) months or more or exhibits a pattern of changing jobs as demonstrated by four (4) or more jobs in a two (2) year period.
- High Priority Occupation (HPO) – An in-demand occupation that has higher than entry level skill needs and is likely to provide self-sufficient wage. Statistical data, regional expertise, and workforce development area inputs are combined to determine whether an occupation meets the high priority criteria.
- Individual Employment Plan/Individualized Service Strategy (IEP/ISS)- An individualized career service that is developed jointly by the participant and the Career Development Specialist (CDS) or Career Coach. The plan is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to achieve employment and training goals.

4. TARGET POPULATIONS

Potential targeted populations for the appropriate use of transitional jobs include but are not limited to:

- Long-term unemployed as defined above
- Ex-offenders
- Individuals who are currently receiving or have exhausted TANF benefits
- Individuals with disabilities

5. GENERAL WIOA PROGRAM REQUIREMENTS

Transitional jobs are designed to assist an individual in gaining skills and experience that leads to stable long-term employment and is provided as an individualized career service.

- Transitional Jobs must be combined with comprehensive career services and supportive services.
- Work- based training opportunities must be identified as an appropriate activity for program participants on their IEP/ISS Plan.
- IEP/ISS Plans will specify goals of the work-based training activity by:
 - a. Identifying purpose of the activity and
 - b. Expected outcomes
- Take place in a workplace for a limited period of a minimum of 8 weeks up to 26 weeks. The exact duration will be set as appropriate for the participant's employment goals, background and skill level as reflected in the individual employment plan.
- Provide at least 20 hours a week but no more than 40 hours a week.
- Help the participant gain the competencies and experience to meet local employer demands.
- Be related to a career choice and provide learning through work-based projects.
- Must be designed to establish a work history for the individual, demonstrate success in the workplace, and develop the skills that lead to entry and retention in unsubsidized employment.
- Pay at an hourly wage at the same rates as similarly situated employees or trainees, subject to the Fair Labor Standards Act, but must exceed the federal or state minimum wage whichever is higher.
- Per WIOA regulations (20 CFR 683.200(g)), "no individual may be placed in an employment activity if a member of that person's immediate family is directly supervised by or directly supervises that individual."

The Transitional Job will be guided by a Training Agreement, an agreement between the local New Mexico Workforce Connection office, the host employer, and the eligible WIOA participant, which will specify the occupational and employability competencies the participant will achieve in the transitional job, the relationship and responsibilities of all parties, the evaluation process that will outline the progress of the participant, and other necessary requirements.

A. Restrictions

Title I subrecipients must be familiar with the limitations and prohibitions on the use of funds allocated to the local area under WIOA title I-B §181 and Part 680 of federal regulations, as follows:

- WIOA funds cannot be used to pay the wages of employees during their participation in an economic development activity provided through a statewide workforce development system.
- WIOA title I funds must not be spent on:
 - i. Construction, purchase of facilities or buildings, or other capital expenditures for improvements to land or buildings;
 - ii. Sectarian activities;

- When a relocation of a business results in the loss of employment of any employee of such business, no funds provided for employment training can be used for transitional jobs until after 120 days has passed since the relocation that caused the loss of employment at an original business location in the United States.
- WIOA work-based training funds must not be used to directly or indirectly assist, promote, or deter union organizing.
- WIOA work-based training funds may not be used to directly or indirectly aid in the filling of a job opening which is vacant because the former occupant is on strike or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage or layoff.
- Transitional jobs are not intended to impair any existing contracts for services or collective bargaining agreements. When a program or activity authorized under Title I of WIOA would be inconsistent with a collective bargaining agreement, the appropriate labor organization and employer must provide written concurrence before the program or activity begins.
- WIOA work-based training funds must not be used to directly or indirectly provide supportive services described in §680.900 or §681.570.
- A participant in a transitional job will not be employed in or assigned to a job if:
 - i. Any other individual is on layoff from the same or substantially equivalent job;
 - ii. The employer has terminated the employment of any regular, unsubsidized employee or otherwise caused an involuntary reduction in its workforce with the intention of filling the vacancy with the participant; or
 - iii. The job is created in a promotional line that infringes in any way on the promotional opportunities of currently employed workers.

B. Criteria:

The following items must be considered when determining the appropriateness of the training:

1. The training must be in alignment with the goals and strategies of the local area as described in the local plan.
2. The quality of the training should result in positive outcomes (e.g., industry-recognized credentials, advancement opportunities, etc.).
3. The characteristics of the workers to be trained (i.e., the extent to which these individuals historically represent individuals with barriers to employment as defined in WIOA Section 3(24), and how such individuals would benefit from a skills gain that results in retention or advancement).
4. The wage and benefit levels of participants (before and after training).
5. The occupation(s) for which transitional jobs is being provided must be in-demand as defined by WIOA Section 3(23) and local board policy.
6. Employer's industry status. Is the employer in:
 - a. An in-demand industry as defined by WIOA Section 3(23) and determined by labor market information or local board policy; or
 - b. A stable industry as determined by labor market information; or
 - c. A declining industry, but there are compelling reasons (e.g., evidence of long-term viability of the employer) justifying investment in customized training?

C. Employer Eligibility

A transitional job may be within the private for-profit sector, the non-profit sector or the public sector ideally within an identified high priority industry.

Because transitional jobs must be planned, structured learning experiences, the entity hosting the transitional job must designate an appropriate supervisor to provide oversight and feedback to the participant at regular intervals during the program.

The employer is under no obligation to offer regular employment to the participant after the conclusion of the transitional job program, although the transitional job can provide employers with a pool of candidates from which to fill future positions and reduce recruitment costs.

Participating employers must agree to cooperate with monitoring requirements as required by WIOA and adhere to all applicable local, state and federal rules, regulations and administrative guidance. Labor standards apply in any work experience setting where an employer/employee relationship, as defined by the Fair Labor Standards Act, exists.

Participating employers must be current on and in good standing with New Mexico tax requirements.

Staff must document the employer eligibility factors and upload to the participant's file.

D. Trainee Eligibility Criteria:

In order to be eligible to receive assistance with WIOA TJ funds a trainee must:

- Be determined to be in need of work experience related services to obtain skills and/or experience necessary to obtain or retain employment. Subrecipient staff must document the participant's need for a transitional job experience and may use recent previous assessments by partner programs to determine if transitional jobs services would be appropriate.
- Be an individual with a barrier (or barriers) to employment or a priority of service participant who is chronically unemployed and/or has an inconsistent work history and is seeking long-term employment in a particular industry or occupation. Transitional jobs are designed to enable an individual to establish a work history, demonstrate work success, and develop the skills that lead to unsubsidized employment.
- Be an individual considered to be "chronically unemployed" or to "have inconsistent work history" as defined above.

E. Transitional Jobs processes:

The transitional job process shall follow all the regular requirements for providing individualized career services and for the development of the training plan. All required TJ documentation shall be kept on file in the participants' electronic file in the New Mexico Workforce Connection Online System (NMWCOS).

- A. Eligibility shall be determined and eligibility documents shall be compiled and maintained in the electronic file within the NMWCOS.
- B. Office staff will send AE staff the pertinent information to create a TJ contract number and enter the provider information into the NMWCOS.
- C. An individual employment plan (IEP) shall be completed for each participant identifying the goal/purpose of the training and maintained in the participants' electronic file.

F. Transitional Jobs documentation:

The TJ agreement, related information and documentation must be kept by the Title I service provider. The service provider is responsible for ensuring the information and documentation is uploaded and available for monitoring and review as required.

- A. Transitional jobs agreement/contract
- B. Assurances
- C. Transitional jobs training plan
- D. Transitional jobs training plan modification (if applicable)
- E. Case notes to track customer interaction (recorded in NMWCOS).

**EASTERN AREA WORKFORCE DEVELOPMENT
BOARD**

A Proud Partner of the American Job Center Network

Eastern Area Workforce Development
Board

Workforce Innovation and Opportunity Act
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Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

WIOA §129(c)(4), 20 CFR §681.590, §681.600, & §681.610, TEGL 8-15, TEGL 21-16, TEGL 9-22, EAWDB supportive services policy and youth program design TAG.

1. PURPOSE:

To provide information and direction for the service providers and Workforce Innovation and Opportunity Act (WIOA) career coaches on the requirements and delivery of work experience activities for youth.

2. BACKGROUND:

The WIOA prioritizes work experience as for youth enrolled in WIOA youth programs. It is a valued component of a holistic approach to building the skills a youth needs to be successful in the workforce.

3. Work Experience:

A. ACTIVITY REQUIREMENTS

A Work Experience is a planned, structured learning experience in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A Work Experience provides participants with opportunities for skill development and must include academic and occupational education concurrently or sequentially. A work experience is an opportunity to connect youth with a mentor in a career ladder of their interest and develop appropriate social and communication skills to make them a desired employee that is competitive in the labor market.

A Work Experience can include:

- Summer Employment Opportunities;
- Employment opportunities available throughout the year;
- Internships and job shadowing;
- Pre-Apprenticeship programs; and
- On-the-Job training opportunities— *WIOA Youth only, this is considered a “training service” for WIOA Adults or Dislocated Workers.*
- Virtual work experience opportunities

The **academic and occupational component** of work experience refers to contextual learning that includes information needed to understand and work in specific industries or occupations and accompanies a work experience. This component may occur prior to, concurrently, or after the work experience and on or off the worksite. It can be provided by the employer or may be provided separately in the classroom or through other means.

i. **Occupational Learning Component of Work Experience**

This is learning tied to the occupations and industries and includes occupational exploration related to the work experience. Example: If a youth is working in a hospital, the occupational learning could be about different types of jobs in a hospital e.g. phlebotomist, radiology tech, nurse, physical therapist, social worker etc., and the training requirements and average wages for those occupations.

ii. **Academic Component of Work Experience**

The academic component refers to the academic knowledge necessary to work in those occupations. Using the hospital example a phlebotomist would need to know certain things such as why blood type matters, what veins/arteries are best to draw blood from and a physical therapist would need to know the functions of tendons and ligament and the various names of the bones of the body.

B. EXPENDITURE REQUIREMENT

WIOA prioritizes work experience as a vital component of a youth program. As such it requires that a minimum of twenty percent (20%) of local funds must be spent on Work Experience activities. Program expenditures for this may include more than just the wages paid to the youth while they are participating in the activity. Allowable expenditures toward the work experience program element may include:

- Wages/stipends paid for participation in a work experience
- Staff time working to identify and develop a work experience opportunity, including staff time spent working with employers to identify and develop the work experience;
- Staff time working with employers to ensure a successful work experience, including staff time spent managing the work experience;
- Staff time spent evaluating the work experience;
- Participant work experience orientation sessions;
- Employer work experience orientation sessions;
- Classroom training or the required academic education component directly related to the work experience;
- Incentive payments directly tied to the completion of work experience;
- Employability skills/job readiness training to prepare a youth for a work experience;
- Pre-apprenticeships;
- Registered apprenticeships; and
- Supportive services that enable WIOA participants to participate in work experience.

C. DURATION

Paid and unpaid work experience training should be tied to the youth's employment goals included on their Individual Service Strategy (ISS). The duration of the work experience is based on the training plan developed between the youth, the employer and the career coach. Training plans for the work experience must outline the skills to be developed (including soft skills as appropriate), provide an estimate of the required training time needed for the skill and must be completed on the EAWDB's Work Experience Training plan document or its subsequent replacement.

When determining the appropriate duration of the work experience the training plan should be based on the ONET standards for learning the skills required for the occupation in which the youth is placed and reviewed with the employer to ensure the training plan accurately depicts the skills to be developed. The maximum duration of a work experience will be tied directly to the SVP value for the corresponding or most closely related occupation and cannot exceed 1040 hours in the same occupation unless there are extenuating circumstances that necessitate additional time for the youth to learn the skills e.g. disability.

A youth can be placed on multiple work experiences if the youth is continuing to expand and develop their skills making them more employable. This must be addressed in the ISS and a new work experience agreement and training plan completed.

D. WAGES

A work experience may be paid or unpaid. The ISS must address the need and benefit associated with the work experience placement. A nonpaid work experience may be used to address specific challenges in the soft skills development of a youth e.g. reporting to work on time, appropriate workplace communication, hygiene etc. Work experience placements focused on gaining occupational skills should be paid work experiences even though they may also include addressing occupational skill development.

Wages for work experience activities on a worksite are compensated according to federal, state, or local minimum wage standards, whichever is higher. Attendance records and progress reports are required for each period the youth is paid for. The service provider must have internal processes adequate to pay the youth in a timely manner. Youth that submit payroll information after the due date may be paid on the next payment processing date. Providers may also hold back the first attendance record for payment in the following process period to allow sufficient time for review and submission of documents.

E. STIPENDS & INCENTIVES

The intended use of stipends and/or incentives must be described in the participants ISS. Stipends may be paid for attendance and participation in allowable work-related activities listed in section 3.B. above (Expenditure Requirements). Stipends for these activities are applied to the required work experience expenditures. Tracking of time and progress for these activities must be maintained.

Incentives may be paid for the successful completion of work experience activities. Payment of the incentive is only allowable upon the completion and documentation of all the components of the work experience including the academic and occupational learning components. Incentives must comply with the stipend/incentive portion(s) of the EAWDB Supportive services policy or its subsequent replacement.

F. EMPLOYER ELIGIBILITY

Work Experience related placements may be within the private for-profit sector, the non-profit sector, or the public sector, ideally within a high priority or demand occupation or career ladder leading to a demand occupation.

Because the work experiences must be planned, structured learning experiences, the worksite hosting the work experience must designate an appropriate employee to provide supervision and feedback to the participant and career coach at regular intervals during the course of the training.

The employer is under no obligation to offer regular employment to the participant subsequent to the conclusion of the training, although the training is intended to provide employers with a pool of skilled applicants for the positions being trained during participation.

Participating employers must agree to cooperate with monitoring requirements as required by the WIOA. Labor standards apply to any work experience setting. Work experience and/or internships will not be made available to directly or indirectly aid in the filling of a job opening which is vacant because the former occupant is on strike or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage.

Work experience placements cannot be made in sectarian or marijuana related organizations. E.g. houses of worship, marijuana farms or marijuana distribution facilities.

G. WORKSITE AGREEMENTS (aka the work experience contract)

All work experiences sites must have a worksite agreement. Worksite employer orientation should include a review of the requirements of the worksite agreement. Each agreement must be signed by the worksite and the appropriate WIOA youth program personnel. The agreement should be maintained by both the worksite and the youth program as part of the participant electronic file. A worksite that hosts multiple youth in the course of the year need not complete a new agreement for each youth but must complete a new agreement annually. Career coaches must upload the current/active worksite agreement to all related participant files. The worksite agreement used should be the EAWDB worksite agreement or its subsequent replacement document.

Worksite agreements and orientation activities must occur prior to beginning work experience training. The worksite orientation need only be repeated for a worksite if the responsible parties at the worksite location have changed.

H. EVALUATION OF WORKSITES

Work experience activities should be evaluated by the youth program to ensure the activity is addressing the needs of the participant and is providing quality training and adequate supervision/direction to the participant.

Items to be evaluated include:

- Appropriateness of the placement for the participants;
- Quality of work experience in teaching good work habits or job skills;
- Quality of outcomes and other benefits to the participants; and,
- Adequacy of work site supervision in assuring compliance with fair labor stands and program goals.

The evaluations may be conducted through worksite visits, or video conferencing/ telephone interview with the employer that is conducted with or supported by interviewing of the participant.

State and local monitors may also request to interview youth and employers to evaluate the quality of the placement in accordance with monitoring policies.

**Note: If board staff identify that the responsible Career Coach fails to complete a thorough Employer Orientation for any NEW On-the-job (OJT) employers or Work Experience/Transitional Jobs Employer prior to the start of a placement, this will be considered a failure to comply with local area policy and therefore non-compliance within the contract by the service provider. The completion of a comprehensive employer orientation is crucial to ensuring that participants and employers are adequately prepared for their roles and that employers understand their rights and responsibilities within the training program. Failure to conduct such orientations undermines the integrity and effectiveness of the program and may result in corrective actions as deemed appropriate by the board or its Executive Director.*

I. CALCULATION OF STAFF TIME CHARGES AGAINST WORK EXPERIENCE

WIOA allows for staff time costs to be apportioned to the work experience expenditure requirement. Staff time spent on the following are allowable for application against work experience expenditures:

- Working to identify and develop work experience opportunities and develop the work experience;
- Staff time spend working with employers to ensure a successful work experience e.g. training the worksite on the requirements and addressing tools for working with youth or the individual that will be assigned to the worksite;
- Staff time spent evaluating the work experience; and
- Staff time spend managing the work experience, e.g. attendance tracking, timesheet processes and reviewing evaluation and progress reports with the worksite and youth.

The EAWDB has capped the maximum amount of staff time costs to be charged to the work experience activity at 30%. In order to simplify reporting requirements for EAWDB staff and

youth providers the EAWDB has developed a Cost Allocation Plan (CAP) to create a methodology to apportion staff time against work related activities. Providers of youth services must track individuals participating in any work-related activity.

The formulation for the calculation of staff costs are based on the percentages of the caseloads involved in work experience activities.

Percentage of entire caseload in work related activities	Percentage of total staff time allowed to be charged against work experience
0-25%	15% of staff time
26-50%	20% of staff time
51-75%	25% of staff time
76-100%	30% of staff time

Activity reports from the WCOS system may be utilized to identify the percentage of caseload engaged in work related activities during the billing period.

Example:

The youth program has 100 participants and 56% were engaged in related work activities then 25% of the staff costs for the reporting period may be applied to the work experience.

The allowance for application of staff time is limited to staff directly engaged in the allowable activities and not to indirect staff or program managers.

J. BEST PRACTICES FOR YOUTH PROGRAMS IN ENGAGING YOUTH IN WORK EXPERIENCE

- Youth programs prepare youth for work experience through training and guidance in soft skills. Youth programs engage young adults in training or class activities that develop these soft skills. This may include learning about professional work culture, working in teams, interpersonal skills, critical thinking and problem solving, and communication.
- Youth programs may also train youth in technical skills or hard skills needed for specific career pathways or work settings. Youth will learn skills specific to an occupational sector.
- Program staff devote significant time to developing and maintaining relationships with employers. Dedicated staff may handle all aspects of employer relations from making the initial inquiry to responding to employer concerns during the work experience.
- Programs clearly communicate what is expected of employers, youth and families before the start of a work experience to include mentoring of the youth and providing feedback. Some programs address the importance of work in life, explain how the program helps provide opportunities for them to become successful when transitioning to employment, addresses employer expectations and appropriate workplace behaviors such as interacting with employers and other employees.

- Programs carefully match the participant to the work experience based on interests, skills and needs. Making the right match increases the success of the experience by ensuring the youth are motivated from the start to participate fully.
- Programs provide ongoing support to the youth and employers throughout the experience. To ensure a work experience is successful for everyone involved, programs maintain communication with the youth and the employer from the beginning to the end.
- Programs ensure that an employer is truly committed to investing time, energy and expertise in developing the emerging workforce.
- Work-related activities involve a high level of learning.
- Programs visit the worksites while the youth are working demonstrating the commitment of the program to quality learning experiences for the youth.

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act (WIOA)

Policy 03-18 ELECTRONIC RECORDS

Effective Date: 09/18/18

Revision Date: N/A

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Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

This guidance originates from multiple regulations related to government agencies' transition from paper to digital files. Among these are: The E-Government Act of 2002; Government Paperwork Elimination Act of 1998; Paperwork Reduction Act of 1995; TEGL 39-11; 34 CFR § 99.31; HIPM act of 1996; and WIOA § 185 Requires recipients of Title I funds to keep records that are sufficient to prepare reports and permit the tracing of expenditures to adequately ensure that funds have been lawfully spent.

1. PURPOSE

This document provides guidance for uniform, paperless documentation of electronic records including participant files and other documents along with instructions on protecting participant information. This guidance provides instruction for the collection, dissemination, storage, and protection of information contained within digital files.

2. BACKGROUND

The Eastern Area Workforce Development Board (EAWDB) has transitioned to paperless record keeping by using an electronic document imaging and storage system. The EAWDB elects to first utilize electronic documents and requires electronic verification of eligibility requirements. The New Mexico Workforce Connection Online System (NMWCOS) allows internal and external access to provide all servicing partners the means to efficiently administer services to their participants. The One-Stop Operator shall ensure that the use of paperwork is reduced to a minimum (WIOA Section 308[c][2][FJ][ii]). The electronic information will be made available to US Department of Labor or State auditor or monitor who needs access to carry out their official duties. Information will be made available by granting full access to the NMWCOS system.

3. ACTION

A. Medical Records

Currently, medical records containing information protected under the HIPM Act of 1996 - such as health status, provision of health care, or payment for health care will be referenced in case notes as appropriate and maintained in a paper format to be made available as needed for monitoring and auditing purposes. The NMWCOS vendor is in the process of developing an enhancement to the document imaging module that will allow for suppression of sensitive documents that would only be accessible persons granted access to the documents through their security profile. When this becomes available the documents will be uploaded under the appropriate protocols for the module.

B. Data Validation

The EAWDB is required to establish procedures to ensure the information contained in the WIOA federal reports is valid and reliable. Data validation is the process intended to review participant files for accuracy and compliance. Eligibility and verification documentation are reviewed in this process. Additionally, the EAWDB, in concert with the New Mexico Dept of Workforce Solutions, requires that the grant sub-recipients maintain appropriate participant documentation for data validation. The EAWDB requires these to be maintained in the document imaging module of the NMWCOS. This procedure eliminates the need for paper files to be provided by staff in the field, allowing the EAWDB monitoring staff, the NM DWS and US DOL to virtually validate supporting documentation. The EAWDB staff will work with provider staff to establish a process and guidance to ensure each provider has the tools necessary for compliance with the TEGL 39-11,

Guidance on Handling and Protection of Personally Identifiable Information (PII) which specifically address the method for uploading and sharing of PII in information management systems.

C. DOCUMENT DELETION

Only under limited circumstances will documents be allowed to be deleted from an applicant's electronic file. The process for deleting a document will be performed by the EAWDB Program staff. Program staff should submit a request for the deletion along with the reason for the deletion. The EAWDB Program staff reviews requests for deletion of documents and if determined appropriate, will perform the document deletion.

D. RECORD MAINTENANCE

Subrecipients of WIOA funds shall keep records that are sufficient to permit the preparation of reports and to permit the tracking of funds to a level of expenditure adequate to ensure that the funds have not been spent on nonallowable activities. Although digital files are intended to replace paper documents, records must be maintained in a manner that enables staff to produce a tangible paper document in the event they are needed. Staff will maintain records in accordance with the EAWDB, USDOL, and NMDWS which requires the maintenance of records for a period of three (3) years after the last audit resolution. Typically, a period of five (5) years after exit will make all allowances necessary for this.

E. CONFIDENTIALITY OF RECORDS

Data or information acquired by an agency under a confidentiality agreement, to be used exclusively for statistical and/or eligibility determination purposes, shall not be disclosed by an agency in identifiable form for any use other than that purpose statistical purpose. Use of this information is prohibited except with the informed consent of the respondent (Public Law 107-347 Title V Section 512[b][1]). Staff will have a release of information form signed and dated by the participant and the case manager. This form should state that the participant's information may be used for reporting purposes and service delivery design and that the participant's personal information will remain confidential, except as allowable under the release of information. The release form will be uploaded into the participant file the NMWCOS. This standardized form will be made available by the EAWDB staff and may be used as a stand-alone form or may be incorporated into other release forms used by the staff.

F. FAMILY EDUCATIONAL RIGHTS AND PRIVACY

Educational records are covered under the Family Educational Rights and Privacy Act (FERPA), enacted in 1974. This federal law protects the privacy of student education records. Under this law, students have the right to control disclosure of their education records. Student's education records may be disclosed only with the parent or student's prior written consent, unless (34 CFR 99.31):

- The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests;
- A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party;
- Performs an institutional service or function for which the agency or institution would otherwise use employees;

- Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and is subject to the requirements of §99.33(a) governing the use and redisclosure of personally identifiable information from education records;
- An educational agency or institution must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interest. An educational agency or institution that does not oversee physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement of this section; or
- The disclosure is, subject to the requirements of § 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

Participants who attend training through WIOA funded programs should sign and date a form authorizing the release of education records in order to obtain information or copies of certifications or diplomas from educational institutions for data validation and reporting purposes.

G. LEGAL STATUS OF ELECTRONIC DOCUMENTS

Electronic records submitted or maintained in accordance with procedures developed under this policy, or electronic signatures or other forms of electronic authentication used in accordance with such procedures, shall not be denied legal effect, validity, or enforceability because such records are in electronic form.

Eastern Area Workforce Development Board Workforce Innovation and Opportunity Act

02-23

Supplemental Wage Data

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Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

PURPOSE

The purpose of this policy is to provide direction to the Workforce Innovation and Opportunity Act (WIOA) Title I and Title III partners regarding the permissible use of supplemental wage information to assist in fulfilling the performance accountability requirements under §116 of the Workforce Innovation and Opportunity Act (WIOA).

REFERENCE(S)

- Workforce Innovation and Opportunity Act (WIOA), July 22, 2014: §116.
- WIOA Final Rules – U.S. Department of Labor (Title I): 20 CFR §677.175.
- Training and Employment Guidance Letter WIOA No. 19-16 and 26-16 Operating Guidance for the Workforce Innovation and Opportunity Act
- Workforce Guidance Letter: DWS 17-003

BACKGROUND

The Workforce Innovation and Opportunity Act (WIOA) sets the primary indicators of performance and performance reporting requirements. This policy provides clarification on the use of supplemental wage information when reliance on such information is necessary for verifying and reporting on employment related performance indicators.

PRIMARY INDICATORS OF PERFORMANCE

Under section 116(b)(2)(A) of WIOA, the performance accountability indicators that apply to WIOA are:

- A. Employment Rate – Second Quarter After Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for Title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit).
- B. Employment Rate – Fourth Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit).
- C. Median Earnings – Second Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- D. Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.
- E. Measurable Skill Gains: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.
- F. Effectiveness in Serving Employers: WIOA sec. 116(b)(2)(A)(i)(VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three approaches designed to gauge how well the workforce system is meeting critical workforce needs of the business community.

AVAILABILITY OF SOCIAL SECURITY NUMBERS (SSNs) AND WAGE RECORDS TO COLLECT EMPLOYMENT INFORMATION

The use of wage records to measure the primary indicators of performance is the primary data source for employment related performance indicators. According to Guidance Letter DWS 17-003 the NMDWS recognizes there may be circumstances where systems may not be able to capture wages records. To ensure that programs can track participants for performance accountability even if their information is not contained in the quarterly wage record system, described below, it is permissible to use other information as is necessary to measure the progress of those participants through methods other than quarterly wage information.

Matching a participant's SSN against quarterly wage record information is the most effective means for determining employment status and earnings for a program participant. However, a quarterly wage record match will not be possible in all circumstances. Eligibility to participate in any of the programs under WIOA is not contingent upon the individual providing an SSN. More broadly, since the performance indicators require reporting on all participants, States are encouraged to develop a method for quantifying the performance outcomes of participants who do not provide SSNs or for whom wage records are not available in order to include them in the calculation of levels of performance for each of the core programs.

CIRCUMSTANCES FOR COLLECTING EMPLOYMENT RELATED DATA USING SUPPLEMENTAL METHODS

The quarterly wage record system will be the primary data source for verifying participant outcomes for the purpose of calculating the employment related primary indicators of performance. The quarterly wage record system includes wages from:

- The employer tax filings in the New Mexico UI wage record system that include private sector and government employer wage records, such as:
 - State government employment records;
 - Local government employment records;
 - Judicial employment records; and
 - Public school employment records.
- The Wage Record Interchange System (WRIS) which contains employer tax filings from member state UI wage systems, and
- Any available Federal system that replaces the Federal Employment Data Exchange System (FEDES).

Individuals for whom a quarterly wage record match would not be available through the State UI data system include but are not limited to:

- Federal employees;
- Military employees; or
- Individuals who are self-employed.

Sources of supplemental wage information for the types of employees described above include:

- Federal employment records, such as military employment records, or records from the U.S. Department of Defense, U.S. Postal Service, and U.S. Office of Personnel Management;
- State New Hires Registry;
- State Department of Revenue or Taxation;
- Railroad Retirement System; and
- Other forms of supplemental wage information (see description in the next section).

Within each quarter after exit for which wages are required to be collected, if a direct match from the quarterly wage record system is used to determine both employment status and wages for the period, then the same direct wage match record must be used for both wages and employment status. Likewise, if supplemental wage information is used to determine both employment status and wages within the same reporting period, then the

same supplemental wage information must be used for both wages and employment status. There is no requirement that the same direct wage record match or supplemental wage information be used across multiple reporting periods.

Participants quarterly earnings used to determine the median earnings indicator must only reflect actual wages paid, not earned, to the participant during the quarter.

SUPPLEMENTAL WAGE INFORMATION METHODS AND PROCEDURES

Acceptable forms of supplemental wage information relevant to the core program include, but are not limited to, the following:

Tax documents, payroll records, and employer records such as:

- Copies of quarterly tax payment forms to the Internal Revenue Service, such as a Form 941 (Employer's Quarterly Tax Return);
- Copies of pay stubs (minimum of two pay stubs); or
- Signed letter or other information from employer on company letterhead attesting to an individual's employment status and earnings.

Other supplemental wage records:

- Follow-up survey (self-reported) from program participants;
- Income earned from commission in sales or other similar positions;
- Detailed case notes verified by employer and signed by the Career Coach, if appropriate to the program;
- Data matching with other partners with whom data sharing agreements exist; or
- One-Stop operating systems' administrative records, such as current records of eligibility for programs with income-based eligibility (e.g., Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP).
- Self-employment worksheets signed and attested to by program participants.
 - **NOTE: Earnings (or net profit) can be calculated by subtracting total expenses from gross receipts. Not all self-employed individuals receive a salary, but the funds that represent income over expenses that are available to be invested back into the business are considered earnings.*

Since the New Mexico UI wage system is a source of data to the quarterly wage record system, documentation obtained from the New Mexico UI wages system is not an acceptable form of supplemental wage data.

TIME PERIOD FOR COLLECTING SUPPLEMENTAL WAGE INFORMATION

As described above, for purposes of calculating levels of performance for the employment rate indicators, wage data must be collected on participants' employment status during the second and fourth quarters after the participant exits the program and, for purposes of calculating levels of performance for the median earnings indicator, data must be collected on participants' wages during the second quarter after exit from the program. The timing for collecting supplemental wage information may vary based on whether the UI wage data will not be available for a participant following the exit from a program.

The need for supplemental wage information for some individuals may not become apparent until no match is found in direct UI wage records, or in federal or military employment records, which become available on a time-lagged basis. UI wage data for the employment rate and the median earnings indicators during the second quarter will not become available until the latter part of the third quarter after exit, and UI wage data for the education or employment rate during the fourth quarter after exit will not become available until the latter part of the fifth quarter after exit.

When the subrecipient’s Career Coach knows or predicts that UI wage data will not be available for a participant (such as those participants who did not provide an SSN, or for participants not covered by UI wage data, such as those who received entrepreneurial or self-employment training), the Career Coach does not need to wait two quarters after the close of the second and fourth quarters after exit to formally document the supplemental wage data. The State Administrative Entity (SAE) recommends Career Coaches remind participants, before exit, that they or their employers may be contacted to obtain confirmation of employment status and earnings, and to explain the expected timeframe for those follow-up contacts.

Table 1: Summarizes the times when data match or supplemental wage data are to be collected.

Table 1: Timeline for Commencing Data Collection for Employment-Related Performance Indicators		
Performance Indicator^a	UI Wage Data Becomes Available	Collection of Supplemental Wage Information May Begin^b
Employment Rate – Second Quarter after Exit (including Title I Youth)	During third or fourth quarter after exit	Beginning third quarter after exit
Employment Rate – Fourth Quarter after Exit (including Title I Youth)	During fifth or sixth quarter after exit (first or second quarter, next program year)	Beginning fifth quarter after exit
Median Earnings – Second Quarter after Exit	During third or fourth quarter after exit	Beginning third quarter after exit
Credential Attainment – within 1 Year after Exit	During second or third quarter after exit	Beginning second quarter after exit

a. For all performance indicators, exit is the point after which a participant who has received services through any program meets the criteria for exit from that program or meets the criteria for exit under an applicable common exit policy (20 CFR 677.150(c), 34 CFR 463.150(c), and 34 CFR 361.150(c)).

b. For individuals for whom the agency knows or predicts UI wage data will not be available (such as those participants who do not provide an SSN, or for participants receiving entrepreneurial or self-employment training),

Supplemental wage information should be collected as close to the reference period as possible.

Participants who provide an SSN and have exited a program, but for whom information is not yet available, are not included in performance calculations until such data subsequently becomes available. DOL expects that UI employer tax record data for these indicators will generally be available, since there is a two-quarter lag built into the reporting periods to allow time for reporting participant exit and direct UI wage record match, and for obtaining supplemental wage information if a direct UI wage record match, or Federal or military employment record, is not yet available. In order to ensure data are available and reported consistently for all participants, UI data should be reported four quarters after exit for second quarter wage and employment information, and six quarters after exit for fourth quarter information. This allows for a one-quarter lag in the reporting of UI wages by employers and an additional one-quarter lag for reporting by the core programs.

**Note: After the two-quarter lag concludes, if the information is still not available, wages will be converted to \$0 permanently and employment status will be reported as not employed. Wages reported as \$0 will indicate that the participant was unemployed in the second quarter after exit, counting as a negative outcome for purposes of calculating levels of performance for the Employment Rate Second Quarter after Exit indicator and excluding that participant from the calculations of levels of performance for the Median Earnings Second Quarter after Exit indicator. Likewise, if neither a wage record match nor supplemental wage information is available following a two-quarter lag after the end of the fourth quarter following program exit, the participant will be reported as unemployed in the fourth quarter after exit.*

TABLE 2: The timeframes when employment-related information must be reported.

Table 2: Deadlines for Timely Collection of Data for Employment-Related Performance Indicators				
Exit Quarter	Report Employment Rate – 2nd Quarter (including Title I Youth) by End of:	Report Employment Rate – 4th Quarter (including Title I Youth) by End of:	Report Median Earnings by End of:	Report Credential Attainment (Employment) – within 1 Year after Exit by End of:
First Quarter (Q1) <i>(July 1 – September 30)</i>	Q1, Next Program Year (four quarters later)	Q3, Next Program Year (six quarters later)	Q1, Next Program Year (four quarters later)	Q3, Next Program Year (six quarters later)
Second Quarter (Q2) <i>(October 1 – December 31)</i>	Q2, Next Program Year (four quarters later)	Q4, Next Program Year (six quarters later)	Q2, Next Program Year (four quarters later)	Q4, Next Program Year (six quarters later)
Third Quarter (Q3) <i>(January 1 – March 31)</i>	Q3, Next Program Year (four quarters later)	Q1, Second Program Year After Exit (six quarters later)	Q3, Next Program Year (four quarters later)	Q1, Second Program Year After Exit (six quarters later)
Fourth Quarter (Q4) <i>(April 1 – June 30)</i>	Q4, Next Program Year (four quarters later)	Q2, Second Program Year After Exit (six quarters later)	Q4, Next Program Year (four quarters later)	Q2, Second Program Year After Exit (six quarters later)

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
POLICY 02-20
YOUTH ELIGIBILITY

Effective Date: December 15, 2020

Rescission: EAWDB ELIGIBILITY TAG

Revision Date:

Revision Number:

Revision effective Date:

Approval Date: December 15, 2020

Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-

2210.

PURPOSE

To provide guidance to the subrecipient on the procedures to determine participant eligibility for Youth under WIOA Title 1, Adult and Dislocated Worker training programs.

REFERENCE(S)

[Workforce Innovation and Opportunity Act of 2014](#), Section 1 134.

Workforce Innovation and Opportunity Final Rule August 19, 2016, 20 CFR 680 and 681

TEGL 21-16

TEGL 8-15

TEGL 23-14

TEGL 02-14

TEGL 09-22

BACKGROUND

WIOA outlines a broader youth vision that supports an integrated service delivery system and provides a framework through which states and local areas can leverage other federal, state, local, and philanthropic resources to support in-school youth (ISY) and out-of-school (OSY). Local boards are required to establish and formally approve a local policy for making eligibility determinations for the WIOA Adult/Dislocated Worker funding stream. Local board policy must also include guidance on the use of self-attestation as a last resort when other documentation cannot be found or accessed. The local board is committed to implementing and overseeing the provision of high quality services for all youth and young adults, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, such as pre-apprenticeships or internships, and culminating with a good job along a career pathway, enrollment in post-secondary education, or a Registered Apprenticeship.

The Youth Program delivers a comprehensive array of services that focus on assisting transitional youth ages 16-24, particularly youth who are disadvantaged and have one or more barriers to employment. The goal of the program is to prepare these youth for post-secondary education and employment opportunities, attain educational and/or training credentials, and secure employment that aligns with career pathways. Youth service providers support the 75 percent out-of-school youth and 20 percent work experience expenditure rate as required by WIOA.

Eligibility determination must be made prior to enrollment in WIOA and must include an initial determination of need for services to ensure that employment and training opportunities are being provided to those who can benefit from and are in need of such opportunities. WIOA is not an entitlement program and eligibility alone does not entitle an individual to receive services.

WIOA YOUTH ELIGIBILITY CRITERIA

Documentation verifying the eligibility of participants in WIOA is mandatory. Eligibility determination must be made prior to enrollment in any WIOA Youth service, and must include an initial determination of need for services to ensure that employment and training opportunities are being provided to those who may benefit from and who are most in need of such opportunities. WIOA is not an entitlement program and eligibility alone does not entitle an individual to receive services.

Veterans and eligible spouses covered by Public Law 107-288, who otherwise meet the eligibility requirements for enrollment and for whom WIOA services are deemed appropriate, are to be given priority over non-veterans for the receipt of employment, training, and placement services provided under the WIOA program.

Each of the following eligibility elements must be documented for each participant **prior to the receipt of WIOA Title I services**. Required documentation for each eligibility data element as outlined in the comprehensive checklist of allowable forms of eligibility documentation contained in the included attachment. Scanned documents stored must be stored in the electronic document management systems and must be legible.

- A. **Right to Work** – Participation shall be open to citizens and nationals of the United States, lawfully admitted permanent resident aliens, refugees, asylees, and parolees, and other immigrants authorized by the Attorney General to work in the United States as required in WIA section 188(a)(5). If the participant does not possess one of the forms of ID listed and does not provide the requested information, application to the program must be denied. (**Exception:** Per TEGL 19-01, Change 1, Victims of Trafficking and Violence Protection Act of 2000; Trafficking Victims Protection Reauthorization Acts of 2003 and 2005; and the Role of the Workforce Investment System in the Delivery of Services for Victims of Trafficking, operators may not deny WIA-funded services to victims of severe forms of human trafficking based on their immigration status. See TEGL 19-01, Change 1 for further information.)

*Deferred Action for Childhood Arrivals (DACA) participants may not possess a lawful presence document, and also may have been issued a driver's license or ID not valid for public benefits. USDOL **TEGL 02-14 requires that we serve these individuals even though they will not be able to demonstrate lawful presence. As a result, an Affidavit of Immigration is not required for eligibility.***

Note: WIOA can pay for a picture ID or DL as a supportive service if the client is enrolled in the program. (Additional types of documentation that can be used to demonstrate citizenship are listed in the attached Documentation Checklist and must be maintained in the file until an ID or DL is obtained). A picture ID or DL must be obtained and uploaded to the electronic record within 30 days of the enrollment date. The subsequent document that was used to determine right to work and age must be deleted from the participants electronic file when the ID/DL is uploaded.

- B. **Selective Service/Military Status** – All participants must be in compliance with the Selective Service Act requirements as required by WIOA section 189(h). See the Selective Service section of this TAG.
- C. **Age** at application must be between the ages of 16 and 24.

*Deferred Action for Childhood Arrivals (DACA) participants may not possess a lawful presence document, and also may have been issued a driver's license or ID not valid for public benefits. USDOL **TEGL 02-14***

requires that we serve these individuals even though they will not be able to demonstrate lawful presence. As a result, an Affidavit of Immigration is not required for eligibility.

In-School Youth Eligibility

In-School Youth means an individual who is attending school, not younger than age 14 (16 for the Eastern Board) or (unless an individual with a disability who is attending school under state law) older than age 21, low-income and one or more of the following barriers:

Barrier –

- A. Basic skills deficient;
- B. An English language learner;
- C. An offender;
- D. A homeless individual defined in sec. 41403(6), Violence Against Women Act (42 U.S.C. 14043e-2(6)), a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477, Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
- E. Pregnant or parenting;
- F. A youth who is an individual with a disability;
Requires additional assistance to enter or complete an educational program or to secure or hold employment. (Because the State has chosen to not define “**additional assistance**” as relates to WIOA Youth program eligibility, each Local Board has the responsibility for determining its own definition of this eligibility category. The Eastern Board has defined this as: Any youth who meets any of the following criteria: a gifted student (as defined by New Mexico State Department of Education Regulations) who requires additional assistance to complete an educational program, or to secure and hold employment; a youth who’s family is dependent upon public assistance; a youth with poor work history as evidenced by the loss of and/or changing of jobs three or more times in a twelve month period; or a youth who is at risk of school and/or employment failure based on family/home factors, a youth with parents in the criminal justice system, family violence factors, behind graduation rate on credits, substance abuse by youth or family members, behind grade level, is a member of a household that has received public assistance in the last six months, is believed by school or public agency to be at risk, is/or was an ESL student, family history of seasonal or poor work history, referred by police or courts, has a history of or is at risk of gang involvement.

Additional Clarification [TEGL 21-16]. If a youth is enrolled in the WIOA program between high school graduation and postsecondary education, the youth is considered in-school if they are registered for credit bearing postsecondary education classes even if they have not yet begun classes at the time of enrollment.

LIMITATIONS

- The Eastern area WDB has determined that services to in-school youth will be limited to youth at least 16 years of age;
- Each local area: not more than 5 percent of the in-school youth assisted under this section may be eligible under “individual who requires additional assistance” to complete an educational program or to secure or hold employment. (WIOA and Sec 129(3)(B))

Exceptions:

- not more than 5 percent of the in-school individuals assisted be individuals that are not low-income. (WIOA and Sec 129(3)(A)(ii)). All 5% enrollments MUST be approved and tracked by AE staff. AE staff must case

- note the approval of the enrollment or any funds spent will be a disallowed cost.
- There is one exception to age eligibility for youth attending school. Youth with disabilities who have an Individualized Education Program (IEP) may be enrolled as an ISY after the age of 21, if their state law allows youth with disabilities to be served by the K-12 system beyond the age of 21.

Out-of-School Youth Eligibility

Out-of-School Youth means an individual who is not attending any school, not younger than age 16 or older than 24; and has one or more of the following barriers:

Barrier –

- A. School dropout;
- B. Within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter;
- C. Recipient of a secondary school diploma or its recognized equivalent who is low-income and basic skills deficient or an English language learner;
- D. Subject to the juvenile or adult justice system;
- E. A homeless individual defined in sec. 41403(6), Violence Against Women Act (42 U.S.C. 14043e-2(6)), a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477, Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
- F. Pregnant or parenting;
- G. An individual with a disability; and
- H. Low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

Note: An individual who is out of school at the time of registration and subsequently placed in an alternative school may be considered an out-of-school youth.

Exceptions:

- Not more than 5 percent of the out-of-school individuals in the following categories be considered eligible and not meet the low-income criteria: a recipient of a secondary school diploma or its recognized equivalent who is low-income individual and is basic skills deficient; or an English language learner; a low-income individual but requires additional assistance to enter or complete educational program or to secure or hold employment may not be low income individuals. (WIOA and Sec 129(3)(A)(ii)). All 5% exceptions must have prior approval by the administrative entity.
- Youth attending High school equivalency programs that are funded by the public K-12 system that are classified by the school system as still enrolled in school are considered ISY.
- Homeschooling – Youth must be classified as ISY or OSY based on NM education’s determination of homeschool status.
- Any youth enrolled under any 5% exception MUST be approved by the board’s administrative staff. This approval must be noted by AE staff in the case notes. Any youth enrolled under a 5% exception without AE approval will result in disallowed costs.

Note: Individuals ages 18 through 24 may be eligible for both Adult and Youth programs if they meet the respective eligibility requirements for both programs.

ELIGIBILITY DOCUMENTATION REQUIREMENTS

DOCUMENTATION: Physical evidence, which is obtained during the verification process, is maintained in participant files. Such evidence would be copies of documents, completed telephone verification/document inspection forms, or signed self-attestation forms. Documents must be stored in an electronic document management system. Subrecipients must ensure all information or documentation stored in an electronic document management system

are uploaded in a timely manner to ensure record security. The crash of a computer system is not a valid excuse for loss of information.

CASE NOTES: Case notes refer to either paper or electronic statements by the career coach that identifies, at a minimum, the following: a participant's status for a specific data element, the date on which the information was obtained, and the career coach who obtained the information.

SELF-ATTESTATION: Self-attestation occurs when a participant states his or her status for a specific data element and then signs and dates a form acknowledging this status. The key elements for self-attestation are:

- (a) the participant identifying his or her status for permitted elements and
- (b) signing and dating a form attesting to this self-identification.

The form and signature can be on paper or in the state management information system, with an online signature.

DOCUMENTING ELIGIBILITY WITH SELF-ATTESTATION

Self-attestation cannot be used to document the basic WIOA eligibility data elements of **right to work, selective service, and age** for services provided beyond staff assisted service with significant staff assistance. Documenting **eligibility requirements** with self-attestation is a method of last resort when no other source of documentation can be found or accessed. Self-attestation can also be used to clarify documentation that is considered insufficient by itself. Case notes should document efforts made to obtain other sources and state why they were not available. Please review the most current or relevant Data Validation TEGL (23-19) to assist in determining when it is appropriate to use self-attestation; or consult with your local AE staff if the data element in question is not addressed in this policy. Local Boards may create their own self-attestation form; however, it must include all elements of the self-attestation form included in this policy.

PRIORITY OF SERVICE

Section 134(c)(3)(E) of WIOA establishes a priority requirement with respect to funds allocated to a local area for adult employment and training activities. Under this section, Workforce Connection Center (WCC) staff when using WIOA funds to provide individualized career services, training services or both, must give priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. Individuals who are English language learners meet the criteria for "basic skills deficient" and must be included in the priority population for the Title I adult program. Under WIOA, priority must be implemented regardless of the amount of funds available to provide services in the local area.

Across all titles, WIOA focuses on serving "individuals with barriers to employment" and seeks to ensure access to quality services for these populations. The priority populations under WIOA are:

Individuals with Barriers to Employment

The population included in the "individuals with barriers to employment" in WIOA sec 3(24) include:

- (a) Displaced Homemakers
- (b) Low-Income individuals
- (c) Indians, Alaska natives, and Native Hawaiians
- (d) Individuals with disabilities, including youth who are individuals with disabilities.
- (e) Older Individuals (age 55 and older)
- (f) Ex-offenders
- (g) Homeless individuals or homeless children and youths
- (h) Youth who are in, or have aged out of the foster care system;

- (i) Individuals who are:
 - (1) English language learners
 - (2) Individuals who have low levels of literacy (an individual is unable to compute or solve problems, or read, write or speak English at a level necessary to function on the job, or in the individual's family or in society); and
 - (3) Individuals facing substantial cultural barriers
- (j) Eligible migrant and seasonal farmworkers
- (k) Individuals within two years of exhausting lifetime TANF eligibility
- (l) Single parents (including single pregnant women)
- (m) Long-term unemployed individuals (unemployed for 27 or more consecutive weeks); and
- (n) Such other groups as the Governor determines to have barriers to employment.

Veterans Priority

A veteran is defined as a person who served at least one day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable. Although veteran priority should not be confused with eligibility, subrecipient staff must verify veteran status when enrolling a veteran or qualifying spouse. Verification documents will be submitted as part of the applicant's enrollment packet and maintained in the participant's electronic file.

Veterans and eligible spouses covered by Public Law 107-288, continue to receive priority of service for all DOL funded job training programs. The veteran or covered person must otherwise meet the eligibility requirements for enrollment. For income-based eligibility determination and for determining priority of service, military pay or allowances paid while on active duty or paid by the Department of Veteran's Affairs (VA) for vocational rehabilitation, disability payments, or related VA funded programs are not to be considered as income, in accordance with 38 U.S.C. 4213 and 20 CFR 683.230.

Active service includes full-time Federal service in the National Guard or a Reserve component. This definition of "active service" does not include full-time duty performed strictly for training purposes which is often referred to as "weekend" or "annual" training. Nor does it include full-time active duty performed by National Guard personnel who are mobilized by State rather than Federal authorities.

A qualifying spouse is the spouse of any of the following:

- Any veteran who died of a service-connected disability; or,
- Any member of the Armed Forces who is listed in one of the following categories for at least 90 days: missing in action, captured in the line of duty, forcibly detained by a foreign government; or,
- Any veteran who has a total disability resulting from a service-connected disability; or,
- Any veteran who died while a disability was in existence.

Order of Priority

Priority must be applied in the following order:

1. First, to veterans, and eligible spouses who are also included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first-priority for services with WIOA.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for Adult formula funds.
3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.

4. Fourth, priority populations established by the Governor and/or Local WDB.
5. Last, to non-covered persons outside the groups given priority under WIOA.

Note: When past income is an eligibility determinant for training programs, any amounts received as military pay or allowances by any person who served on active duty, and certain other specified benefits must be disregarded for the veteran and for other individuals for whom those amounts would normally be applied in making an eligibility determination. Military earnings are not to be included when calculating income for veterans or transitioning service members for this priority, in accordance with 38 U.S.C. 4213.

Additionally, the WIOA Final Rule at 20 CFR 680.230, requires coordinated WIOA funded training with “other grant assistance”, such as Federal Pell Grants. However, VA benefits for education and training services do not constitute “other grant assistance” under WIOA’s eligibility requirements. Therefore, eligibility for VA benefits for education or training services do not preclude a veteran or the veteran’s eligible spouse from receiving WIOA funded services, including training funds. Similarly, WIOA program operators may not require veterans or spouses to exhaust their entitlement to VA funded training benefits prior to allowing them to enroll in WIOA funded training.

SELECTIVE SERVICE REGISTRATION REQUIREMENTS

Men born on or after January 1, 1960 are required to register with Selective Service within 30 days of their 18th birthday (i.e. 30 days before or 30 days after their birthday.) This includes males who are:

- A. Citizens of the U.S.;
- B. Non-citizens, including illegal aliens, legal permanent residents, seasonal agricultural workers, and refugees, who take up residency in the U.S. before their 26th birthday; and/or
- C. Dual nationals of the U.S. and another country regardless of whether they live in the U.S.

For U.S. citizens, Selective Service registration is not required if the man falls within one of the following categories:

- A. Men who are serving in the military on full-time active duty;
- B. Men attending the service academies;
- C. Disabled men who were continually confined to a residence, hospital or institution; and/or
- D. Men who are hospitalized, institutionalized, or incarcerated are not required to register during their confinement; however, they must register within 30 days after being released if they have not yet reached their 26th birthday.

For non-U.S. citizens, Selective Service registration is not required if the man falls within one of the following categories:

- A. Non-U.S. male who came into this country for the first time after his 26th birthday. Acceptable forms of supporting documentation include:
 1. Date of entry stamp in his passport;
 2. I-94 with date of entry stamp on it; or
 3. Letter from the U.S. Citizenship and Immigration Services (USCIS) indicating the date the man entered the United States presented in conjunction with documentation establishing the individual’s age.
- B. Non-U.S. male who entered the U.S. illegally after his 26th birthday. He must provide proof that he was not living in the U.S. from age 18 through 25.
- C. Non-U.S. male on a valid non-immigrant visa.

This list is not intended to be exhaustive. Please visit the Selective Service website for more information about the registration requirements at www.sss.gov. The Selective Service System also provides a quick reference chart showing who must register located at <http://www.sss.gov/PDFs/WhoMustRegisterChart.pdf>.

Registration Requirements for Males Under 26

Before being enrolled in WIOA Title I-funded services, all males who are not registered with the Selective Service and have not reached their 26th birthday must register through the Selective Service website at www.sss.gov. If a male turns 18 while participating in any applicable services, registration with Selective Service must be completed no later than 30 days after he becomes 18 to continue to receive WIOA Title I-funded services. If a man under the age of 26 refuses to register with the Selective Service, WIOA Title I-funded services must be suspended until he registers.

Determining Knowing and Willful Failure to Register

If the individual was required but failed to register with the Selective Service, **the individual may only receive services if they establish by a preponderance of the evidence that the failure to register was not knowing and willful.** The local board, subrecipient, or contractor that enrolls individuals in WIOA Title I-funded activities, and is thereby authorized to approve the use of WIOA Title I grant funds, is the entity responsible for evaluating the evidence presented by the individual and determining whether the failure to register was a knowing and willful failure.

Evidence presented may include the individual's written explanation and supporting documentation of his circumstances at the time of the required registration and the reasons for failure to register. The individual should be encouraged to offer as much evidence and in as much detail as possible to support his case. The following are examples of documentation that may be of assistance in making a determination in these cases:

1. Service in Armed Forces. Evidence that a man has served honorably in the U.S. Armed Forces such as DD Form 214 or his Honorable Discharge Certificate. Such documents may be considered sufficient evidence that his failure to register was not willful or knowing.
2. Third Party Affidavits. Affidavits from parents, teachers, employers, doctors, etc. concerning reasons for not registering, may also be helpful to local boards in making determinations in cases regarding willful and knowing failure to register.

To establish consistency regarding the implementation of the requirement, local boards should consider the following questions when determining whether a failure to register is knowing and willful.

In determining whether the failure was "knowing," the authorized organization should consider:

- Was the individual aware of the requirement to register?
- If the individual knew about the requirement to register, was he misinformed about the applicability of the requirement to him (e.g., veterans who were discharged before their 26th birthday were occasionally told that they did not need to register)?
- On which date did the individual first learn that he was required to register?
- Where did the individual live when he was between the ages of 18 and 26?
- Does the status information letter indicate that Selective Service sent letters to the individual at that address and did not receive a response?

In determining whether the failure was "willful", the authorized organization should consider:

- Was the failure to register done deliberately and intentionally?
- Did the individual have the mental capacity to choose whether to register and decided not to register?
- What actions, if any, did the individual take when he learned of the requirement to register?

If an authorized organization determines it was not a knowing and willful failure and the individual is otherwise eligible, services may be provided. If the authorized organization determines that evidence shows that the individual's failure to register was knowing and willful, WIOA services must be denied. Individuals denied services must be advised of available WIOA grievance procedures. Authorized organizations must keep documentation related to evidence presented in determinations related to Selective Service.

ATTACHMENT A -GLOSSARY

Local program staff making eligibility determinations for the Youth program should make use of the following definitions:

AGE OF COMPULSORY SCHOOL ATTENDANCE, BUT NOT ATTENDING [20CFR 681.210(c)(2)]: A youth of an age of compulsory attendance that has not attended school for at least the most recent school year calendar quarter.

APPLICANT: An individual who applies for training and/or services provided under WIOA through a WIOA grant recipient or sub-recipient.

DEPENDENT CHILD: A child, related by blood, marriage, or decree of court, living in a single residence with his/her parent(s) or guardian

BASIC SKILLS DEFICIENT: For youth eligibility, this is defined as at or below the 8th grade level. In defining this for workforce basic skills proficiency it is defined as an individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. WIOA affords local boards the flexibility to establish this definition. The eastern board has defined this as below gold level Career Readiness Certification Level (CRC) or its equivalent on an adult education cross walk.

DEFICIENT IN BASIC LITERACY SKILLS: (For use in determining basic youth eligibility.) An individual who:

1. computes or solves problems, reads, writes, or speaks English at or below the eighth-grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test; or
2. is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

DROP OUT: A "school dropout" is defined in WIOA Section (3)(54) as an individual who is no longer attending any school and who has not received a secondary school diploma or its equivalent.

ENGLISH LANGUAGE LEARNER: An eligible individual who:

1. has limited ability in reading, writing, speaking, or comprehending the English language; and
2. whose native language is a language other than English; and
3. who lives in a family or community environment where a language other than English is the dominant language.

Note: When a federal statute specifically provides that income or payments received under such statute shall be excluded in determining eligibility for the level of benefits received under any other federal statute, such income or payments shall be excluded in WIOA eligibility determination. *Example:* adoption subsidies

Everything that is not listed as excluded from income above is included as income.

ENROLLED INDIVIDUAL: An individual is only considered to be an active participant when they have received all of the following:

- a. Documented eligibility assessment;
- b. Youth objective assessment (WCOS activity code 412);
- c. Youth development of Service strategies (IEP WCOS code 413); AND

- d. A recorded service that meets the definition of one of the fourteen program elements that has been recorded in the WCOS.

FAMILY: Two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

- a. A husband, wife, and dependent children.
- b. A parent or guardian and dependent children.
- c. A husband and wife.

Note: Family size is determined based on those individuals meeting the above definition at time of application.

FAMILY INCOME: Family income includes total 6 months' cash receipts before taxes (i.e. Gross wages) from all sources as defined in "Family" above, except: If the applicant reports little or no includable income, s/he must indicate other resources relied upon for life support during the last six months on the Applicant Statement. Such resources may include such things as unpaid debts, gifts, loans, unemployment compensation, etc.

FOSTER CHILD: A youth 14-18 years of age on whose behalf state or local government payments (excluding OASI) are made. This may include youth who have been made a ward of the state by a court, including those in the following categories:

- a. Youth in State Institutions
- b. Youth in Community Group Homes
- c. Youth in Foster Homes

Note: The EAWDB limits services to youth age 16 and over.

GUARDIAN: An individual related by blood, marriage, or decree of court, living in a single residence, where the parents are not present in the residence.

HOMELESS PERSON: An individual who lacks a fixed, regular, and adequate nighttime residence and who has a primary nighttime residence that is

- a. a supervised publicly or privately operated shelter designed to provide temporary living accommodation (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
- b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
- c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. **EXCLUSION** – For purposes of WIOA, the term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of Congress or a State law. A homeless individual who meets the above criteria is presumed to be economically disadvantaged for purposes of eligibility under the WIA unless demonstrated otherwise.

IN-SCHOOL YOUTH: Means a person age 14 through 21 (16 through 21 for the Eastern Area) who is attending school full time and who has not yet received a high school diploma or its equivalent (GED).

Note: The EAWDB restricts services to youth age 16 and above.

INCOME: Income from all sources including payments received for Unemployment Insurance and child support payments should be used in calculation of low-income status. However, there are instances where the youth's income is solely considered for eligibility determination. ISY with a disability can use their sole income for determination of low-income status. If an individual is not living in a single residence with other family members that individual is not a member of a family for the purposes of WIOA income calculations.

INDIVIDUAL: (Family of one) – A person not meeting the definition of family is considered to be an individual. Youth aged 18 years and older living with parents or other family member(s) must document individual status by completing the Self-Attestation form verifying that status.

INDIVIDUAL WITH DISABILITY: Any individual who has a physical or mental disability, which for such individual, constitutes or results in a substantial handicap to employment. Suggested definition for substantial disability to employment: a loss of occupational choice of a class or group of jobs due to the disability, i.e., significant diminishment of occupational choices. An Individual with a Disability may be eligible based on the family of one income guideline.

INDIVIDUAL WITH A DISABILITY: An individual with a disability as defined in the Americans with Disabilities Act of 1990, §3. [42 U.S.C. §12102] The individual:

- a. has a physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- b. has a record of such an impairment; or
- c. is regarded as having such an impairment.

LOW-INCOME INDIVIDUAL: An individual who:

- receives or is a member of a family that receives or has received in the past six months, cash payments under a federal, state, or local income- based public assistance program;
- has received in the last six months, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.),
- received an income or is a member of a family that has received a total family income for the six-month period prior to application for the program that, in relation to family size, does not exceed the higher of:
 1. the poverty line, for an equivalent period; or
 2. 70 percent of the Lower Living Standard Income Level, for an equivalent period;
- qualifies as a homeless individual, as defined in the Stewart B. McKinney Homeless Assistance Act §103(a) and (c);
- is a foster youth on behalf of whom state or local government payments are made; or
- is an individual with a disability whose own income meets the requirements of (b) above, but who is a member of a family whose income does not meet such requirements. [WIOA §3(36)(A)]
- receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); or
- A youth who lives in a high-poverty area.

REQUIRES ADDITIONAL ASSISTANCE: Any youth who meets any of the following criteria:

a gifted student (as defined by New Mexico State Department of Education Regulations) who requires additional assistance to complete an educational program, or to secure and hold employment; a youth who's family is dependent upon public assistance; a youth with poor work history as evidenced by the loss of and/or changing of jobs three or more times in a twelve month period; or a youth who is at risk of school and/or employment failure based on family/home factors, a youth with parents in the criminal justice system, family violence factors, behind graduation rate on credits, substance abuse by youth or family members, behind grade level, is a member of a household that has received public assistance in the last six months, is believed by

school or public agency to be at risk, is/or was an ESL student, family history of seasonal or poor work history, referred by police or courts, has a history of or is at risk of gang involvement.

STUDENT WITH A DISABILITY: An individual with a disability who:

1. is not younger than the earliest age for the provision of transition services under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)); or if the State involved elects to use a lower minimum age for receipt of pre-employment transition services under this Act, is not younger than that minimum age; and
2. is not older than 21 years of age; or if the State law for the State provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), is not older than that maximum age; and
3. is eligible for, and receiving, special education or related services under part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.); or is an individual with a disability, for purposes of section 504.

YOUTH WITH A DISABILITY: An individual with a disability who: is not younger than 16 years of age; and is not older than 24 years of age.

LIVING IN A SINGLE RESIDENCE:

- a. **Temporary, voluntary residence elsewhere** – an individual is included in a single residence if they are temporarily and voluntarily living outside of the residence. This may include individuals attending school or college, or visiting relatives. It does not include involuntary temporary residence elsewhere (i.e. incarceration or placement as a result of a court order). **Note:** If a college student is not claimed as a dependent on anyone else’s tax return, they are NOT a dependent child.
- b. **Temporary, involuntary residence elsewhere** – an individual is NOT included in a single residence if they are temporarily and involuntarily living outside of the residence. This may include individuals who are incarcerated or placed as a result of a court order. **Note:** A person not meeting the definition of family is an individual (family of one). Individuals ordinarily included in the definition of family, but no longer claiming to be dependent must complete an applicant statement attesting to individual status. Such statements should be corroborated by the head of household in which the individual resides. (S)He must also show source of his/her support. The individual must provide over 50% of his/her support to be considered a family of one. Income tax records are also a good source of documentation to support that the youth is not claimed by the parents. Youth aged 18 years and more, see “Individual” definition.

LOWER LIVING STANDARD INCOME LEVEL: the income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary. Income levels for families of two or more are revised for the lower living standard income level from the U.S. Department of Labor Federal Register issued annually.

OFFENDER: Any adult or juvenile who is or has been subject to any stage of the criminal justice process for whom services may be beneficial or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

PREGNANT OR PARENTING YOUTH: A youth who is 24 years of age or less at the time of application and who is

pregnant, or a male or female custodial or non-custodial.

POST SECONDARY EDUCATION: A program at an accredited degree-granting institution that leads to an academic degree beyond secondary education.

PUBLIC ASSISTANCE/CASH WELFARE PAYMENTS: Federal, State or local government cash welfare payments issued directly to the recipient for whom eligibility is determined by a needs or income test (i.e. TANF, Refugee Cash Assistance, and Supplemental Security Income). Note: Supplemental Security Disability Income (SSDI) is not considered cash welfare and does not make a person automatically eligible for WIOA.

RUN-AWAY YOUTH: A person under 18 years of age who absents himself or herself from home or place of legal residence without the permission of parents or legal guardian.

SCHOOL DROPOUT: An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. A youth's dropout status is determined at the time of registration.

ATTACHMENT B

YOUTH ELIGIBILITY DOCUMENTATION

Eligibility	Required Documentation
<p>Right to Work in the US (1 is required)</p> <p>Note: A Document Inspection Form may be used for any of these required documents for this eligibility element.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social Security Card AND Driver's License or other government issued picture ID containing a photograph or information such as name, date of birth, gender, height, eye color and address. (If under 18 years old and does not have a Driver's License; may use school record or doctor/hospital record with signed Social Security Card.) <input type="checkbox"/> U.S. Passport (unexpired or expired) <input type="checkbox"/> Permanent Resident Card or Alien Registration Receipt Card (Form I-551) <input type="checkbox"/> An unexpired foreign passport with a temporary I-551 stamp <input type="checkbox"/> An unexpired Employment Authorization Document that contains a Photograph (Form I-766) <input type="checkbox"/> An unexpired foreign passport with Form I-94 or I-94A bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, if the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form <input type="checkbox"/> Original or certified copy of a Birth Certificate issued by a state, county, municipal authority or territory of the US bearing an official seal (Document Inspection Form is allowed.) <input type="checkbox"/> Certification of Birth Abroad (Form FS-545) or Report of Birth (Form DS-1350) issued by the Department of State <input type="checkbox"/> US Citizen ID card (Form I-197) <input type="checkbox"/> Native American Tribal Document <input type="checkbox"/> I-9 complete including signature by authorized employer or designee
<p>Selective Service (1 is required for those required to register)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Screen printout of the On-line verification at www.sss.gov <input type="checkbox"/> Acknowledgement Letter from Selective Service <input type="checkbox"/> Selective Service Verification Form (For 3A) <input type="checkbox"/> Selective Service Registration Card <input type="checkbox"/> Stamped Post Office Receipt of Registration <input type="checkbox"/> DD-214 "Report of Separation"

<p>Social Security Number (Not required for eligibility but must be requested and validated. A Document Inspection Form may be used for any of these required documents for this eligibility element.)</p>	<p> <input type="checkbox"/> DD-214, Report of Transfer or Discharge <input type="checkbox"/> IRS Form Letter 1722 <input type="checkbox"/> Letter from Social Security Agency <input type="checkbox"/> Pay Stub with Social Security number <input type="checkbox"/> Social Security Benefits <input type="checkbox"/> Social Security Card <input type="checkbox"/> W-2 Form <input type="checkbox"/> Declined; pseudo-SSN created </p>
<p>Age/Date of Birth (1 is required)</p>	<p> <input type="checkbox"/> Baptismal Record <input type="checkbox"/> Birth Certificate (Document Inspection Form is allowed) <input type="checkbox"/> Driver's License <input type="checkbox"/> Federal, State, or Local photo ID <input type="checkbox"/> DD-214 <input type="checkbox"/> Passport <input type="checkbox"/> Hospital record of birth <input type="checkbox"/> Public assistance/social service record <input type="checkbox"/> School records or ID card <input type="checkbox"/> Work permit <input type="checkbox"/> Cross match with Dept. of Vital Statistics <input type="checkbox"/> NMWCC Age/Date of Birth Self-Attestation Form (Only allowed as a last resort for this eligibility field.) </p>

<p>Low Income (1 is required)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pay stubs <input type="checkbox"/> Employer statement: written or telephone verification <input type="checkbox"/> Alimony agreement <input type="checkbox"/> Award letter from Veteran's Administration <input type="checkbox"/> Bank statements <input type="checkbox"/> Compensation award letter <input type="checkbox"/> Court award letter <input type="checkbox"/> Pension statement <input type="checkbox"/> Family or business financial records <input type="checkbox"/> Free or reduced price school lunch verification <input type="checkbox"/> Housing authority verification <input type="checkbox"/> Social Security benefits statement <input type="checkbox"/> Public assistance records <input type="checkbox"/> UI documents <input type="checkbox"/> Quarterly estimated tax (self-employed persons) <input type="checkbox"/> Self-attestation (for out of school youth only. In school youth requires additional info.)
<p>Disability</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Medical records <input type="checkbox"/> Letter from drug / alcohol rehabilitation agency <input type="checkbox"/> Case notes regarding an observable condition <input type="checkbox"/> Physician's statement <input type="checkbox"/> Psychiatrist's statement <input type="checkbox"/> Psychologist's diagnosis <input type="checkbox"/> Rehabilitation evaluation <input type="checkbox"/> School records <input type="checkbox"/> Sheltered workshop certification <input type="checkbox"/> Social Service records / referrals <input type="checkbox"/> Social Security Administration disability records <input type="checkbox"/> Veterans Administration letter / records (continued) <input type="checkbox"/> Vocational Rehabilitation letter <input type="checkbox"/> Worker's Compensation record <input type="checkbox"/> Self-Attestation

<p>Barrier (1 or more required)</p>	<p>___ DEFICIENT IN BASIC LITERACY SKILLS Standardized assessment test (Excluding Work Keys) School records Case note (must describe how the case manager determined the participant meets the “Deficient in Basic Literacy Skills” definition)</p> <p>___ SCHOOL DROPOUT Case note WIOA application</p> <p>___ HOMELESS/RUNAWAY Written statement from a shelter Written statement from social service agency Written statement from individual providing residence Self-attestation</p> <p>___ FOSTER CHILD Written confirmation from social services agency Case notes Self-Attestation</p> <p>___ English Language learner Basic skills assessment reflecting low English levels in reading, writing or speaking and attestation for other native language speaker Self-Attestation</p> <p>___ PREGNANT / PARENTING Baptismal record Doctor’s note Observation documented in case note Public Assistance Record Documentation from Partner Child’s birth certificate Self-attestation</p>
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<p>...continued Barrier (1 or more required)</p>	<p>___OFFENDER Juvenile/criminal justice document Telephone verification from juvenile / criminal justice representative WIOA application Self-attestation</p> <p>___REQUIRES ADDITIONAL ASSISTANCE Documentation stating that the youth requires additional assistance and why; Documentation that youth has had 3 or more jobs in the last 12 months; Letter from a professional such as a counselor or teacher which states why the participant is at risk of failure; Documentation of gang involvement; Documentation of family violence; Documentation of substance abuse on the part of the participant or parents; Documentation reflecting that one or both parents is/are incarcerated Documentation that the youth has been emancipated; School records indicating the youth is/was an English as a Second Language (ESL) student. Documentation that the youth receives or is a member of a family that receives cash assistance or food stamps in the twelve months prior to application. Documentation that the youth has experienced recent traumatic events, are victims of abuse or reside in an abusive environment;</p>
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EASTERN AREA WORKFORCE DEVELOPMENT BOARD

A Proud Partner of the American Job Center Network

Eastern Area Workforce Development Board Workforce Innovation and Opportunity Act (WIOA)

Policy 02-18 Co-Enrollment

Effective Date: 09/18/18

Revision Date: N/A

Revision Number: N/A

Revision effective Date: N/A

Approval Date: 9/18/18

Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

Workforce Innovation and Opportunity Act (WIOA) §3(13)(A)-(D); WIOA §3(12); WIOA §3(67); WIOA §108 (b)(10); WIOA §108 (b)(21); WIOA §129 (c)(2); WIOA §134 (c)(F)(iv); WIOA §188(a)(2); WIOA §188 (a)(5); WIOA §189(h); WIOA §232; 20 CFR §679.560

1. BACKGROUND

One of the guiding principles of the Workforce Innovation and Opportunity Act (WIOA) is to streamline access to services to promote efficiency and optimize outcomes for both the partner programs and the system customers. The WIOA emphasizes the alignment of core programs, known as partner programs within the one stop delivery system. Access to resources such as training and support may be made available by agreement and coordination between the core programs. The goal of the Eastern Area Workforce Development Board (EAWDB) around co-enrollment is to provide access to the broadest array of services and resources possible to the residents of Eastern NM. This is necessary to create an effectively trained workforce that meets the needs of employers and support economic development efforts.

2. PURPOSE

This policy is to provide Guidance on participant co-enrollment across partner programs. The policy will address specific needs surrounding co-enrollment. Processes and procedures will be addressed in EAWDB Technical Assistance Guide 2-18 as they are developed.

The programs to be included in the establishment of co-enrollment processes include but are not limited to:

- Title I - Adult, Dislocated Worker (DW), and Youth
- Title II - Adult Education and Family Literacy Activities (AEFLA)
- Title III - Wagner-Peyser
- Title IV - Vocational Rehabilitation Service
- Title V – Job Corps

Co-Enrollment ensures that an individual receives, skills training, or other education to carry out their individualized employment plan (IEP) while providing needed support to reduce the probability of an individual not participating in services due to barriers (such as lack of transportation). Participants that are co-enrolled in multiple programs have additional resources that can be leveraged to increase the probability of achieving long-term success in the labor market.

3. DEFINITIONS

Co-Enrollment – Enrollment in two or more WIOA partner programs, and/or special grant programs.

Customer – An individual that is seeking services under any partner authorized under a WIOA partner program as part of the American Job Center System.

Internal Partner – A partner that is co-located in the Workforce Connection Center in the local community whether on a part time or full-time basis.

External Partner – A partner that has no physical presence with the WCC in the local community.

Participant – WIOA title I Adult, title I Dislocated Worker, title II, and title III programs, a participant is a reportable individual who has received services other than the services described in 20 CFR § 677.150(a)(3) (or 34 CFR § 463.150(a)(3), as applicable), after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.

As set forth in more detail in section 677.150 (or 34 CFR § 463.150, as applicable), the following individuals are not participants:

- a. Individuals in an AEFLA program who have not completed at least 12 contact hours;
- b. Individuals who only use the self-service system; and
- c. Individuals who receive information-only services or activities, which provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives.

For the title I Youth program, a participant is a reportable individual who has satisfied all applicable program requirements for the provision of services, including eligibility determination, an objective assessment, and development of an individual service strategy, and received 1 of the 14 WIOA Youth program elements identified in sec. 129(c)(2) of WIOA.

For the title IV VR programs, a participant is a reportable individual who has applied and been determined eligible for services, has an approved and signed employment plan, and has begun to receive services under the plan.

4. ACTION

a. Coordination

To better serve the needs of customers and avoid duplication of services, co-enrollments will require a great deal of coordination across the partners of the American Job Center (AJC) system. It must be clear in co-enrollment situations what services are being provided and by whom.

b. Performance Measures

Co-enrolled customers count in the performance measurements for all grants they are enrolled in. Customers co-enrolled in Title I or Title III services will be reported through the New Mexico Workforce Connection Online System (NMWCOS) and performance information recorded there will be shared with external partners when requested.

Eastern Area Workforce Development Board Workforce Innovation and Opportunity Act

01-23

Data Validation

Effective Date: 03/21/2023

Revision Date: 05/17/2024

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Approval Date: 06/18/2024

Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

PURPOSE

This policy provides a data validation framework and pertains to the Workforce Innovation and Opportunity Act (WIOA) Title I and Wagner-Peyser (WP) Title III programs. The data validation framework ensures the data submitted for performance reporting are valid and reliable.

REFERENCE(S)

Workforce Innovation and Opportunity Act (WIOA), July 22, 2014: §116.

Workforce Innovation and Opportunity Act (WIOA), July 22, 2014: §503.

WIOA Final Rules – U.S. Department of Labor (Title I): 20 CFR §677, §677 and §678.

Training and Employment Guidance Letter WIOA No. 7-18, Guidance for validating Jointly Required Performance Data Submitted under the Workforce Innovation and Opportunity Act (WIOA)

Training and Employment Guidance Letter WIOA No. 23-19 Change 2, Guidance for Validating Required Performance

2 CFR 200.303 Internal Controls

2 CFR 200.328 Performance Monitoring and Reporting

BACKGROUND

The U.S. Department of Labor (USDOL, Employment and Training Administration (ETA)), requires States and local boards to conduct validation of data submissions for federally funded employment and training programs, including the Workforce Innovation and Opportunity Act (WIOA) and Wagner-Peyser (WP) programs. Data validation is a series of internal controls or quality assurance techniques established to verify the accuracy, validity, and reliability of data. Establishing a data validation framework will ensure that all program data is consistent and accurately reflects the performance of each core program.

Federal policy states local boards must establish parameters and procedures for data validation based on federal and state guidelines. In the event of any conflict or contradiction between this local policy and state or federal policy, federal policy must be followed.

In addition, the data validation requirements in this guidance also apply to the Monitor Advocate System. The Monitor Advocate System protects the standard of services provided to migrant and seasonal farmworkers (MSFWs) under the Wagner-Peyser Act Employment Service program. Therefore, as part of a WIOA Core Program, all of the requirements that apply to the Wagner-Peyser Act Employment Service for data validation will apply to the Monitor Advocate System.

ATTACHMENTS

Attachment I – Data Validation Process

Attachment II – Source Documentation WIOA and WP Programs and Data Element Validation

DATA VALIDATION REQUIREMENTS AND FRAMEWORK

Adult, Dislocated Worker, WP, and Youth programs in the eastern region are required to follow all the data validation policies and procedures set forth in this policy as consistent with State and USDOL requirements. As previously mentioned, in the event of any conflict or contradiction between this local policy and state or federal policy, federal policy will supersede. This also includes validating all the elements indicated in federal guidance with supporting documentation.

Data validation helps ensure the accuracy of quarterly and annual performance reports, safeguards data integrity, and promotes the timely resolution of data anomalies and inaccuracies. As such, it is recommended that grant recipients incorporate their data validation procedures and methodology into their internal controls, data quality assurance process, and the 2 CFR 200.328-required monitoring policies and procedures.

Data validation is a series of internal controls or quality assurance techniques established to verify the accuracy, validity, and reliability of data. Establishing a joint data validation framework based on a consistent approach shared

by WIOA and WP will ensure that program data is consistent and accurately reflects the performance of each program. To that end, the purposes of validation procedures for jointly required performance data are to:

- Verify that the performance data reported by States to the Departments are valid, accurate, reliable, and comparable across programs.
- Identify anomalies in the data and resolve issues that may cause inaccurate reporting.
- Outline source documentation required for common data elements; and
- Improve program performance accountability through the results of data validation efforts.

DATA VALIDATION PARAMETERS

Local boards must develop policies and procedures developed to include regular data element validation and will be conducted in a manner that adheres to State and USDOL guidance.

The EAWDB will utilize the random validation sampling methodology within the Workforce Connection Online System (WCOS). EAWDB will incorporate procedures for reviewing the source documentation of participant files (including exiters) into their data validation processes. EAWDB will provide a sufficient representation of records from each program, and for each of the required elements as described in USDOL policy. EAWDB will review mechanisms for ensuring that zeros, blanks or null values, and negative responses are accurate. Approaches may include incorporating verifying validation fields while conducting quality assurance, subrecipient monitoring, peer reviews, and processes for resolving any issues resulting in unreported or missing elements identified through participant file reviews

[EAWDB has established the parameters and processes for DV in Attachment I.]

FREQUENCY OF DATA VALIDATION

The frequency of data validation shall be at a minimum annually in the Eastern Area. If data integrity concerns are identified during the validation process, additional data review and quality assurance may become required as identified in the procedures.

SOURCE DOCUMENTATION

The WIOA Title I and WP programs are required to adhere to allowable source documentation for available Participant Individual Record Layout (PIRL) data elements. Policy Attachment II-Source Documentation for WIOA and WP Programs lists the allowable source documentation that providers and program staff may utilize.

The EAWDB, core partners and programs may also:

- require supporting source documentation for additional program-specific data elements that are not included in this guidance.
- maintain supporting documentation for data elements not included in this guidance; and/or
- conduct validation on additional elements not included in this guidance.

Types of Source Documentation

For most data elements, the validation guidelines provide multiple forms of acceptable source documentation. If multiple sources conflict, the most authoritative source should be used to determine if the data element is valid and accurate.

The general categories of source documentation types include:

1. **Case Notes:** Case notes refer to either paper or electronic statements by the case manager that identify, at a minimum, the following: (a) a participant's status for a specific data element, (b) the date on which the information was obtained, and (c) the name of the case manager who obtained the information.

2. **Crossmatch:** A crossmatch requires grantees to identify detailed evidence that confirms the data element in a secondary database. Grantees must also confirm supporting information such as dates of participation and services rendered. Grantees must have data sharing agreements in place as appropriate.
3. **Electronic Records which may include:**
 - **Participant Source Documents:** Participant source documents maintained in the grantee’s management information system (MIS) or other official record keeping system.
 - **Grantee participant service record:** Grantee participant information generated and maintained by the grantee regarding the specific services received by a participant. The information may be generated and maintained through the grantee’s MIS or other official record keeping system.
4. **Self-Attestation:** Self-attestation means a written, or electronic/digital declaration of information for a particular data element, signed and dated by the participant. DOL broadly interprets what is considered an electronic/digital signature. Electronic signatures or a submission from the participant such as an email, text, or unique online survey response is considered an electronic signature or verification; it must be participant generated and traceable to the participant. Grantees must retain documentation of the self-attestation.

Conflicts in Source Documentation Data

- If the data reported in the PIRL file conflicts with source documentation for a given data element, provided electronically or in hard copy files, the data element ‘fails’.
- If multiple sources are listed for the same data element and the sources conflict, the most reliable source is used to determine if the element passes or fails. For example, for Education Status at Participation, copies of records from an educational institution are a more reliable source than a participant self-attestation.
 - The data provided by the most reliable source available must match the data provided for the PIRL file for a given data element. Non-matching data for a given data element results in “fails”.

Processes and procedures for sampling and review are included as attachments to this policy.

ATTACHMENT I DATA VALIDATION PROCESS

The Eastern Area Workforce Development Board (EAWDB) will generate a sample selection and perform data validation no less than once every program year. The EAWDB will complete and maintain an annual Data Validation Report.

DOL does not provide a specific statistical validation sampling methodology or specific data validation software but encourages grant recipients to incorporate a comprehensive random sampling methodology and procedure for reviewing the source documentation of participant files (including exiters) into their data validation processes. EAWDB will use a random sample, provide a sufficient representation of records from each program, and for each of the required elements as described in Attachment II. The staff will also consider mechanisms for ensuring that zeros, blanks or null values, and negative responses are accurate. Approaches could include incorporating verifying validation fields while conducting quality assurance, subrecipient monitoring, peer reviews, and processes for resolving any issues resulting in unreported or missing elements identified through participant file reviews.

Data Validation Report

- The EAWDB Data Validation Report should provide a summary of the data validation results for the program year and provide a detailed report of each data validation error identified and if the error has been corrected.
- Data errors found and corrected during the data validation process should be noted as so in the EAWDB Data Validation Report and documentation of all corrections made.

FREQUENCY OF DATA VALIDATION

Data validation will be conducted by the Eastern Area Workforce Development Board (EAWDB). The frequency will be done on an annual basis, culminating in one annual data validation report per program year.

Annual Data Validation:

The EAWDB will be responsible for conducting data validation on the WIOA and WP programs. Below are the annual DV responsibilities.

1. The EAWDB will be responsible for conducting an annual review of each WIOA program and WP program. During the validation process, any files that contain data errors will be expected to be corrected within 45 business days after submission of the annual data validation report.
2. The service provider and Title III staff will assist in conducting at least annual reviews on all WIOA programs and the WP program files. The results of the data validation from each WIOA and WP programs will be reviewed by AE staff within twenty (20) days of the end of the review.

The specific steps on conducting the review of each program will be listed in the attachments, using the data elements required by the PIRL. Service provider staff must conduct a quality review of the WIOA program files. During the validation process, any files that contain data errors will be expected to be corrected within 30 business days after the submission of the data validation.

DATA VALIDATION SAMPLE PARAMETERS

The EAWDB will use the random sampling methodology utilized by the SAE which will provide a sufficient representation of records from each program, and for each of the required elements as described in Attachment II. The board will utilize the NMWCOS to obtain the random sample report.

- Minimum/maximum limits on the number of records for WIOA and WP programs

- For WIOA Adult, Dislocated Worker and Youth programs, a minimum of 5% of each funding stream will be drawn for data validation, not to exceed 50 records per program and not less than one record.
 - For Wagner-Peyser, 5% will be drawn for data validation, not to exceed 150 records and no less than one record.
- DV Samples must include both active and exited participants.
- DV Samples may be customized:
 - Samples may be weighted to specific service, education, or performance areas. Customized samples may include but are not limited to:
 - Participant received training services
 - Participated in post-secondary education during program participation
 - Enrolled in secondary education
 - Participant received a recognized credential
 - Enrolled during program participation in an education or training program leading to a recognized post-secondary credential or employment
 - Received a measurable skills gain
 - Employed in the 2nd quarter after exit
 - Employed in the 4th quarter after exit
 - The EAWDB will request a NMWCOS data validation sample report from the SAE and will utilize this for its sampling.

ATTACHMENT II

SOURCE DOCUMENTATION FOR WIOA AND WP PROGRAMS

DATA ELEMENT VALIDATION

SOURCE DOCUMENT VALIDATION INSTRUCTIONS

The data element source documentation table lists the data elements that grantees are either required or encouraged to validate as part of the data validation framework referenced in Attachment I (please refer to Attachment I for program-specific guidance). The table displays the PIRL data element numbers, data element names, definitions/instructions, program specific requirements, and source documentation needed to perform data element validation on each data element. All grantees reporting performance data in accordance with section 116(d) of WIOA must use the same data element definitions in the PIRL. All programs required to conduct data validation, as outlined in Attachment I, must use the source documentation in Attachment II.

A. Understanding the Source Documentation Attachment layout/columns

1. Columns for “Data Element Number,” “Data Element Name,” and “Data Element Definitions/Instructions” are not to be cited as the latest PIRL data elements. When seeking current PIRL related information, please visit <https://www.dol.gov/agencies/eta/performance/reporting> for current reporting requirements.
2. An “X” in the column represents the data elements applicable to a particular program for validation.
3. The “Source Documentation” column lists acceptable source documentation by each element. Programs may choose any of the acceptable source documentation from the list. Grantees may be more restrictive and authorize a smaller subset of allowable source documentation in their grantee policy. Grantees choosing to establish more restrictive source documentation policies should carefully consider the impacts (direct or indirect) those restrictions may have on providing equitable and accessible services to populations with barriers that can make obtaining certain source documents difficult.
4. The “Program Specific Parameters” column lists any special conditions or notes a program office may require. Source documentation requirements in this column, if any, will supplement or supersede those listed in the Source Documentation column as these requirements may limit acceptable source documentation.

B. Types of Source Documentation

For most data elements, the validation guidelines provide multiple forms of acceptable source documentation. If multiple sources conflict, the most authoritative source should be used to determine if the data element is valid and accurate.

The general categories of source documentation types include:

1. **Case Notes:** Case notes refer to either paper or electronic statements by the case manager that identify, at a minimum, the following: (a) a participant's status for a specific data element, (b) the date on which the information was obtained, and (c) the name of the case manager who obtained the information.
2. **Crossmatch:** A crossmatch requires grantees to identify detailed evidence that confirms the data element in a secondary database. Grantees must also confirm supporting information such as dates of participation and services rendered. Grantees must have data sharing agreements in place as appropriate.
3. **Electronic Records which may include:**
 - **Participant Source Documents:** Participant source documents maintained in the grantee’s management information system (MIS) or other official record keeping system.
 - **Grantee participant service record:** Grantee participant information generated and maintained by the grantee regarding the specific services received by a participant. The information may be generated and maintained through the grantee’s MIS or other official record keeping system.
4. **Self-Attestation:** Self-attestation means a written, or electronic/digital declaration of information for a particular data element, signed and dated by the participant. DOL broadly interprets what is considered an

electronic/digital signature. Electronic signatures or a submission from the participant such as an email, text, or unique online survey response is considered an electronic signature or verification; it must be participant generated and traceable to the participant. Grantees must retain documentation of the self-attestation.

Note: Anything not required for federal data validation for Titles I and III are not included in this attachment

Attachment II: Source Documentation for WIOA and WP Programs DOL-only Data Element Validation

Data Element Number	Data Element Name	Data Element Definitions/Instructions	Requirements by Program				Source Documentation (at least one of the following)	Program Specific Parameters (if applicable)
			Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth		
INDIVIDUAL INFORMATION								
200	Date of Birth (WIOA)	Record the participant's date of birth	X	X	X	X	<ul style="list-style-type: none"> • Drivers License • Baptismal Record • Birth Certificate • DD-214 • Report of Transfer or Discharge Paper • Federal, State, Local or Tribal Identification Card • Passport • Hospital Record of Birth • Public Assistance/Social Service Records • School Records or ID Cards • Work Permit • Family Bible • Cross-Match with State Agency Records • Justice System Records • Selective Service Registration • Signed Letter from a parent or guardian • Medical Records • Self-Attestation 	
202	Individual with a disability (WOA)	Record 1 if the participant indicates that he/she has any "disability", as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities. Record 0 if the participant indicates that he/she does not have a disability that meets the definition. Record 9 if the participant did not self-identify.	X	X	X	X	<ul style="list-style-type: none"> • School 504 Records Provided by Student • Assessment Test Results • School Individualized Education Program (IEP) record • Self-Attestation 	

301	Eligible Veteran Status	<p>Record 1 if the participant is a person who served in the active U.S. military, naval, or air service for a period of less than or equal to 180 days, and who was discharged or released from such service under conditions other than dishonorable.</p> <p>Record 2 if the participant served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge; or was discharged or released because of a service connected disability; or as a member of a reserve component under an order to active duty pursuant to section 167(a), (d), or (g), 673 (a) of Title 10, U.S.C., served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge.</p> <p>Record 3 if the participant is: (a) the spouse of any person who died on active duty or of a service connected disability, (b) the spouse of any member of the Armed Forces serving on active duty who at the time of application for assistance under this part, is listed, pursuant to 38 U.S.C 101 and the regulations issued there under, by the Secretary concerned, in one or more of the following categories and has been so listed for more than 90 days: (i) missing in action; (ii) captured in the line of duty by a hostile force; or (iii) forcibly detained or interned in the line of duty by a foreign government or power; or (c) the spouse of any person who has a total disability permanent in nature resulting from a service connected disability or the spouse of a veteran who died while a disability so evaluated was in existence.</p> <p>Record 0 if the participant does not meet any one of the conditions described above.</p> <p>Leave "blank" if the data is not available.</p>	X	X	X	<p>One of the following:</p> <ul style="list-style-type: none"> • DD-214 • Cross-Match with Department of Defense Records • Cross-Match with Veterans Service Database • A Letter from the Veterans' Administration 	For WIOA Adult/DW/WP require only if participant received Individualized Career Services or Training
EMPLOYMENT AND EDUCATION INFORMATION							

401	UC Eligible Status	<p>Record 1 if the participant is a person who (a) filed a claim and has been determined eligible for benefit payments under one or more State or Federal Unemployment Compensation (UC) programs and whose benefit year or compensation, by reason of an extended duration period, has not ended and who has not exhausted his/her benefit rights, and (b) was referred based on participation in the Reemployment Services and Eligibility Assessment (RESEA) program.</p> <p>Record 2 if the participant is a person who (a) filed a claim and has been determined eligible for benefit payments under one or more State or Federal Unemployment Compensation (UC) programs and whose benefit year or compensation, by reason of an extended duration period, has not ended and who has not exhausted his/her benefit rights, and (b) was referred to service through the state's Worker Profiling and Reemployment Services (WPRS) system.</p> <p>Record 3 if the participant is a person who meets condition 2 (a) described above, but was not referred to service through the state's WPRS system or the RESEA program.</p> <p>Record 4 if the participant meets condition 2(a), but has exhausted all UC benefit rights for which he/she has been determined eligible, including extended supplemental benefit rights.</p> <p>Record 5 if the participant is claimant who is exempt from normal work search requirements according state law, and does not have to perform work search activities.</p> <p>Record 0 if the participant was neither a UC Claimant nor an Exhaustee.</p> <p>Leave blank if this data element does not apply to the participant.</p>	X	X	X		<ul style="list-style-type: none"> • Cross-Match to State UI Database • Cross-Match to State MIS Database • Referral Transmittal by RESEA or WPRS • Self-Attestation for Code Values 3 and 4 only 	
402	Long-Term Unemployed at Program Entry (WIOA)	<p>Record 1 if the participant, at program entry, has been unemployed for 27 or more consecutive weeks.</p> <p>Record 0 if the participant does not meet the condition described above.</p>	X	X	X		<ul style="list-style-type: none"> • Public Assistance Records • Refugee Assistance Records • Cross-Match with Public Assistance Database • Cross-Match with UI Database • Self-Attestation 	

409	School Status at Program Entry (WIOA)	<p>Record 1 if the participant, at program entry, has not received a secondary school diploma or its recognized equivalent and is attending any primary or secondary school (including elementary, intermediate, junior high school, whether full or part-time), or is between school terms and intends to return to school.</p> <p>Record 2 if the participant, at program entry, has not received a secondary school diploma or its recognized equivalent and is attending an alternative high school or an alternative course of study approved by the local educational agency whether full or part-time, or is between school terms and is enrolled to return to school.</p> <p>Record 3 if the participant, at program entry, has received a secondary school diploma or its recognized equivalent and is attending a postsecondary school or program (whether full or part-time), or is between school terms and is enrolled to return to school.</p> <p>Record 4 if the participant, at program entry, is not within the age of compulsory school attendance; and is no longer attending any school and has not received a secondary school diploma or its recognized equivalent.</p> <p>Record 5 if the participant, at program entry, is not attending any school and has either graduated from secondary school or has attained a secondary school equivalency.</p> <p>Record 6 if the participant, at program entry, is within the age of compulsory school attendance, but is not attending school and has not received a secondary school diploma or its recognized equivalent.</p>	X	X	X	X	<ul style="list-style-type: none"> • Applicable records from education institution (GED certificate, diploma, attendance record, transcripts, drop out letter, school documentation) • Intake Application or Enrollment Form • Electronic Records • Case notes • Self-Attestation 	
410	Date of Actual Dislocation	<p>Record the participant's date of actual dislocation from employment. This date is the last day of employment at the dislocation job. Leave blank if there is no dislocation job (e.g., displaced homemaker) or this data element does not apply to the participant.</p>	X	X	X		<ul style="list-style-type: none"> • Verification from Employer • Rapid Response List • Notice of Layoff • Public Announcement with Follow-Up Cross-Match with UI Database • Self-Attestation 	

413	Migrant and Seasonal Farmworker Designation as defined at 20 CFR 651.10	<p>Record 1 if the participant is a seasonal farmworker, meaning an individual who is employed, or was employed in the past 12 months, in farmwork (as described at 20 CFR 651.10) of a seasonal or other temporary nature and is not required to be absent overnight from his/her permanent place of residence. Non-migrant individuals who are full-time students are excluded. Labor is performed on a seasonal basis where, ordinarily, the employment pertains to, or is of the kind exclusively performed at certain seasons, or periods of the year and which, from its nature, may not be continuous or carried on throughout the year. A worker, who moves from one seasonal activity to another, while employed in farm work, is employed on a seasonal basis even though he/she may continue to be employed during a major portion of the year. A worker is employed on other temporary basis where he/she is employed for a limited time only or his/her performance is contemplated for a particular piece of work, usually of short duration. Generally, employment which is contemplated to continue indefinitely is not temporary.</p> <p>Record 2 if the participant is a migrant farmworker, meaning a seasonal farmworker (as defined above) who travels to the job site so that the farmworker is not reasonably able to return to his/her permanent residence within the same day. Full-time students traveling in organized groups rather than with their families are excluded.</p> <p>Record 0 if the participant does not meet the condition described above.</p> <p>Leave blank if this data element does not apply to the individual.</p>	X				<ul style="list-style-type: none"> • Cross-Match with Public Assistance Records • Cross-Match with State MIS Database • Employment Records • Case notes • Self-Attestation 	
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PUBLIC ASSISTANCE INFORMATION

600	Temporary Assistance to Needy Families (TANF)	<p>Record 1 if the participant is listed on the welfare grant or has received cash assistance or other support services from the TANF agency in the last six months prior to participation in the program.</p> <p>Record 0 if the participant does not meet the condition described above.</p> <p>Leave blank if this data element does not apply to the participant.</p>	X	X	X		<ul style="list-style-type: none"> • TANF Eligibility Verification • TANF Period of Benefit Receipt Verification • Referral Transmittal from TANF • Cross-Match with TANF Public Assistance Records 	For WIOA Adult/DW/WP require only if participant has received Individualized Career Services or Training
601	Exhausting TANF Within 2 Years (Part A Title IV of the Social Security Act) at Program Entry (WIOA)	<p>Record 1 if the participant, at program entry, is within 2 years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether receiving these benefits at program entry.</p> <p>Record 0 if the participant does not meet the condition described above.</p> <p>Record 9 if the data element does not apply to the participant (i.e., the participant has never received TANF, or if the participant has already exhausted lifetime TANF eligibility).</p>	X	X	X		<ul style="list-style-type: none"> • TANF Eligibility Verification • TANF Period of Benefit Receipt Verification • Referral Transmittal from TANF • Cross-Match with TANF Public Assistance Records 	For WIOA Adult/DW/WP require only if participant has received Individualized Career Services or Training

602	Supplemental Security Income(SSI) / Social Security Disability Insurance (SSDI)	Record 1 if the participant is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program. Record 2 if the participant is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program. Record 3 if the participant is receiving or has received both SSI and SSDI in the last six months prior to participation in the program. Record 4 if the participant is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program and is a Ticket to Work Program Ticket Holder issued by the Social Security Administration. Record 5 if the participant is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program and is a Ticket to Work Program Ticket holder issued by the Social Security Administration. Record 6 if the participant is receiving or has received both SSI and SSDI in the last six months prior to participation in the program and is a Ticket to Work Program Ticket holder issued by the Social Security Administration. Record 0 if the participant does not meet any of the conditions described above.	X	X	X		<ul style="list-style-type: none"> • SSI/SSDI Receipt of Benefits Verification • Referral Transmittal from SSA • SSI/SSDI Eligibility Verification • Cross-Match with SSA Database 	For WIOA Adult/DW/WP require only if participant has received Individualized Career Services or Training	
603	Supplemental Nutrition Assistance Program (SNAP)	Record 1 if the participant is receiving assistance through the Supplemental Nutrition Assistance Program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.) Record 0 if the participant does not meet the above criteria.	X	X	X		<ul style="list-style-type: none"> • SNAP Eligibility Verification • Documentation of SNAP Benefit Receipt • Referral Transmittal from SNAP • Cross-Match 	For WIOA Adult/DW/WP require only if participant has received Individualized Career Services or Training	
604	Other Public Assistance Recipient	Record 1 if the participant is a person who is receiving or has received cash assistance or other support services from one of the following sources in the last six months prior to participation in the program: General Assistance (GA) (State/local government), or Refugee Cash Assistance (RCA). Do not include foster child payments. Record 0 if the participant does not meet the above criteria. Leave blank if this data element does not apply to the participant.		X	X		<ul style="list-style-type: none"> • Copy of Authorization to Receive Cash Public Assistance • Copy of Public Assistance Check • Medical Card Showing Cash Grant Status • Public Assistance Eligibility Verification • Cross-Match 		
ADDITIONAL YOUTH CHARACTERISTICS									
701	Pregnant or Parenting Youth	Record 1 if the participant is a youth who is pregnant, or an individual (male or female) who is providing custodial care for one or more dependents under age 18. Record 0 if the participant does not meet the conditions described above. Leave blank if the data is not available.				X	<ul style="list-style-type: none"> • Needs Assessment • WIC Eligibility Verification • TANF Single Parent Eligibility Verification • Intake Application or Enrollment Form • Individual Service Strategy • Case notes • Self-Attestation 		
702	Youth Who Needs Additional Assistance	Record 1 if the participant is an out-of-school youth who requires additional assistance to enter or complete an educational program, or to secure and hold employment or an in-school youth who requires additional assistance to complete an educational program or to secure or hold employment as defined by State or local policy. If the State Board defines a policy, the policy must be included in the State Plan. Record 0 if the participant does not meet the conditions described above. Leave blank if this data element does not apply to the participant.				X	<ul style="list-style-type: none"> • See state policy on definition: • Intake Application or Enrollment Form • Case notes • Needs Assessment • Individual Service Strategy (ISS) • Self-Attestation 		

704	Foster Care Youth Status at Program Entry (WIOA)	Record 1 if the participant, at program entry, is a person aged 24 or under who is currently in foster care or has aged out of the foster care system. Record 0 if the participant does not meet the conditions described above.	X	X	X	X	<ul style="list-style-type: none"> • Written Confirmation from Social Services Agency • Case notes • Foster Care Agency Referral Transmittal • Intake Application or Enrollment Form • Needs Assessment • Individual Service Strategy • Self-Attestation
ADDITIONAL REPORTABLE CHARACTERISTICS							
800	Homeless participant, Homeless Children and Youths, or Runaway Youth at Program Entry (WIOA)	Record 1 if the participant, at program entry: (a) Lacks a fixed, regular, and adequate nighttime residence; this includes a participant who: (i) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; (ii) is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations; (iii) is living in an emergency or transitional shelter; (iv) is abandoned in a hospIndividual Training Account (ITA); or (v) is awaiting foster care placement; (b) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground; (c) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or (d) Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth). This definition does not include a participant imprisoned or detained under an Act of Congress or State law. A participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless. Record 0 if the participant does not meet the conditions described above. Note: WIOA youth who meet the definition of homeless as defined in WIOA section 681.210(c)(5) and 681.220(d)(4) are reported in this data element.	X	X	X	X	<ul style="list-style-type: none"> • Intake Application or Enrollment Form • Written Statement or Referral Transmittal from a Shelter or Social Service Agency • Needs Assessment • Case notes • Individual Service Strategy • A letter from caseworker or support provider • Self-Attestation
801	Ex-Offender Status at Program Entry (WIOA)	Record 1 if the participant, at program entry, is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction. Record 0 if the participant does not meet any one of the conditions described above. Record 9 if the participant did not disclose.	X	X	X	X	<ul style="list-style-type: none"> • Documentation from the Juvenile or Adult Criminal Justice System • Written Statement or Referral Document from a Court or Probation Officer • Referral Transmittal from a Reintegration Agency • Intake Application or Enrollment Form • Case notes • Needs Assessment • Individual Service Strategy • Federal Bonding Program Application • Self-Attestation

802	Low Income Status at Program Entry (WIOA)	<p>Record 1 if the participant, at program entry, is a person who:</p> <p>(a) Receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the program has received:</p> <p>(i) Assistance through the supplemental nutrition assistance program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.);</p> <p>(ii) Assistance through the temporary assistance for needy families program under part A of Title IV of the Social Security Act (42 USC 601 et seq.);</p> <p>(iii) Assistance through the supplemental security income program under Title XVI of the Social Security Act (42 USC 1381); or</p> <p>(iv) State or local income-based public assistance.</p> <p>(b) Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level;</p> <p>(c) Is an individual who receives, or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.);</p> <p>(d) Is a foster child on behalf of whom State or local government payments are made;</p> <p>(e) Is an participant with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement;</p> <p>(f) Is a homeless participant or a homeless child or youth or runaway youth (see Data Element #800); or</p> <p>(g) Is a youth living in a high-poverty area.</p> <p>Record 0 if the participant does not meet the criteria presented above.</p>	X	X	X	X	<ul style="list-style-type: none"> • Award Letter From Veteran’s Administration • Bank Statements • Pay Stubs • Compensation Award Letter • Court Award Letter • Pension Statement • Employer Statement/Contact • Family or Business Financial Records • Housing Authority Verification • Quarterly Estimated Tax for Self-Employed Persons • Social Security Benefits • UI Claim Documents • Copy of Authorization to Receive Cash Public Assistance • Copy of Public Assistance Check • Public Assistance Eligibility Verification • Cross-Match with Refugee Assistance Records • Cross-Match with Public Assistance Records • Cross-Match with UI Wage Records • Self-Attestation 	<p>For WIOA Adult/DW/WP require only if participant has received Individualized Career Services or Training</p> <p>For Youth Living in a High Poverty Area: Case notes documenting High Poverty Area status.</p>
803	English Language Learner at Program Entry (WIOA)	<p>Record 1 if the participant, at program entry, is a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.</p> <p>Record 0 if the participant does not meet the conditions described above.</p>	X	X	X	X	<ul style="list-style-type: none"> • Assessment Test Results • Applicable Records from Education Institution (transcripts, or other school documentation) • Intake Application or Enrollment Form • Individual Service Strategy • Case notes • Self-Attestation 	
804	Basic Skills Deficient/Low Levels of Literacy at Program Entry	<p>Record 1 if the participant is, at program entry:</p> <p>A) a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or</p> <p>B) a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant’s family, or in society.</p> <p>Record 0 if the participant does not meet the conditions described above.</p>	X	X	X	X	<ul style="list-style-type: none"> • Assessment Test Results • Applicable Records from Education Institution (transcripts, academic assessments, or other school documentation) • Case notes 	<p>For WIOA Adult/DW/WP require only if participant has received Individualized Career Services or Training</p>
806	Single Parent at Program Entry (WIOA)	<p>Record 1 if the participant, at program entry, is single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).</p> <p>Record 0 if the participant does not meet the condition described above.</p> <p>Record 9 if the participant did not self-identify.</p>	X	X	X	X	<ul style="list-style-type: none"> • Needs Assessment • TANF Single Parent Eligibility Verification • Intake Application or Enrollment Form • Individual Service Strategy or Employment Plan • Case notes • Self-Attestation 	

807	Displaced Homemaker at Program Entry (WIOA)	Record 1 if the participant, at program entry, has been providing unpaid services to family members in the home and who: (A)(i) has been dependent on the income of another family member but is no longer supported by that income; or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. Record 0 if the participant does not meet the conditions described above.	X	X	X		<ul style="list-style-type: none"> • Intake Application or Enrollment Form • Cross-Match with Public Assistance Records • Copy of Spouse's Layoff Notice • Copy of Spouse's Death Record • Copy of Spouse's Permanent Change of Station (PCS) Orders (for a military move or assignment) • Copy of Divorce Records • Copy of Applicable Court Records • Copy of Bank Records (showing financial dependence on spouse, no separate individual income support, or no employment income earned) • Needs Assessment • Individual Employment Plan • Self-Attestation 		
808	Migrant and Seasonal Farmworker Status	Record 1 if the participant, at program entry, is a low-income individual (i) who for the 12 consecutive months out of the 24 months prior to application for the program involved, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment; and (ii) faces multiple barriers to economic self-sufficiency. Record 2 if the participant, at program entry, is a seasonal farmworker and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day. Record 3 if the participant is a migrant farmworker or seasonal farmworker (as defined above) aged 14-24. Record 4 if the participant is an adult program participant and a dependent (as defined in 20 CFR 685.110) of the individual described as a seasonal or migrant seasonal farmworker above. Record 5 if the participant is a youth program participant and a dependent (as defined in 20 CFR 685.110) of the individual described as a seasonal or migrant seasonal farmworker above.	X	X	X		<ul style="list-style-type: none"> • Cross-Match with Public Assistance Records • NFJP Eligibility Documents used to determine low-income status • Employer Contract/Letter • Program application • Cross-Match with State MIS Database • Cross-Match with H-1B Records • Case notes • Self-Attestation 		
ONE STOP CENTER PROGRAM PARTICIPATION INFORMATION									
900*	Date of Program Entry (WIOA)	Record the date on which an individual became a participant as referenced in 20 CFR 677.150 satisfying applicable programmatic requirements for the provision of services. Leave blank if this data element does not apply.	X	X	X	X	<ul style="list-style-type: none"> • Individual Plan for Employment • Electronic Records • Program intake documents, such as eligibility determination documentation or program enrollment forms 		

901*	Date of Program Exit (WIOA)	Record the last date the participant received services that are not self-service, information-only, or follow up services. Record this last date of receipt of services only if there are no future services, that are not self-service, information-only, or follow up services, planned from the program. For Titles I, II and III, record the last date of funded service(s). For Vocational Rehabilitation Individual Training Account (ITA) programs, record the date when the participant's record of service is closed pursuant to 34 CFR 361.43 or 361.56. Leave blank if this data element does not apply to the participant.	X	X	X	X	<ul style="list-style-type: none"> • A copy of the letter sent to the individual indicating that the case was closed • WIOA status/exit forms • Electronic Records • Attendance records • Review of service records identifying the last qualifying service (and lack of a planned gap) 	<p>For Grants funded by the National Apprenticeship Act:</p> <ul style="list-style-type: none"> • Validate only for registered apprentices who have completed. • Validate for all pre-apprentices, as appropriate. • Validate RA completions with a copy of the Certificate of Completion, electronic record (e.g., from the AI Demographic Portal or SAA system), email or other written transmission from the Registration Agency stating the apprentice completed (but has not yet received their Certificate of Completion). • Validate for all pre-apprentices using documentation from educational or work experience provider including attendance records or a letter stating successful completion.
906	Date of First WIOA Youth Service	Record the date on which the participant began receiving his/her first WIOA youth service (i.e. 1 of the 14 youth program elements in WIOA §129(c)(2)). Leave blank if the participant did not receive services funded by the WIOA Youth program.				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes • Individual Service Strategy 	
907	Recipient of Incumbent Worker Training	Record 1 if the participant received Incumbent Worker training services under WIOA section 134(a)(3)(A)(i) and/or 134(a)(2)(A)(i). Record 2 if the participant received Incumbent Worker training services by Local Formula funds under WIOA section 134(d)(4). Record 3 if the participant received Incumbent Worker training services under both Statewide funds (Governor's Reserve and/or Rapid Response) WIOA section 134(a)(3)(A)(i) and/or 134(a)(2)(A)(i) and Local Formula funds under WIOA section 134(d)(4). Record 4 if the participant received Incumbent Worker training services under H1B. Record 5 if the participant received incumbent Worker training services under a National Dislocated Worker Grant (DWG) (WIOA section 170). Record 6 if the participant received Incumbent Worker training services under a National Farmworker Job Program (NFJP)(WIOA section 167). Record 0 if the participant did not receive services under the condition described above, or received services by a local area with statewide funds passed down from the state to the local area.	X	X	X		<ul style="list-style-type: none"> • Signed Incumbent Worker Training agreement • Cross-Match • Case notes 	
908	Rapid Response	Record 1 if the participant participated in rapid response activities authorized at WIOA section 134(a)(2)(A)(i)(I). Record 0 if the participant did not receive services under the condition described above. Record 9 if grantee is unable to track enrollment in the program. Leave blank if this data element does not apply to the participant.	X			X	<ul style="list-style-type: none"> • Cross-Match • Case notes • Rapid Response List • Self-Attestation 	

923*	Other Reasons for Exit (WIOA)	<p>Record 01 if the participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital Individual Training Account (ITA) or treatment center during the course of receiving services as a participant.</p> <p>Record 02 if the participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.</p> <p>Record 03 if the participant is deceased.</p> <p>Record 04 if the participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.</p> <p>Record 05 if the participant is in the foster care system as defined in 45 CFR 1355.20(a), and exits the program because the participant has moved from the area as part of such a program or system (Youth participants only).</p> <p>Record 06 if the participant, who was determined to be eligible, is later determined not to have met eligibility criteria.</p> <p>NOTE: This circumstance applies only to the VR program, in which participant eligibility is routinely revisited during the participation period. For titles I, II, and III program eligibility is determined at the time an individual becomes a participant.</p> <p>Record 07 if the participant is a criminal offender in a correctional institution under section 225 of WIOA.</p> <p>Record 00 if the participant meets none of the above conditions.</p>	X	X	X	X	<ul style="list-style-type: none"> • Information from partner services • WIOA or program status/exit forms • Electronic Records • Withdrawal form with explanation • Information from institution or facility • Case notes 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • File documentation with notes from program staff • Information from partner services • WIOA status/exit forms • Electronic Records • Withdrawal form with explanation • Information from institution or facility <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>
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ONE STOP SERVICES AND ACTIVITIES

GENERAL SERVICES OVERVIEW

1001	Date of First Basic Career Service (Staff-Assisted)	Record the first date the participant received any staff-assisted basic services (includes any career service under WIOA section 134(c)(2)(A)(i)-(xi) that is not provided via self-service or information-only services and activities)". Leave blank if the participant did not receive a staff-assisted basic career service.	X	X	X	<ul style="list-style-type: none"> • Case notes • Cross-Match • Electronic Records 	
1002	Most Recent Date Received Basic Career Services (Self-Service/Information-Only)	Record the most recent date a job seeker accessed self-services/information-only services or activities during the reporting period, either a physical location or remotely via the use of electronic technologies. Self-Service does not uniformly apply to all virtually accessed services; For example, virtual accessed services that provide a level of support above independent job or information seeking on the part of a reportable individual/participant would not qualify as self-service. Information-only activities or services may be either self-service or staff assisted. Leave blank if the reportable individual/participant did not access a self-service/information-only basic career service.	X	X	X	<ul style="list-style-type: none"> • Case notes • Cross-Match • Electronic Records 	
1003	Most Recent Date Received Basic Career Services (Staff-Assisted)	Record the most recent date on which the participant received any basic career service (includes any career service under WIOA Section 134(c)(2)(A)(i)-(xi) that is not provided via self-service or information services and activities). Leave blank if the participant did not receive a basic career service with significant staff involvement.	X	X	X	<ul style="list-style-type: none"> • Case notes • Cross-Match • Electronic Records 	

1004	Date of Most Recent Career Service (WIOA)	Record the date on which career services (both basic and individualized) were last received (excluding self-services, information services or activities, or follow-up services). Leave blank if the participant did not receive career services.	X	X	X		<ul style="list-style-type: none"> • Case notes • Cross-Match • Electronic Records 		
1005	Most Recent Date Received Staff-Assisted Services (DVOP specialist)	Record the most recent date on which the participant received any career service provided by a DVOP specialist. Leave blank if the participant did not receive a service with significant staff involvement or this data element does not apply to the participant.	X	X	X		<ul style="list-style-type: none"> • Case notes • Cross-Match • Electronic Records 		
1006	Date Referred to Department of Veterans Affairs Vocational Rehabilitation Individual Training Account (ITA) and Employment Program	Record the most recent date on which the participant was referred to the Department of Veterans Affairs Vocational Rehabilitation Individual Training Account (ITA) and Employment Program.	X	X	X		<ul style="list-style-type: none"> • Case notes • Cross-Match • Electronic Records 		
1007	Date of Most Recent Reportable Individual Contact	Record the most recent date on which the job seeker had reportable individual level contact, including provision of identifying information or enrollment, with one or more applicable programs.	X	X	X		<ul style="list-style-type: none"> • Case notes • Cross-Match • Electronic Records 		
INDIVIDUALIZED CAREER SERVICES									
1200	Date of First Individualized Career Service	Record the first date the participant received any individualized career service on or after the date of participation. Individualized Career Services include development of an Individual Employment Plan, Pre-Vocational Services, provision of comprehensive skills and career assessments, internships or work experiences, financial literacy services, English as Second Language Services, or any other service that comprises a significant amount of staff time with an individual participant as described in WIOA sec. 134(c)(2)(xii). Leave blank if the participant did not receive any individualized career service or this data element does not apply to the individual.	X	X	X		<ul style="list-style-type: none"> • Case notes • Cross-Match • Electronic Records 		
1201	Most Recent Date Received Individualized Career Service	Record the most recent date on which the participant received individualized career services as described in WIOA sec. 134(c)(2)(xii).	X	X	X		<ul style="list-style-type: none"> • Case notes • Cross-Match • Electronic Records 		
1202	Date Individual Employment Plan Created	Record the date on which the participant's Individual Employment Plan (IEP) was created or otherwise established to identify the participant's employment goals, their appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals. Leave blank if an employment plan was not created for the participant, or if the individual is not a participant.	X	X	X		<ul style="list-style-type: none"> • Cross-Match • Case notes • Individual Employment Plan or Individual Service Strategy • Electronic Records 		

1203	Most Recent Date Received Internship or Work Experience opportunities	Record the most recent date on which the participant received an internship or work experience opportunity directly linked to a career. Leave blank if the participant did not receive an internship or work experience opportunity or this data element does not apply to the participant.	X	X	X		<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 	
1205	Type of Work Experience	<p>If the participant received work experience, record the appropriate code to indicate the type of work experience provided to the participant.</p> <p>Record 1 if the participant participated in summer employment or an internship during the summer months (WIOA Youth).</p> <p>Record 2 if the participant participated in an internship or employment opportunity during the non-summer months or if it extends beyond the summer months.</p> <p>Record 3 if the participant participated in a pre-apprenticeship program.</p> <p>Record 4 if the participant participated in job shadowing.</p> <p>Record 5 if the participant participated in on-the-job training (WIOA Youth).</p> <p>Record 6 if the participant participated in a transitional job, as defined in WIOA Section 134(d)(5).</p> <p>Record 7 if the participant participated in another type of work experience not covered in 1 through 5.</p> <p>Record 0 if the participant did not participate in a work experience. Leave blank if this data element does not apply to the participant.</p> <p>NOTE: Code Value 6 should only be selected when other work experience opportunities are provided that are not captured elsewhere. This code value is also for use with Adult, Dislocated Worker, and Dislocated Worker Grants programs only.</p> <p>NOTE: If employment opportunities not limited to summer months are part of a pre-apprenticeship program, or if on-the-job training for WIOA Youth is part of a pre-apprenticeship program, choose Code 3 for pre-apprenticeship.</p>	X	X	X	X	<ul style="list-style-type: none"> • Case notes • Signed Work Experience Agreement • Electronic Records 	
1206	Date Received Financial Literacy Services	Record the date, at any time during participation in the program, that the participant received any financial literacy services. They may include services that help with creating budgets, initiate checking and savings accounts at banks, applying for and managing loans and credit cards, learning about credit reports and credit scores, and identifies identity theft. Leave blank if this data element does not apply to the participant.	X	X	X	X	<ul style="list-style-type: none"> • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Case notes • Electronic Records 	
1207	Date Received English as Second Language Services	Record the date, at any time during participation in the program, that the participant received any English as a second language service or training. ESL services are those services provided to participants whose primary language is not English. These services are designed to increase the English language proficiency of the participant so they can attain training and/or employment success. Leave blank if this data element does not apply to the participant.		X	X		THIS CELL LEFT BLANK ON THE EXCEL DOCUMENT ATTACHMENT IN TEGL. 1207 MISSING FROM PDF VERSION. ????	

1210	Received Pre-Vocational Activities	Record the date at any time during the individual's participant in the program that they received short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training. Leave blank if this data element does not apply to the participant.		X	X			THIS CELL LEFT BLANK ON THE EXCEL DOCUMENT ATTACHMENT IN TEGL. 1210 MISSING FROM PDF VERSION. ????	
1211	Transitional Jobs	Record 1 if the participant received work experience at a transitional job as described in WIOA Section 134(d)(5). Record 0 if the participant did not receive transitional jobs training as described above.		X	X			<ul style="list-style-type: none"> • Electronic Records • Case notes • Signed Transitional Job Agreement 	
TRAINING SERVICES									
1300	Received Training (WIOA)	Record 1 if the participant received training services. Record 0 if the participant did not receive training services.	X	X	X	X		<ul style="list-style-type: none"> • Cross-Match • Vendor/Training Provider Records • Signed Training Contract • Individual Training Account (Individual Training Account (ITA) • Electronic Records 	
1301	Eligible Training Provider - Name - Training Service #1 (WIOA)	Enter the name of the eligible training provider where the participant received training. Leave blank if this data element does apply to the participant.		X	X			<ul style="list-style-type: none"> • Vendor Training Records • Receipts • Cross-Match • Attendance Sheets or Records • Signed Training Contract • Individual Training Account (Individual Training Account (ITA) 	
1302	Date Entered Training #1 (WIOA)	Record the date on which the participant's first training service actually began. Leave blank if the participant did not receive a first training service or this data element does not apply to the participant.		X	X	X		<ul style="list-style-type: none"> • Individual Training Account (Individual Training Account (ITA) • Vendor Training Records • Electronic Records • Attendance Sheets or Records • Case notes 	
1303*	Type of Training Service #1 (WIOA)	Use the appropriate code to indicate the type of approved training being provided to the participant. NOTE: If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. NOTE: Code 06 should only be utilized when other codes are clearly not appropriate. Record 00 if the participant did not receive a training service. Leave blank if this data element does not apply to the participant.		X	X	X		<ul style="list-style-type: none"> • Copy of enrollment record • Case notes • Cross-Match between dates of service and vendor training information • Vendor training documentation • Electronic Records • Individual Training Account (Individual Training Account (ITA) • Attendance records 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • Copy of enrollment record • File documentation with notes from program staff • Cross-Match between dates of service and vendor training information • Vendor training documentation • Electronic Records • Individual Training Account • Attendance records <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>
1306	Occupational Skills Training Code #1	Enter the 8 digit O*Net 4.0 (or later versions) code that best describes the training occupation for which the participant received training services. Leave blank if occupational code is not available or not known. Additional Notes: If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant receives multiple training services, use the occupational skills training code for the most recent training.		X	X	X		<ul style="list-style-type: none"> • Cross-Match • Case notes • Signed Individual Employment Plan or Training Plan • Signed Training Contract • Individual Training Account (Individual Training Account (ITA) 	

1307	Training Completed #1	Record 1 if the participant completed approved training. Record 0 if the participant did not complete training (withdrew). Leave blank if the participant did not receive a first training service or this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Cross-Match • Vendor Training Records • Attendance Sheets or Records • Case notes • Electronic Record • Individual Training Account (Individual Training Account (ITA)) 	
1308	Date Completed, or Withdrew from, Training #1	Record the date when the participant completed training or withdrew permanently from training. If multiple training services were received, record the most recent date on which the participant completed training. Leave blank if the participant did not receive a first training service or this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Cross-Match • Vendor Training Records • Attendance Sheets or Records • Case notes • Electronic Record 	
1309	Date Entered Training #2	Record the date on which the participant's second training service actually began. Leave blank if the participant did not receive a second training service or this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Individual Training Account (Individual Training Account (ITA)) • Vendor Training Records • Electronic Record • Attendance Sheets or Records • Case notes 	
1310*	Type of Training Service #2 (WIOA)	If the participant received a second type of training, record the appropriate code to indicate the type of approved training being provided to the participant. NOTE: If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. NOTE: Code 06 should only be instances when other codes are clearly not appropriate. Record 00 if the participant did not receive a second training service. Leave blank if this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Copy of enrollment record • Case notes • Cross-Match between dates of service and vendor training information • Vendor training documentation • Electronic Records • Individual Training Account (Individual Training Account (ITA)) • Attendance records 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • Copy of enrollment record • File documentation with notes from program staff • Cross-Match between dates of service and vendor training information • Vendor training documentation • Electronic Records • Individual Training Account • Attendance records <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>
1311	Occupational Skills Training Code #2	Enter the 8 digit O*Net 4.0 (or later versions) code that best describes the training occupation for which the participant received training services. Leave blank if occupational code is not available or not known. Additional Notes: If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant receives multiple training services, use the occupational skills training code for the most recent training.		X	X		<ul style="list-style-type: none"> • Cross-Match • Case notes • Signed Individual Employment Plan or Training Plan • Signed Training Contract • Individual Training Account (Individual Training Account (ITA)) 	
1312	Training Completed #2	Record 1 if the participant completed approved training. Record 0 if the participant did not complete training (withdrew). Leave blank if the participant did not receive a second training service or this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Cross-Match • Vendor Training Records • Attendance Sheets or Records • Case notes • Electronic Record • Individual Training Account (Individual Training Account (ITA)) 	
1313	Date Completed, or Withdrew from, Training #2	Record the date when the participant completed training or withdrew permanently from training. If multiple training services were received, record the most recent date on which the participant completed training. Leave blank if the participant did not receive a second training service or this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Cross-Match • Vendor Training Records • Attendance Sheets or Records • Case notes • Electronic Record • Individual Training Account (Individual Training Account (ITA)) 	

1314	Date Entered Training #3	Record the date on which the participant's third training service actually began. If the participant received more than 3 training services, record the date on which the participant actually began the last (or most recent) training service. Leave blank if the participant did not receive a third training service or this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Individual Training Account (ITA) • Vendor Training Records • Electronic Record • Attendance Sheets or Records • Case notes 	
1315*	Type of Training Service #3 (WIOA)	If the participant received a third type of training, record the appropriate code to indicate the type of approved training being provided to the participant. NOTE: If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. NOTE: Code 06 should only be utilized when other codes are clearly not appropriate. Record 00 if the participant did not receive a third service. Leave blank if this data element does not apply to the participant. Additional Note: If the participant receives more than three training services, record the last (or most recent) training services received by the participant in this field.		X	X	X	<ul style="list-style-type: none"> • Copy of enrollment record • Case notes • Cross-Match between dates of service and vendor training information • Vendor training documentation • Electronic Records • Individual Training Account (Individual Training Account (ITA) • Attendance records 	This is a Joint Element with the Department of Education as outlined in TEGL 7-18: <ul style="list-style-type: none"> • Copy of enrollment record • File documentation with notes from program staff • Cross-Match between dates of service and vendor training information • Vendor training documentation • Electronic Records • Individual Training Account • Attendance records The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.
1316	Occupational Skills Training Code #3	Enter the 8 digit O*Net 4.0 (or later versions) code that best describes the training occupation for which the participant received training services. Leave blank if occupational code is not available or not known or if this data element does not apply to the participant. Additional Notes: If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant receives multiple training services, use the occupational skills training code for the most recent training. If the participant received more than 3 training services, use the occupational skills training code for the last (or most recent) training service.		X	X		<ul style="list-style-type: none"> • Cross-Match • Case notes • Signed Individual Employment Plan or Training Plan • Signed Training Contract • Individual Training Account (Individual Training Account (ITA) 	
1317	Training Completed #3	Record 1 if the participant completed approved training. Record 0 if the participant did not complete training (withdrew). Leave blank if the participant did not receive a third training service or this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> •Cross-Match • Vendor Training Records • Attendance Sheets or Records • Case notes • Electronic Records • Individual Training Account (Individual Training Account (ITA) 	
1318	Date Completed, or Withdrew from, Training #3	Record the date when the participant completed training or withdrew permanently from training. If multiple training services were received, record the most recent date on which the participant completed training. Leave blank if the participant did not receive a third training service or this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> •Cross-Match • Vendor Training Records • Attendance Sheets or Records • Case notes • Electronic Records • Individual Training Account (Individual Training Account (ITA) 	
1319	Established Individual Training Account (ITA)	Record 1 if any of the individual's services were purchased utilizing an Individual Training Account funded by WIOA Title I. This information can be updated anytime during participation. Record 0 if the individual does not meet the condition described above. Leave blank if this data element does not apply to the participant.		X	X		<ul style="list-style-type: none"> • Cross-Match • Case notes • Individual Training Account (Individual Training Account (ITA) Approval, Allocation or Activation Records 	

1332*	Participated in Postsecondary Education During Program Participation (WIOA)	Record 1 if the participant was in a postsecondary education program that leads to a credential or degree from an accredited postsecondary education institution at any point during program participation Record 0 if the participant was not a postsecondary education program that leads to a credential or degree from an accredited postsecondary education institution during program participation Leave blank if this does not apply to the participant Note: This data element relates to the credential indicator denominator and those who are recorded as 1 are included in the credential rate denominator. This element is a subset of PIRL 1811. Do not record 1 if the participant was first enrolled in postsecondary education after exiting the program.		X	X	X	<ul style="list-style-type: none"> • Data match with postsecondary data system • Copy of enrollment record • Case notes • School records • Transcript or report card 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • Data match with postsecondary data system • Copy of enrollment record • File documentation with notes from program staff • School records • Transcript or report card <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>
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YOUTH PROGRAM SERVICES/ELEMENTS (Not Captured Elsewhere)

1401*	Enrolled in Secondary Education Program (WIOA)	Record 1 if the participant was enrolled in a Secondary Education Program at or above the 9th Grade level. A Secondary Education program includes both secondary school and enrollment in a program of study with instruction designed to lead to a high school equivalent credential. Examples may include adult high school credit programs and programs designed to prepare participants to pass recognized high school equivalency exams such as the GED, HiSET, or TASC. Programs of study designed to teach English proficiency skills or literacy skills below the 9th grade equivalent are not considered Secondary Education Programs. States may use this coding value if the participant was either already enrolled in education or training at the time of application to the program OR became enrolled in an education or training program at or above the 9th Grade level at any point while participating in the program. Record 0 if the participant was not enrolled in a secondary education program at or above the 9th grade level.		X	X	X	<ul style="list-style-type: none"> • Copy of enrollment record • Case notes • School records • Transcript or report card • Data match to State K-12 data system 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • Copy of enrollment record • File documentation with notes from program staff • School records • Transcript or report card • Data match to State K-12 data system <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>
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1402	Most Recent Date Received Educational Achievement Services	Record the most recent date on which the participant received an educational achievement service. Educational achievement services include, but are not limited to tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential. Leave blank if the participant did not receive educational achievement services or this data element does not apply to the individual.				X	<ul style="list-style-type: none"> • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes • Cross-Match 	
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1403	Most Recent Date Received Alternative Secondary School Services	Record the most recent date on which the participant received alternative secondary school services, or dropout recovery services, as appropriate. Leave blank if the participant did not receive alternative secondary school services or dropout recovery services.				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 	
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1405	Most Recent Date Received Work Experience Opportunities	Record the most recent date on which the youth participant received work experience opportunities that have as a component academic and occupational education. Work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experiences include: summer employment opportunities and other employment opportunities available throughout the school year; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities. Leave blank if the participant did not receive work experience opportunities or this data element does not apply to the participant.				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 	
1406*	Date Enrolled in Post Exit Education or Training Program Leading to a Recognized Postsecondary Credential (WIOA)	Record the date the participant is enrolled in an education or training program that leads to a recognized postsecondary credential after program exit. Leave blank if this data element does not apply to the participant. NOTE: This element only applies to participants who exited secondary education and obtained a secondary school diploma or its equivalency per Sec 116(b)(2)(A)(iii). This data element applies to the Credential Rate indicator.		X	X	X	<ul style="list-style-type: none"> • Copy of enrollment record • Case notes • School records • Transcript or report card. • Cross-Match 	This is a Joint Element with the Department of Education as outlined in TEGL 7-18: <ul style="list-style-type: none"> • Copy of enrollment record • File documentation with notes from program staff • School records • Transcript or report card. • Data match with postsecondary data system The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.
1407	Most Recent Date Received Education Offered Concurrently with Workforce Preparation	Record the most recent date on which the participant received education offered concurrently with and in in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. Leave blank if the participant did not receive education offered concurrently with workforce preparation.				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 	
1408	Most Recent Date Received Leadership Development Opportunities	Record the most recent date on which the participant received services that include, but are not limited to, opportunities that may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate. Leave blank if the participant did not receive a leadership development service or this data element does not apply to the participant.				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 	

1409	Most Recent Date Received Supportive Services	<p>Record the most recent date on which the participant received a supportive service (WIOA section 134(d)(2)) which include, but are not limited to, assistance with transportation, child care, dependent care, and housing that are necessary to enable the participant to participate in programs which provide career and training services as defined in WIOA sec. 134(c)(2) and 134(c)(3). Support services for youth participants include; (a) linkages to community services; (b) assistance with transportation; (c) assistance with child care and dependent care; (d) assistance with housing; (e) needs-related payments; (f) assistance with educational testing; (g) reasonable accommodations for youth with disabilities; (h) referrals to healthcare; (i) assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear; (j) assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (k) payments and fees for employment and training-related applications, tests, and certifications.</p> <p>Leave blank if the participant did not receive supportive services or this data element does not apply to the participant.</p>		X	X	X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 	
1410	Most Recent Date Received Adult Mentoring Services	<p>Record the most recent date on which the participant received adult mentoring services. Adult mentoring services may last for at least twelve (12) months and may occur both during and after program participation.</p> <p>Leave blank if the participant did not receive adult mentoring services or this data element does not apply to the participant.</p>				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 	
1411	Most Recent Date Received Comprehensive Guidance/Counseling Services	<p>Record the most recent date on which the participant received comprehensive guidance and counseling services, which may include drug and alcohol abuse counseling.</p> <p>Leave blank if the participant did not receive comprehensive guidance/counseling services or this data element does not apply to the participant.</p>				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 	

1412	Most Recent Date Received Youth Follow-up Services	Record the most recent date on which the youth participant received follow-up services after exiting the program. Follow-up services for youth participants are described as: (a) Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. (b) Follow-up services for youth may also include the following program elements: (1) Supportive services; (2) Adult mentoring; (3) Financial literacy education; (4) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and (5) Activities that help youth prepare for and transition to postsecondary education and training. (c) All youth participants must be offered the opportunity to receive follow-up services that align with their Individual Service Strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. Leave blank if the participant did not receive follow-up services or if this data element does not apply to the participant.				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 		
1413	Most Recent Date Youth Received Entrepreneurial Skills Training	Record the most recent date on which the participant participated in entrepreneurial skills training. Leave blank if the participant did not participate in entrepreneurial skills training.				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 		
1414	Most Recent Date Youth Received Services that provide labor market information and employment information	Record the most recent date on which the participant participated in services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services. Leave blank if the participant did not participate in these services.				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 		
1415	Most Recent Date Youth Received Postsecondary transition and preparatory activities	Record the most recent date on which a youth participant received activities that helped them to prepare for and transition to postsecondary education and training. Leave blank if the participant did not participate in activities that helped them to prepare for and transition to postsecondary education and training.				X	<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes 		
OTHER RELATED ASSISTANCE AND SUPPORT SERVICES FOR NON-YOUTH CUSTOMERS									

1500	Received Needs-Related Payments	Record 1 if the participant received needs related payments (WIOA section 134(d)(3)) for the purpose of enabling the participant to participate in approved training funded under WIOA Title IB. Record 0 if the participant did not receive any needs-related payments as described above. Leave blank if this data element does not apply to the participant.		X	X		<ul style="list-style-type: none"> • Cross-Match • Activity sheets • Sign-in sheets • Attendance record • Vendor contract • Electronic Records • Case notes
1535	Received Needs-Related Payments	Record 1 if the participant received needs related payments (WIOA section 134(d)(3)) for the purpose of enabling the participant to participate in approved training funded under WIOA Title IB. Record 0 if the participant did not receive any needs-related payments as described above. Leave blank if this data element does not apply to the participant.		X	X		<ul style="list-style-type: none"> • Cross-Match • Request for allowance • Electronic Records

PROGRAM OUTCOMES INFORMATION

EMPLOYMENT AND JOB RETENTION DATA

1600*	Employed in 1st Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the millIndividual Training Account (ITAr)). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the millIndividual Training Account (ITAr). Record 0 if the participant was not employed in the first quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	X	X	X	X	<ul style="list-style-type: none"> • UI wage data match/administrative wage match, such as the National Directory of New Hires • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Quarterly tax payment forms, such as a IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed case notes verified by employer and signed by the counselor 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • UI wage data match • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Wage record match • Quarterly tax payment forms, such as an IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed case notes verified by employer and signed by the counselor <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>
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1601*	Type of Employment Match 1st Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the first quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the first quarter after the exit quarter. If the participant is not found in wage records, grantees may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the first quarter after the quarter of exit.	X	X	X	X	<p>Consistent with TEGL 26-16:</p> <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs) 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • UI wage data match • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Wage record match • Quarterly tax payment forms, such as an IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed case notes verified by employer and signed by the counselor <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>
1602*	Employed in 2nd Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the millIndividual Training Account (ITAr)). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the millIndividual Training Account (ITAr). Record 0 if the participant was not employed in the second quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	X	X	X	X	<ul style="list-style-type: none"> • UI wage data match/administrative wage match, such as the National Directory of New Hires • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Quarterly tax payment forms, such as an IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed case notes verified by employer and signed by the counselor 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • UI wage data match • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Wage record match • Quarterly tax payment forms, such as an IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed case notes verified by employer and signed by the counselor <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>

1603	Type of Employment Match 2nd Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the second quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the second quarter after the exit quarter. If the participant is not found in wage records, grantees may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the second quarter after the quarter of exit.	X	X	X	X	<p>Consistent with TEGL 26-16:</p> <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as millIndividual Training Account (ITA)ry employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs) 	
1604	Employed in 3rd Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the millIndividual Training Account (ITA)ry). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the millIndividual Training Account (ITA)ry. Record 0 if the participant was not employed in the third quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	X	X	X	X	<ul style="list-style-type: none"> • UI wage data match/administrative wage match, such as the National Directory of New Hires • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Quarterly tax payment forms, such as a IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed case notes verified by employer and signed by the counselor 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • UI wage data match • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Wage record match • Quarterly tax payment forms, such as an IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed case notes verified by employer and signed by the counselor <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>

1605	Type of Employment Match 3rd Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the third quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the third quarter after the exit quarter. If the participant is not found in the wage records, grantees may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the third quarter after the quarter of exit.	X	X	X	X	<p>Consistent with TEGL 26-16:</p> <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs) 	
1606*	Employed in 4th Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the individual Training Account (ITA)). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the Individual Training Account (ITA). Record 0 if the participant was not employed in the fourth quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	X	X	X	X	<ul style="list-style-type: none"> • UI wage data match/administrative wage match such as the National Directory of New Hires • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Quarterly tax payment forms, such as a IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed Case notes verified by employer and signed by the counselor 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • UI wage data match • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Wage record match • Quarterly tax payment forms, such as an IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed case notes verified by employer and signed by the counselor <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>

1607	Type of Employment Match 4th Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the fourth quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the fourth quarter after the exit quarter. If the participant is not found in the wage records, grantees may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the fourth quarter after the quarter of exit.	X	X	X	X	<p>Consistent with TEGL 26-16:</p> <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
1608	Employment Related to Training (2nd Quarter After Exit) (WIOA)	Record 1 if the participant received training services and obtained employment directed related to the training services received. Record 0 if the participant received training services and did not obtain employment directly related to the training services received. Leave blank if the data is not available.	X	X	X	X	<ul style="list-style-type: none"> • UI Wage Records • Supplemental data sources defined by TEGL 26-16 follow up services • Surveys • Record sharing and/or automated record matching with other federal employment and administrative databases • Other out of state federal wage record systems • Case notes
1609	Reemployed by Layoff Employer	Record 1 if the participant was reemployed by the employer (where the qualifying separation took place) at any point from the point of program exit through the 4th quarter after program exit. Record 0 if the participant does not meet the condition described above. Record 9 if not known. Leave blank this data element does not apply to the participant.					<ul style="list-style-type: none"> • UI Wage Records • Supplemental data sources defined by TEGL 26-16 follow up services • Surveys • Record sharing and/or automated record matching with other federal employment and administrative databases • Other out of state federal wage record systems • Case notes
1610	Occupational Code (if available)	Record the 8-digit occupational code that best describes the participant's employment using the O*Net Version 4.0 (or later versions) classification system. This information can be based on any job held after exit from the program. Leave blank if occupational code is not available or not known, or the data element does not apply. Additional Notes: This information can be based on any job held after exit and only applies to adults, dislocated workers and youth who entered employment in the quarter after the exit quarter. If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the individual had multiple jobs, use the occupational code for the most recent job held.	X	X	X		<ul style="list-style-type: none"> • UI Wage Records • Supplemental data sources defined by TEGL 26-16 follow up services • Surveys • Record sharing and/or automated record matching with other federal employment and administrative databases • Other out of state federal wage record systems • Case notes

1611	Entered Non-Traditional Employment	Record 1 if the participant's employment is in an occupation or field of work for which individuals of the participant's gender comprise less than 25% of the individuals employed in such occupation or field of work. Non-traditional employment can be based on either local or national data, and both males and females can be in non-traditional employment. This information can be based on any job held after exit and only applies to adults, dislocated workers and youth who entered employment in the second quarter after the exit quarter. Record 0 if the participant does not meet the condition described above. Record 9 if not known.		X	X		<ul style="list-style-type: none"> • UI Wage Records • Supplemental data sources defined by TEGL 26-16 follow up services • Surveys • Record sharing and/or automated record matching with other federal employment and administrative databases • Other out of state federal wage record systems • Case notes
1612	Occupational Code of Employment 2 nd Quarter After Exit Quarter (If available)	Record the 8-digit occupational code that best describes the participant's employment using the O*Net Version 4 0 (or later versions) classification system.	X	X	X		<ul style="list-style-type: none"> • UI Wage Records • Supplemental data sources defined by TEGL 26-16 follow up services • Surveys • Record sharing and/or automated record matching with other federal employment and administrative databases • Other out of state federal wage record systems • Case notes
1613	Occupational Code of Employment 4 th Quarter After Exit Quarter (If available)	Record the 8-digit occupational code that best describes the participant's employment using the O*Net Version 4 0 (or later versions) classification system.	X	X	X		<ul style="list-style-type: none"> • UI Wage Records • Supplemental data sources defined by TEGL 26-16 follow up services • Surveys • Record sharing and/or automated record matching with other federal employment and administrative databases • Other out of state federal wage record systems • Case notes
1614	Industry Code of Employment 1st Quarter After Exit Quarter	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if 'Wages 1st Quarter After the Exit Quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	X	X	X		<ul style="list-style-type: none"> • UI Wage Records • Supplemental data sources defined by TEGL 26-16 follow up services • Surveys • Record sharing and/or automated record matching with other federal employment and administrative databases • Other out of state federal wage record systems • Case notes
1615	Industry Code of Employment 2nd Quarter After Exit Quarter	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if 'Wages 2nd Quarter After the Exit Quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	X	X	X		<ul style="list-style-type: none"> • UI Wage Records • Supplemental data sources defined by TEGL 26-16 follow up services • Surveys • Record sharing and/or automated record matching with other federal employment and administrative databases • Other out of state federal wage record systems • Case notes
1616	Industry Code of Employment 3rd Quarter After Exit Quarter	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if 'Wages 3rd Quarter After the Exit Quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	X	X	X		<ul style="list-style-type: none"> • UI Wage Records • Supplemental data sources defined by TEGL 26-16 follow up services • Surveys • Record sharing and/or automated record matching with other federal employment and administrative databases • Other out of state federal wage record systems • Case notes

1617	Industry Code of Employment 4th Quarter After Exit Quarter	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if 'Wages 4th Quarter After the Exit Quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	X	X	X		<ul style="list-style-type: none"> • UI Wage Records • Supplemental data sources defined by TEGL 26-16 follow up services • Surveys • Record sharing and/or automated record matching with other federal employment and administrative databases • Other out of state federal wage record systems • Case notes 	
1618	Retention with the same employer in the 2nd Quarter and the 4th Quarter (WIOA)	Record 1 if the participant's employer in the second quarter also matches the employer in the fourth quarter. Record 0 if the participant is not employed in the second or fourth quarters after exit, or the employer in the second quarter does not match the employer in the fourth quarter	X	X	X	X	<p>Consistent with TEGL 26-16:</p> <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs) 	For H-1B grantees- ETA performs UI wage data match on behalf of grantees for "Retention with the same employer in the 2nd Quarter and the 4th Quarter (WIOA)" primary indicator of performance measure.

WAGE RECORD DATA

1700	Wages 3rd Quarter Prior to Participation Quarter	Record total earnings from wage records for the third quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	X	X	X	<p>Consistent with TEGL 26-16:</p> <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as millIndividual Training Account (ITA)ry employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs) 	
1701	Wages 2nd Quarter Prior to Participation Quarter	Record total earnings from wage records for the second quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	X	X	X	<p>Consistent with TEGL 26-16:</p> <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs) 	

1702	Wages 1st Quarter Prior to Participation Quarter	Record total earnings from wage records for the first quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	X	X	X	<p>Consistent with TEGL 26-16:</p> <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs) 	
1703	Wages 1st Quarter After Exit Quarter (WIOA)	Record total earnings for the first quarter after the quarter of exit. Record 999999.99 if data is are not yet available for this item. Leave blank if data element does not apply to the participant.	X	X	X	<p>Consistent with TEGL 26-16:</p> <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs) 	

1704*	Wages 2nd Quarter After Exit Quarter (WIOA)	Record total earnings for the second quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	X	X	X	X	<ul style="list-style-type: none"> • UI wage data match/administrative wage match such as the National Directory of New Hires • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Quarterly tax payment forms, such as a IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed case notes verified by employer and signed by the counselor 	<p>For non-state Apprenticeship grantees, ETA performs UI wage data match on behalf of grant recipients.</p> <p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • UI wage data match • Follow-up survey from program participants • Pay check stubs, tax records, W2 form • Wage record match • Quarterly tax payment forms, such as an IRS form 941 • Document from employer on company letterhead attesting to an individual's employment status and earnings • Self-employment worksheets signed and attested to by program participants • Detailed case notes verified by employer and signed by the counselor <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>
1705	Wages 3rd Quarter After Exit Quarter (WIOA)	Record total earnings for the third quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	X	X	X		<p>Consistent with TEGL 26-16:</p> <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs) 	

1706	Wages 4th Quarter After Exit Quarter (WIOA)	Record total earnings for the fourth quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	X	X	X	<ul style="list-style-type: none"> Consistent with TEGL 26-16: <ul style="list-style-type: none"> • Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) • Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) • Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) • State New Hires Registry • Signed Follow-up Survey Response from Program Participants • Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) • Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation • Railroad Retirement System • Quarterly Tax Payment Forms (such as IRS Form 941) • Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) • Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants • Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs) 	For H-1B grantees- ETA performs UI wage data match on behalf of grantees. For non-state Apprenticeship grantees, ETA performs UI wage data match on behalf of grant recipients.
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EDUCATION AND CREDENTIAL DATA

1800*	Type of Recognized Credential (WIOA)	Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree attained by the participant who received education or training services. Record 0 if the participant received education or training services, but did not attain a recognized diploma, degree, license or certificate. Leave blank if data element does not apply to the participant. NOTE: Diplomas, degrees, licenses or certificates must be attained either during participation or within one year of exit. This data element applies to both the Credential Rate indicator and the Measurable Skills Gain indicator for all programs.	X	X	X	X	<ul style="list-style-type: none"> • Cross-Match • Copy of credential • Copy of school record • Follow-up survey from program participants • Case notes documenting information obtained from education or training provider 	This is a Joint Element with the Department of Education as outlined in TEGL 7-18: <ul style="list-style-type: none"> • Data match. • Copy of credential. • Copy of school record. • Follow-up survey from program participants • Case notes documenting information obtained from education or training provider The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.
1801*	Date Attained Recognized Credential (WIOA)	Record the date on which the participant attained a recognized credential. Leave blank if the participant did not attain a degree or certificate.	X	X	X	X	<ul style="list-style-type: none"> • Cross-Match • Copy of credential • Copy of school record • Follow-up survey from program participants • Case notes documenting information obtained from education or training provider 	This is a Joint Element with the Department of Education as outlined in TEGL 7-18: <ul style="list-style-type: none"> • Data match. • Copy of credential. • Copy of school record. • Follow-up survey from program participants • Case notes documenting information obtained from education or training provider The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.

1802	Type of Recognized Credential #2 (WIOA)	Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree attained by the participant who received education or training services. Record 0 if the participant received education or training services, but did not attain a recognized diploma, degree, license or certificate. Leave blank if data element does not apply to the participant. NOTE: Diplomas, degrees, licenses or certificates must be attained either during participation or within one year of exit. This data element applies to both the Credential Rate indicator and the Measurable Skills Gain indicator for all DOL programs.		X	X	X	<ul style="list-style-type: none"> • Cross-Match • Copy of credential • Copy of school record • Follow-up survey from program participants • Case notes documenting information obtained from education or training provider 	
1803	Date Attained Recognized Credential #2 (WIOA)	Record the date on which the participant attained a second recognized credential. Leave blank if the participant did not attain a second recognized credential, or if this data element does not apply.		X	X	X	<ul style="list-style-type: none"> • Cross-Match • Copy of credential • Copy of school record • Follow-up survey from program participants • Case notes documenting information obtained from education or training provider 	
1804	Type of Recognized Credential #3 (WIOA)	Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree attained by the participant who received education or training services. Record 0 if the participant received education or training services, but did not attain a recognized diploma, degree, license or certificate. Leave blank if data element does not apply to the participant. NOTE: Diplomas, degrees, licenses or certificates must be attained either during participation or within one year of exit. This data element applies to both the Credential Rate indicator and the Measurable Skills Gain indicator for all DOL programs.		X	X	X	<ul style="list-style-type: none"> • Cross-Match • Copy of credential • Copy of school record • Follow-up survey from program participants • Case notes documenting information obtained from education or training provider 	
1805	Date Attained Recognized Credential #3 (WIOA)	Record the date on which the participant attained a third recognized credential. Leave blank if the participant did not attain a third recognized credential, or if this data element does not apply.		X	X	X	<ul style="list-style-type: none"> • Cross-Match • Copy of credential • Copy of school record • Follow-up survey from program participants • Case notes documenting information obtained from education or training provider 	
1806*	Date of Most Recent Measurable Skill Gains: Educational Functioning Level (EFL) (WIOA)	Record the most recent date the participant who received instruction below the postsecondary education level achieved at least one EFL. EFL gain may be documented in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer secondary school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year. Leave blank if this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Pre- and post-test results measuring EFL gain • Adult High School transcript showing EFL gain through the awarding of credits or Carnegie units • Postsecondary education or training enrollment determined through data match, survey documentation, or program notes 	

1807*	Date of Most Recent Measurable Skill Gains: Postsecondary Transcript/Report Card (WIOA)	Record the most recent date of the participant's transcript or report card for postsecondary education who complete a minimum of 12 hours per semester, or for part time students a total of at least 12 credit hours over the course of two completed semesters during the same 12 month period, that shows a participant is meeting the State unit's academic standards. Leave blank if this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Transcript • Report Card 	For Grants funded by the National Apprenticeship Act: Validate only as appropriate (e.g., for pre-apprentices, high school apprentices).
1808*	Date of Most Recent Measurable Skill Gains: Secondary Transcript/Report Card (WIOA)	Record the most recent date of the participant's transcript or report card for secondary education for one semester showing that the participant is meeting the State unit's academic standards. Leave blank if this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Transcript • Report Card 	For Grants funded by the National Apprenticeship Act: Validate only as appropriate (e.g., for pre-apprentices, high school apprentices).
1809*	Date of Most Recent Measurable Skill Gains: Training Milestone (WIOA)	Record the most recent date that the participant had a satisfactory or better progress report towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of one year of a registered apprenticeship program, etc.). Leave blank if this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Documentation of a skill gained through OJT or Registered Apprenticeship • Contract and/or evaluation from employer or training provider documenting a skill gain • Progress report from employer documenting a skill gain 	For Grants funded by the National Apprenticeship Act: Also include proof of wage increase. This is a Joint Element with the Department of Education as outlined in TEGL 7-18: <ul style="list-style-type: none"> • OJT or Registered Apprenticeship • Contract and/or evaluation from employer or training provider The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.
1810*	Date of Most Recent Measurable Skill Gains: Skills Progression (WIOA)	Record the most recent date the participant successfully completed an exam that is required for a particular occupation, or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams. Leave blank if this data element does not apply to the participant.		X	X	X	<ul style="list-style-type: none"> • Results of knowledge-based exam or certification of completion • Documentation demonstrating progress in attaining technical or occupational skills through an exam or benchmark attainment • Documentation from training provider or employer • Copy of a credential that is required for a particular occupation and only is earned after the passage of an exam 	For Grants funded by the National Apprenticeship Act: Also include proof of wage increase and copy of interim credential. This is a Joint Element with the Department of Education as outlined in TEGL 7-18: <ul style="list-style-type: none"> • Results of knowledge-based exam or certification of completion. • Documentation demonstrating progress in attaining technical or occupational skills • Documentation from training provider or employer • Copy of a credential that is required for a particular occupation and only is earned after the passage of an exam The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.

1811*	Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment (WIOA)	Record the date the participant was enrolled during program participation in an education or training program that leads to a recognized postsecondary credential, including a secondary education program, or training program that leads to employment as defined by the core program in which the participant participates. States may use this coding value if the participant was either already enrolled in education or training at the time of program entry or became enrolled in education or training at any point while participating in the program. If the participant was enrolled in postsecondary education at program entry, the date in this field should be the date of Program Entry. This includes, but is not limited to, participation in Job Corps or YouthBuild or Adult Education or secondary education programs. Leave blank if the data element does not apply to the participant. NOTE: This data element applies to the Measurable Skill Gains Indicator, and specifically will be utilized to calculate the denominator. It encompasses all education and training program enrollment.		X	X	X	<ul style="list-style-type: none"> • Copy of enrollment record • Case notes • School records • Transcript or report card • Cross-Match 	<p>This is a Joint Element with the Department of Education as outlined in TEGL 7-18:</p> <ul style="list-style-type: none"> • Copy of enrollment record • File documentation with notes from program staff • School records • Transcript or report card. • Data match with postsecondary data system <p>The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.</p>
1812	School Status at Exit	<p>Record 1 if the participant has not received a secondary school diploma or its recognized equivalent and is attending any secondary school (including elementary, intermediate, junior high school, whether full or part-time), or is between school terms and intends to return to school.</p> <p>Record 2 if the participant has not received a secondary school diploma or its recognized equivalent and is attending an alternative secondary school or an alternative course of study approved by the local educational agency whether full or part-time.</p> <p>Record 3 if the participant has received a secondary school diploma or its recognized equivalent and is attending a postsecondary school or program (whether full or part-time), or is between school terms and intends to return to school.</p> <p>Record 4 if the participant is no longer attending any school and has not received a secondary school diploma or its recognized equivalent.</p> <p>Record 5 if the participant is not attending any school and has either graduated from secondary school or holds an equivalency.</p> <p>Record 6 if the participant is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter and has not received a secondary school diploma or its recognized equivalent.</p> <p>Leave blank if data element does not apply to the participant.</p>					<ul style="list-style-type: none"> • Cross-Match • Copy of Diploma, Credential or Degree Awarded by Education Institution • Applicable Records from Education Institution (GED certificate, transcripts, report card, enrollment record or other school documentation) • Signed File Documentation with Information Obtained from Education or Training Provider • Case notes • Self-Attestation 	

1813	Date Completed, During Program Participation, an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment (WIOA)	Record the date the participant complete, during program participation, an education or training program that leads to a recognized postsecondary credential, including a secondary education program, or training program that leads to employment as defined by the core program in which the participant participates. States may use this coding value if the participant was either already enrolled in education or training at the time of program entry or became enrolled in education or training at any point while participating in the program. If the participant was enrolled in postsecondary education at program entry, the date in this field should be after the date of Program Entry. This includes, but is not limited to, participation in Job Corps, YouthBuild, a Registered Apprenticeship program, Adult Education or secondary education programs. Leave blank if the data element does not apply to the participant. NOTE: This data element applies to the Measurable Skill Gains Indicator, and specifically will be utilized to calculate the denominator. It encompasses all education and training program enrollment.		X	X	X	<ul style="list-style-type: none"> • Cross-Match • Copy of Diploma, Credential or Degree Awarded by Education Institution • Applicable Records from Education Institution (GED certificate, transcripts, report card, enrollment record or other school documentation) • Signed File Documentation with Information Obtained from Education or Training Provider • Case notes • Self-Attestation 	
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ADDITIONAL OUTCOME DATA

1900*	Youth 2nd Quarter Placement (Title I) (WIOA)	Record 1 if the participant is enrolled in occupational skills training (including advanced training). Record 2 if the participant is enrolled in postsecondary education. Record 3 if the participant is enrolled in secondary education. Record 0 if the participant was not placed in any of the above conditions.				X	<ul style="list-style-type: none"> • Cross-Match • Copy of registration record • Case notes • School records • Transcript or report card • Vendor/training provider training documentation 	This is a Joint Element with the Department of Education as outlined in TEGL 7-18: <ul style="list-style-type: none"> • Cross-Match with other agencies • Copy of enrollment record • File documentation with notes from program staff • School records • Transcript or report card • Vendor/training provider training documentation The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.
1901*	Youth 4th Quarter Placement (Title I) (WIOA)	Record 1 if the participant is enrolled in occupational skills training (including advanced training). Record 2 if the participant is enrolled in postsecondary education. Record 3 if the participant is enrolled in secondary education. Record 0 if the participant was not placed in any of the above conditions.				X	<ul style="list-style-type: none"> • Cross-Match • Copy of registration record • Case notes • School records • Transcript or report card • Vendor/training provider training documentation 	This is a Joint Element with the Department of Education as outlined in TEGL 7-18: <ul style="list-style-type: none"> • Cross-Match with other agencies • Copy of enrollment record • File documentation with notes from program staff • School records • Transcript or report card • Vendor/training provider training documentation The source documentation TEGL 23-19, Change 1 is a clarification for DOL funded grants and not a revision of the Joint guidance.

Eastern Area Workforce Development Board Workforce Innovation and Opportunity Act

POLICY 01-20 ADULT/DISLOCATED WORKER ELIGIBILITY

Effective Date: December 15, 2020

Rescission: EAWDB ELIGIBILITY TAG, December 15, 2020

Revision Date: 01/20/2022

Revision Number: 2

Revision effective Date: 06/21/2022

Approval Date: 06/21/2022

Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

PURPOSE

To provide guidance to the subrecipient on the procedures to determine participant eligibility for Adult and Dislocated Workers under WIOA Title 1, Adult and Dislocated Worker training programs.

REFERENCE(S)

[Workforce Innovation and Opportunity Act of 2014](#), Section 1 134.

Workforce Innovation and Opportunity Final Rule August 19, 2016, 20 CFR 680.120, 680.130, and 680.210-220.

USDOL TEGLs 19-12, 19-16

USDOL TEGL 23-19

USDOL TEGL 02-14

USDOL TEGL 11-11 Change 2

USDOL TEGL 07-20

NMDWS Workforce Guidance Letter: DWS 20-001

BACKGROUND

Local boards are required to establish and formally approve a local policy for making eligibility determinations for the WIOA Adult/Dislocated Worker funding stream. Local board policy must also include guidance on the use of self-attestation as a last resort when other documentation cannot be found or accessed.

Eligibility determination must be made prior to enrollment in WIOA and must include an initial determination of need for services to ensure that employment and training opportunities are being provided to those who can benefit from and are in need of such opportunities to obtain or retain employment. WIOA is not an entitlement program and eligibility alone does not entitle an individual to receive services.

In addition, eligibility criteria vary according to each type of career or training service, in accordance with sections 20 CFR 680.120, 680.130, and 680.200-220.

1. To be eligible to receive career services as an adult in the adult and dislocated worker programs, an individual must be 18 years of age or older and meet the criteria of section 680.120.
2. To be eligible for any dislocated worker program services, an eligible adult must meet the criteria of section 20 CFR 680.130.
3. Eligibility criteria for training services are found at sections 20 CFR 680.210 and 680.220.

WIOA ADULT ELIGIBILITY CRITERIA

Documentation verifying the eligibility of participants in WIOA is mandatory. Eligibility determination must be made prior to the receipt of individualized/career services and enrollment in WIOA. Eligibility determination must include an initial determination of need for services to ensure that employment and training opportunities are being provided to those who can benefit from and need such opportunities to obtain or retain employment. WIOA is not an entitlement program and eligibility alone does not entitle an individual to receive services.

WIOA emphasizes providing services to individuals with barriers to employment as defined in WIOA sec. 3(24), including some of the same populations that are to receive priority in the WIOA Adult program. Recipients of public assistance, individuals who are basic skills deficient, or those identified as being low-income represent some of the workforce system's most in need participants, and are the three priority groups that WIOA specifically mandates are entitled to receive priority of service (in addition to veterans and eligible spouses) for individualized career or training services under the WIOA Adult program.

At least 75 percent of WIOA participants receiving individualized career and training services in the Adult program must be from at least one of the following:

- Recipients of public assistance,
- Individuals who are basic skills deficient,
- Those who identified as being low-income

Each of the following eligibility elements must be documented for each participant **prior to the receipt of WIOA Title I services**. Required documentation must be obtained for each eligibility data element as outlined in the comprehensive checklist of allowable forms of eligibility documentation contained in the included attachment. Scanned documents stored must be stored in the electronic document management systems and must be legible.

- A. **Citizenship/Alien Status/Right to Work**– Participation shall be open to citizens and nationals of the United States, lawfully admitted permanent resident aliens, refugees, asylees, and parolees, and other immigrants authorized by the Attorney General to work in the United States as required in WIOA section 188 (a)(5). (**Exception:** Per TEGL 19-12, Victims of Trafficking and Violence Protection Act of 2000; Trafficking Victims Protection Reauthorization Acts of 2003 and 2005; and the Role of the Workforce Investment System in the Delivery of Services for Victims of Trafficking, operators may not deny WIOA-funded services to victims of severe forms of human trafficking based on their immigration status. See TEGL 19-12 for further information.)

Note: WIOA can pay for a picture ID or DL as a supportive service if the client is enrolled in the program. (Additional types of documentation that can be used to demonstrate citizenship are listed in the attached Documentation Checklist and must be maintained in the file until an ID or DL is obtained). A picture ID or DL must be obtained and uploaded to the electronic record within 30 days of the enrollment date. The subsequent document that was used to determine right to work and age must be deleted from the participants electronic file when the ID/DL is uploaded.

- B. **Selective Service/Military Status** – All participants must be in compliance with the Selective Service

Act requirements as required by WIOA section 189(h).

- C. **Age** at application must be 18 or older.
- D. **Lawful Presence-Applicants** shall also prove lawful presence in the United States in accordance with the 18.189.5.12 and 18.19.5.14 NMAC: Proof of identification number, identity, age, and lawful status for lawful United States residents. They shall possess one of the acceptable forms of identification (ID) listed in the document checklist. If the applicant does not possess one of the forms of ID listed and does not provide the requested information, application to the program must be denied.

*Deferred Action for Childhood Arrivals (DACA) participants may not possess a lawful presence document and may have been issued a driver's license or ID not valid for public benefits. USDOL **TEGL 02-14 states WIOA programs are limited to those DACA participants who have employment authorization. Appropriate documentation of employment authorization must include self-attestation at a minimum.***

- E. Unemployed or employed and **in need of services in order to obtain or retain employment.**

Eligibility of Employed Workers

- A. An employed worker is an individual currently working who has been determined to be in need of services in order to obtain or retain employment that leads to self-sufficiency, in accordance with the locally established definition of that term. The EAWDB has adopted a level of \$51.79 per hour based on the NMDWS self-sufficiency guidelines.
- B. Staff is required to complete a WIOA application utilizing the electronic document management systems and verify that the worker meets all program eligibility criteria including right to work, selective service, and age.
- C. Employed workers must be given the same customer choice options as other WIOA participants (except for eligible employed workers who are enrolled in customized or incumbent worker training with their employers).
- D. Training must be provided in compliance with the Eligible Training Provider List and Individual Training Account (ITA) requirements unless it is customized training or On-the-Job Training.
- E. WIOA employed worker services primarily are provided for the benefit of the employed worker but it is recognized that these services may also benefit the employer.

ELIGIBILITY DOCUMENTATION REQUIREMENTS

DOCUMENTATION: Physical evidence, which is obtained during the verification process, is maintained in participant files. Such evidence would be copies of documents, completed telephone verification/document inspection forms, or signed self-attestation forms. Documents must be stored in an electronic document management system. Subrecipients must ensure all information or documentation stored in an electronic document management system are uploaded in a timely manner to ensure record security. The crash of a computer system is not a valid excuse for loss of information.

CASE NOTES: Case notes refer to either paper or electronic statements by the career coach that identifies, at a minimum, the following: a participant's status for a specific data element, the date on which the information was obtained, and the career coach who obtained the information.

SELF-ATTESTATION: Self-attestation occurs when a participant states his or her status for a specific data element and then signs and dates a form acknowledging this status. The key elements for self-attestation are:

- (a) the participant identifying his or her status for permitted elements; and
- (b) signing and dating a form attesting to this self-identification.

The form and signature can be on paper or in the state management information system, with an online signature.

DOCUMENTING ELIGIBILITY WITH SELF-ATTESTATION

Self-attestation cannot be used to document the basic WIOA eligibility data elements of **right to work, selective service, and age** for services provided beyond staff assisted service with significant staff assistance. Documenting **eligibility requirements** with self-attestation is a method of last resort when no other source of documentation can be found or accessed. Self-attestation can also be used to clarify documentation that is considered insufficient by itself. Case notes should document efforts made to obtain other sources and state why they were not available. Please review the most current or relevant Data Validation TEGL (23-19) to assist in determining when it is appropriate to use self-attestation; or consult with your local AE staff if the data element in question is not addressed in this policy. Local Boards may create their own self-attestation form; however, it must include all elements of the self-attestation form included in this policy.

DISLOCATED WORKER ELIGIBILITY

Documentation verifying the eligibility of participants in WIOA is mandatory. Eligibility determination must be made prior to enrollment in WIOA and must include an initial determination of need for services to ensure that employment and training opportunities are being provided to those who can benefit from and are in need of such opportunities to obtain or retain employment. WIOA is not an entitlement program and eligibility alone does not entitle an individual to receive services.

Each of the following eligibility elements must be documented for each participant **prior to the receipt of WIOA Title I services**. Required documentation must be obtained for each eligibility data element as outlined in the comprehensive checklist of allowable forms of eligibility documentation contained in the included attachment. Scanned documents stored must be stored in the electronic document management systems and must be legible.

- A. **Citizenship/Alien Status/Right to Work**– Participation shall be open to citizens and nationals of the United States, lawfully admitted permanent resident aliens, refugees, asylees, and parolees, and other immigrants authorized by the Attorney General to work in the United States as required in WIOA section 188 (a)(5). (**Exception:** Per TEGL 19-12, Victims of Trafficking and Violence Protection Act of 2000; Trafficking Victims Protection Reauthorization Acts of 2003 and 2005; and the Role of the Workforce Investment System in the Delivery of Services for Victims of Trafficking, operators may not deny WIOA-funded services to victims of severe forms of human trafficking based on their immigration status. See TEGL 19-01, Change 1 for further information.)
- B. **Selective Service/Military Status** – All participants must be in compliance with the Selective Service Act requirements as required by WIOA section 189(h). See the Selective Service section of this STAG.
- C. **Age Note:** The Dislocated Worker program does not have an age requirement. An individual must meet the eligibility of WIOA section 3(15), which does not include age among its criteria.
- D. **Lawful Presence Applicants** shall also prove lawful presence in the United States in accordance with the 18.189.5.12 and 18.19.5.14 NMAC: Proof of identification number, identity, age, and lawful status for lawful United States residents. They shall possess one of the acceptable forms of identification (ID)

listed in the document checklist. If the applicant does not possess one of the forms of ID listed and does not provide the requested information, application to the program must be denied

- E. In addition to the basic WIOA eligibility criteria, staff making eligibility determinations must verify that the applicant qualifies under **one** of the following categories:
1. **(a)** Has been terminated or laid off, or has received a notice of termination or layoff, from employment, including separation notice from active military service (under other than dishonorable conditions);
(b) Is eligible for or has exhausted entitlement to unemployment compensation; or
(c) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under State unemployment compensation law; and,
(d) Is unlikely to return to a previous industry or occupation.
 2. **(a)** Has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at a plant, facility, military installation or enterprise; or,
(b) Is employed at a facility where the employer has made a general announcement that such facility will close within 180 days, or,
(c) For purposes of eligibility to receive services other than training services, career services described in section 134(c)(3), career services described in section 134(c)(2)(A)(xii), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;
 3. Was self-employed, including employment as a farmer, a rancher, or a fisherman, but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters;
 4. Is a displaced homemaker; or
 5. **(a)** Is the spouse of a member of the Armed Forces on active duty, and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or

(b) is a spouse of a member of the Armed Forces on active duty and who meets the criteria described in paragraph *Serving Separating Members and Military Spouses with Dislocated Worker Funds*.

Eligibility of Employed Workers

- A. Dislocated workers who have become re-employed in "income maintenance" jobs (a job with a lower rate of pay than the job of dislocation; reference stop-gap employment) may also be served if the wage earned does not exceed the local criteria for self-sufficiency.
- B. Employed workers may be enrolled in the Dislocated Worker Program for career or supportive services (not training services) up to 180 days prior to the date of layoff if the worker can provide a copy (or the workforce region is able to obtain a copy) of the notice of layoff or the announcement of plant closure

made by the employer that contains the date of the layoff or closure.

- C. Employed workers must be given the same customer choice options as other WIOA clients.
- D. Training must be provided in compliance with the Eligible Training Provider List and Individual Training Account (ITA) requirements unless it is an apprenticeship or On-the-Job Training.
- E. WIOA employed worker services primarily are provided for the benefit of the employed worker but it is recognized that these services may also benefit the employer.

Eligibility of Self-Employed Individuals as Dislocated Workers (Category 3)

For Dislocated worker program eligibility purposes, the EAWDB has identified these as operations likely to terminate as evidenced by one or more of the following conditions:

1. Business foreclosure or notice of intent to foreclose;
2. Inability to turn a profit during the preceding 12 months;
3. Entry into bankruptcy proceedings;
4. Inability to make four (4) payments on loans secured by tangible business assets resulting in a loss that directly affects closure;
5. Inability to obtain capital necessary to continue operations;
6. Debt-to-asset ratio is sufficiently high to indicate the likely insolvency of the farm, ranch or business;
or
7. Other events indicated by likely insolvency of the farm, ranch or business.

SERVING SEPERATING MEMBERS AND MILITARY SPOUSES WITH DISLOCATED WORKER FUNDS

Under 20 CFR 608.660, service members exiting the military, including, but not limited to, those who receive or are eligible for Unemployment Compensation for Ex-service members (UCX), generally qualify as dislocated workers. Dislocated Worker funds under title I can help separating service members to enter or reenter the civilian labor force. Generally, a separating service member needs a notice of separation, a DD-214 from the Department of Defense, or other appropriate documentation that shows a separation or imminent separation from the Armed Forces, for reasons other than dishonorable. These documents meet the requirement that the individual has received a notice of termination or layoff, to meet the required dislocated worker definition.

In the case of separating service members, because they may be on a stop gap leave from the military, it may make sense to begin providing basic career services while the service member may still be part of the Active Duty military, but has an imminent separation date. It is appropriate to provide career services to separating veteran's service members who will be imminently separating from the military, provided that their discharge will be anything other than dishonorable. Lastly, ETA policy generally dictates that a separating service member meets the dislocated worker requirement that an individual is unlikely to return to his or her previous industry or occupation in the military.

WIOA expands the definition of dislocated workers to allow military spouses who meet any of the following criteria to be eligible for WIOA-funded dislocated worker services. Military spouses are eligible who:

- Lost their job as a direct result of moving with their spouses to a new permanent duty location; or
- Area dependent spouse of a member of the Armed Forces on active duty whose family income is significantly reduced, as determined by the state or local area, because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the service member ;or
- Are unemployed or underemployed and are experiencing difficulties in obtaining or upgrading employment.

ELIGIBILITY DOCUMENTATION REQUIREMENTS

DOCUMENTATION: Physical evidence, which is obtained during the verification process, is maintained in

participant files. Such evidence would be copies of documents, completed telephone verification/document inspection forms, or signed self-attestation forms. Documents must be stored in an electronic document management system. Subrecipients must ensure all information or documentation stored in an electronic document management system and uploaded in a timely manner to ensure record security. The crash of a computer system is not a valid excuse for loss of information.

CASE NOTES: Case notes refer to either paper or electronic statements by the career coach that identifies, at a minimum, the following: a participant's status for a specific data element, the date on which the information was obtained, and the career coach who obtained the information.

SELF-ATTESTATION: Self-attestation occurs when a participant states his or her status for a data element and then signs and dates a form acknowledging this status. The key elements for self-attestation are:

- (a) the participant identifying his or her status for permitted elements; and
- (b) signing and dating a form attesting to this self-identification.

The form and signature can be on paper or in the state management information system, with an online signature.

DOCUMENTING ELIGIBILITY WITH SELF-ATTESTATION

Self-attestation cannot be used to document the basic WIOA eligibility data elements of **right to work, selective service, and age** for services provided beyond staff assisted core service with significant staff assistance. Documenting **eligibility requirements** with self-attestation is a method of last resort when no other source of documentation can be found or accessed. Self-attestation can also be used to clarify documentation that is considered insufficient by itself. Please review the most current or relevant Data Validation TEGl to assist in determining when it is appropriate to use self-attestation; or consult with your local AE staff if the data element in question is not addressed in this STAG. Local Boards may create their own self-attestation form; however, it must include all elements of the self-attestation form included in this policy. All items for adult eligibility must be verified as well as the additional items identified below.

PRIORITY OF SERVICE

Section 134(c)(3)(E) of WIOA establishes a priority requirement with respect to funds allocated to a local area for adult employment and training activities. Under this section, Workforce Connection Center (WCC) staff when using WIOA funds to provide individualized career services, training services or both, must give priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. Individuals who are English language learners meet the criteria for "basic skills deficient" and must be included in the priority population for the Title I adult program. Under WIOA, priority must be implemented regardless of the amount of funds available to provide services in the local area.

WIOA emphasizes providing services to individuals with barriers to employment as defined in WIOA sec. 3(24), including some of the same populations that are to receive priority in the WIOA Adult program. Recipients of public assistance, individuals who are basic skills deficient, or those identified as being low-income represent some of the workforce system's most in need participants and are the three priority groups that WIOA specifically mandates are entitled to receive priority of service (in addition to veterans and eligible spouses) for individualized career or training services under the WIOA Adult program.

At least 75 percent of WIOA participants receiving individualized career and training services in the Adult program are from at least one of the priority groups mentioned above, and expects this rate will be no lower

than 50.1 percent.

Across all titles, WIOA focuses on serving “individuals with barriers to employment” and seeks to ensure access to quality services for these populations. The priority populations under WIOA are:

Individuals with Barriers to Employment

The population included in the “individuals with barriers to employment” in WIOA sec 3(24) include:

- (a) Displaced Homemakers
- (b) Low-Income individuals
- (c) Indians, Alaska natives, and Native Hawaiians
- (d) Individuals with disabilities, including youth who are individuals with disabilities.
- (e) Older Individuals (age 55 and older)
- (f) Ex-offenders
- (g) Homeless individuals or homeless children and youths
- (h) Youth who are in, or have aged out of the foster care system;
- (i) Individuals who are:
 - (1) English language learners
 - (2) Individuals who have low levels of literacy (an individual is unable to compute or solve problems, or read, write or speak English at a level necessary to function on the job, or in the individual’s family or in society); and
 - (3) Individuals facing substantial cultural barriers
- (j) Eligible migrant and seasonal farmworkers
- (k) Individuals within two years of exhausting lifetime TANF eligibility
- (l) Single parents (including single pregnant women)
- (m) Long-term unemployed individuals (unemployed for 27 or more consecutive weeks); and
- (n) Such other groups as the Governor determines to have barriers to employment.

Veterans Priority

A veteran is defined as a person who served at least one day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable. Although veteran priority should not be confused with eligibility, subrecipient staff must verify veteran status when enrolling a veteran or qualifying spouse. Verification documents will be submitted as part of the applicant’s enrollment packet and maintained in the participant’s electronic file.

Veterans and eligible spouses covered by Public Law 107-288, continue to receive priority of service for all DOL funded job training programs. The veteran or covered person must otherwise meet the eligibility requirements for enrollment and for whom WIOA services are deemed appropriate, are to be given priority over non-veterans for the receipt of employment, training, and placement services provided under the program. Priority extends from selection to enrollment to funding decisions after enrollment. This means that a veteran or an eligible spouse either receives access to a service earlier in time than a non-covered person or, if the resource is limited, the veteran or eligible spouse receives access to the service instead of, or before the non-covered person. Veterans’ priority of service for enrollment should be implemented in the following order:

1. Veterans, and other non-veterans eligible for Veteran’s Preference, who are eligible for the program and meet Adult priority of service requirements
2. Non-veterans who are eligible for the program and meet Adult priority of service requirements

3. Veterans, and other non-veterans eligible for Veteran's Preference, who are eligible for the program, but do NOT meet Adult priority of service requirements
4. Non-veterans who are eligible for the program, but do NOT meet Adult priority of service requirements

For income-based eligibility determination and for determining priority of service, military pay, or allowances paid while on active duty or paid by the Department of Veteran's Affairs (VA) for vocational rehabilitation, disability payments, or related VA funded programs are not to be considered as income, in accordance with 38 U.S.C. 4213 and 20 CFR 683.230.

Active service includes full-time Federal service in the National Guard or a Reserve component. This definition of "active service" does not include full-time duty performed strictly for training purposes which is often referred to as "weekend" or "annual" training. Nor does it include full-time active duty performed by National Guard personnel who are mobilized by State rather than Federal authorities.

A qualifying spouse is the spouse of any of the following:

- Any veteran who died of a service-connected disability; or,
- Any member of the Armed Forces who is listed in one of the following categories for at least 90 days: missing in action, captured in the line of duty, forcibly detained by a foreign government; or,
- Any veteran who has a total disability resulting from a service-connected disability; or,
- Any veteran who died while a disability was in existence.

Order of Priority

Priority of Service must always be given to covered persons (i.e. veterans and eligible spouses, including widows and widowers) regardless of whether or not the priority of service is in place. Priority of service is required for the provision of career services and training services, including individual training accounts, a veterans' priority as well as priority to public assistance recipients and low-income individuals required in WIOA regulations will be established as follows:

- First priority will be provided to recipients of public assistance, low-income or individuals who are basic skills deficient *who are also* veterans or eligible spouses of veterans.
- Second priority will be provided to recipients of public assistance, low-income, or individuals who are basic skills deficient *who are not* veterans or spouses of veterans.
- Third priority will be provided to veterans or eligible spouses of veterans who are not recipients of public assistance, low-income or basic skills deficient.
- Last priority will be provided to Adults in need of service who are not recipients of public assistance, not low-income or basic skills deficient.

Note: When past income is an eligibility determinant for training programs, any amounts received as military pay or allowances by any person who served on active duty, and certain other specified benefits must be disregarded for the veteran and for other individuals for whom those amounts would normally be applied in making an eligibility determination. Military earnings are not to be included when calculating income for veterans or transitioning service members for this priority, in accordance with 38 U.S.C. 4213.

Additionally, the WIOA Final Rule at 20 CFR 680.230, requires coordinated WIOA funded training with "other grant assistance", such as Federal Pell Grants. However, VA benefits for education and training services do not constitute "other grant assistance" under WIOA's eligibility requirements. Therefore, eligibility for VA benefits for education or training services do not preclude a veteran or the veteran's eligible spouse from receiving WIOA funded services, including training funds. Similarly, WIOA program operators may not require veterans or spouses to exhaust their entitlement to VA funded training benefits prior to allowing them to enroll in WIOA funded training.

SELECTIVE SERVICE REGISTRATION REQUIREMENTS

Men born on or after January 1, 1960 are required to register with Selective Service within 30 days of their 18th birthday (i.e. 30 days before or 30 days after their birthday.) This includes males who are:

- A. Citizens of the U.S.;
- B. Non-citizens, including illegal aliens, legal permanent residents, seasonal agricultural workers, and refugees, who take up residency in the U.S. before their 26th birthday; and/or
- C. Dual nationals of the U.S. and another country regardless of whether they live in the U.S.

For U.S. citizens, Selective Service registration is not required if the man falls within one of the following categories:

- A. Men who are serving in the military on full-time active duty;
- B. Men attending the service academies;
- C. Disabled men who were continually confined to a residence, hospital or institution; and/or
- D. Men who are hospitalized, institutionalized, or incarcerated are not required to register during their confinement; however, they must register within 30 days after being released if they have not yet reached their 26th birthday.

For non-U.S. citizens, Selective Service registration is not required if the man falls within one of the following categories:

- A. Non-U.S. male who came into this country for the first time after his 26th birthday. Acceptable forms of supporting documentation include:
 - 1. Date of entry stamp in his passport;
 - 2. I-94 with date of entry stamp on it; or
 - 3. Letter from the U.S. Citizenship and Immigration Services (USCIS) indicating the date the man entered the United States presented in conjunction with documentation establishing the individual's age.
- B. Non-U.S. male who entered the U.S. illegally after his 26th birthday. He must provide proof that he was not living in the U.S. from age 18 through 25.
- C. Non-U.S. male on a valid non-immigrant visa.

This list is not intended to be exhaustive. Please visit the Selective Service website for more information about the registration requirements at www.sss.gov. The Selective Service System also provides a quick reference chart showing who must register located at <https://www.sss.gov/register/who-needs-to-register/>.

Registration Requirements for Males Under 26

Before being enrolled in WIOA Title I-funded services, all males who are not registered with the Selective Service and have not reached their 26th birthday must register through the Selective Service website at www.sss.gov. If a male turns 18 while participating in any applicable services, registration with Selective Service must be completed no later than 30 days after he becomes 18 to continue to receive WIOA Title I-funded services. If a man under the age of 26 refuses to register with the Selective Service, WIOA Title I-funded services must be suspended until he registers.

Registration Requirements for Males 26 Years and Over

Before enrolling in WIOA Title I-funded services, all males, 26 years of age or older, must provide documentation of compliance with the Selective Service registration requirement. Individuals who did not register for Selective

Service or who cannot provide any of the documentation listed above must obtain a *Status Information Letter* from Selective Service indicating whether he was required to register. The *Request for Status Information Letter* form can be accessed at <https://www.sss.gov/verify/sil/> and the instructions can be accessed at <https://www.sss.gov/verify/sil/>. The individual will need to describe, in detail, the circumstances that prevented him from registering (e.g., hospitalization, institutionalization, incarceration, military service) and provide documentation of those circumstances. The documentation should be specific as to the dates of the circumstances.

If the *Status Information Letter* indicates that an individual was not required to register for the Selective Service, then he is eligible to enroll in services authorized or funded by Title I of WIOA. **If the Status Information Letter indicates that the individual was required to register and now cannot because he is 26 or older, he is presumed to be disqualified from participation in WIOA Title I-funded activities and services until it can be determined that his failure to register was not knowing and willful.** All costs associated with grant-funded services provided to non-eligible individuals may be disallowed.

Determining Knowing and Willful Failure to Register

If the individual was required but failed to register with the Selective Service, **the individual may only receive services if they establish by a preponderance of the evidence that the failure to register was not knowing and willful.** The local board, subrecipient, or contractor that enrolls individuals in WIOA Title I-funded activities, and is thereby authorized to approve the use of WIOA Title I grant funds, is the entity responsible for evaluating the evidence presented by the individual and determining whether the failure to register was a knowing and willful failure.

Evidence presented may include the individual's written explanation and supporting documentation of his circumstances at the time of the required registration and the reasons for failure to register. The individual should be encouraged to offer as much evidence and in as much detail as possible to support his case. The following are examples of documentation that may be of assistance in making a determination in these cases:

1. Service in Armed Forces. Evidence that a man has served honorably in the U.S. Armed Forces such as DD Form 214 or his Honorable Discharge Certificate. Such documents may be considered sufficient evidence that his failure to register was not willful or knowing.
2. Third Party Affidavits. Affidavits from parents, teachers, employers, doctors, etc. concerning reasons for not registering, may also be helpful to local boards in making determinations in cases regarding willful and knowing failure to register.

To establish consistency regarding the implementation of the requirement, local boards should consider the following questions when determining whether a failure to register is knowing and willful.

In determining whether the failure was "knowing," the authorized organization should consider:

- Was the individual aware of the requirement to register?
- If the individual knew about the requirement to register, was he misinformed about the applicability of the requirement to him (e.g., veterans who were discharged before their 26th birthday were occasionally told that they did not need to register)?
- On which date did the individual first learn that he was required to register?
- Where did the individual live when he was between the ages of 18 and 26?
- Does the status information letter indicate that Selective Service sent letters to the individual at

that address and did not receive a response?

In determining whether the failure was “willful”, the authorized organization should consider:

- Was the failure to register done deliberately and intentionally?
- Did the individual have the mental capacity to choose whether to register and decided not to register?
- What actions, if any, did the individual take when he learned of the requirement to register?

If an authorized organization determines it was not a knowing and willful failure and the individual is otherwise eligible, services may be provided. If the authorized organization determines that evidence shows that the individual’s failure to register was knowing and willful, WIOA services must be denied. Individuals denied services must be advised of available WIOA grievance procedures. Authorized organizations must keep documentation related to evidence presented in determinations related to Selective Service.

SELF SUFFICIENCY WAGE DETERMINATION

The term “self-sufficiency” in this policy only applies in the context of establishing eligibility for employed adults and employed dislocated workers to receive training services under WIOA. A determination that an employed adult or dislocated worker is in need of services to obtain or retain employment that leads to self-sufficiency is one of the criteria for the receipt of such services. This provision serves as a “limiter” in determining service eligibility for such employed workers, which helps ensure that services are provided to those employed adults or dislocated workers most-in-need of such services, such as individuals employed in low skill/low wage jobs and dislocated workers who may be working but who have not achieved self-sufficiency as defined by the Local Board. The local board has adopted the NMDWS State WIOA wage self-sufficiency guidance level of \$51.79 per hour for the eastern area in determining eligibility of employed workers. Self Sufficiency eligibility wage cannot be waived for any participant.

Local Boards must also develop a policy that sets the criteria for determining whether employment leads to self-sufficiency. At a minimum, such criteria must provide that self-sufficiency means employment that pays at least the lower living standard income level, the special needs of individuals with disabilities or other barriers to employment should be considered when setting criteria to determine self- sufficiency. The EAWDB has identified this criterion to be an individual who is employed full time at 32 hours or more per week and is earning 125% of the LLSIL.

Exceptions

- Local Boards can determine the eligibility of an employed worker using the most current Lower Living Standard Income Level (LLSIL). If a worker’s current pay rate is at or below 125% of the LLSIL, a determination shall be made that the individual does not meet the definition of “Employment Leading to Economic Self-Sufficiency”.
- If the individual is an eligible Dislocated Worker, “self-sufficiency” shall be defined as full-time employment at a rate of pay equal to or greater than the pre-layoff wage rate – even if the pre-layoff wage was greater than the designated self-sufficiency wage.

Requirements for Documenting Self-Sufficiency

1. Information about the customer’s current hourly wage must be recorded in the “Work History” portion of the State’s management information system, including each of the following elements:
 - (a) Job Title;

- (b) Employer Name;
 - (c) Dates of Employment: From / To (Month, Year);
 - (d) Wage;
 - (e) Wage Type (Hourly, Annual, Other); and
 - (f) Hours per Week.
2. Acceptable verification sources include:
- (a) Copy of a recent paycheck or paystub;
 - (b) Employer letter or other document describing the customer's current wage

ATTACHMENT A -GLOSSARY

ACTIVE DUTY - means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance while in the active military service, at a school designated as service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.

ADULT - Except as otherwise specified in WIOA section 132, the term “adult” means an individual who is age 18 or older.

ATTACHMENT TO THE WORKFORCE – Can be demonstrated by the period of the first four quarters of the most recent five calendar quarters immediately preceding the WIOA application. Verification of workforce attachment is only necessary when an applicant worked for an employer who was not covered under Unemployment Insurance or the applicant was not eligible for UI due to insufficient earnings.

APPLICANT - An individual who applies for training and/or services provided under WIOA through a WIOA grant recipient or sub-recipient.

BASIC SKILLS DEFICIENT - An individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. This may also include lack of computer “literacy”

Document basic skills deficient with one of the following:

- Basic skills assessment questions or test results
- School records
- Referral or records from a Title II Adult Basic Education program
- Referral or records from an English Language Learner program

A youth 18 or older, who was determined basic skills deficient for the WIOA Youth Program, may be co-enrolled in the Adult Program without an eligibility redetermination, and be counted as an individual who meets Adult priority of service, if the original determination was made no more than 6 months prior to the date of co-enrollment.

For youth eligibility, this is defined as at or below the 8th grade level. In defining this for workforce basic skills proficiency it is defined as an individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. WIOA affords local boards the flexibility to establish this definition for adults and dislocated workers. The eastern board has defined this as below gold level Career Readiness Certification Level (CRC) using WorkKeys or WorkKeys Curriculum test; below an educational functioning level (EFL) 6 on a standardized adult education assessment, English language learners, and college placement exams resulting in placement into remedial education. When determining basic skills deficiency for Adults/Dislocated workers or anyone that would be determined eligible for literacy services under the Adult education program see Attachment 4.

Note on Standardized Tests: When using formal assessment tests to determine basic skills deficient, local programs must use assessment instruments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities. In addition, if a standardized test is used to assess basic skills, the test should include reading, writing, or computing skills. Lacking soft skills or specific skills needed for a particular job may not be used to assess otherwise high-functioning individuals as basic skills deficient. As a result, tests such as Prove-It are generally not appropriate for determining basic skills deficient or computer literacy as they are focused on occupational skills rather than basic skills.

CASE NOTES - Electronic statements by the career coach that identifies, at a minimum, the following: a participant's

status for a specific data element, the date on which the information was obtained, and the career coach who obtained the information.

CITIZENSHIP – Designation of an applicant as a citizen of the United States or a lawfully admitted permanent resident alien, lawfully admitted refugee or parolee, and other individuals authorized by the Attorney General to work in the United States. If the applicant indicates that he/she is not a citizen or an “eligible non-citizen,” the applicant is ineligible for WIOA. (Per state statute, an Affidavit of Immigration Status shall be completed as part of the enrollment process for applicants 18 years or older, effective August 1, 2006).

CONTRACTED EMPLOYEES - Employees working within a set contract (not through a temporary agency) that ends on schedule, are not eligible for the WIOA Dislocated Worker program. If the job ends prior to the set contract end date and the applicant is not at fault for the separation, they are considered to have a job of dislocation.

DECLINING OCCUPATIONS - Declining industry or occupations are industries and occupations that are showing a decrease in demand. The growth projections are either negative or the occupation is not growing at the same rate of economic growth. This may include industries or occupations that were previously full time but due to economic conditions have largely transitioned to part time employment. With regards to furloughed workers that were previously employed full time the inability of the employer to provide full time employment, due to public health orders or governors orders, at call back would indicate a decline for the occupation.

DEPENDENT CHILD – A child, related by blood, marriage, or decree of court, living in a single residence with his/her parent(s) or guardian. When determining up to what age an out-of-school youth could be considered a dependent child of a parent or guardian, use the IRS definition of dependent. (See IRS Publication 501 – Exemption for Dependent)

Note: If a college student is not claimed as a dependent on anyone else’s tax return, they are NOT a dependent child

DISLOCATED WORKER- ELIGIBLE SPOUSE/VETERAN -

- A. The spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or
- B. is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in the Displaced Homemaker Eligible Spouse definition below; **OR**
- C. Dislocated members of the Armed Forces (service members who are transitioning to the civilian workforce, are within 12 months of separating or 24 months of retirement, expect to be discharged with other than a dishonorable discharge, and are unlikely to return to a previous industry or occupation) as defined in TEGL 22-04: “Serving Military Service”. Members. For this category the DD214 or separation orders may document both the layoff and UI eligible; **OR**
- D. Recently separated veterans who are within 48 months of discharge (other than dishonorable) or release from active military, naval, or air service. For this category, the DD214 may document both the layoff and UI eligible.

DISPLACED HOMEMAKER – an individual who has been providing unpaid services to family members in the home and who—

- (A) has been dependent on the income of another family member but is no longer supported by that income; or

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Note: alimony is not considered replacement for lost income

DISPLACED HOMEMAKER- ELIGIBLE SPOUSE - The dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member.

EARLY/FORCED RETIREMENT - Individuals who accept early or forced retirement as part of a reduction in force may be considered to have been terminated or laid off or received notice of termination or layoff as appropriate. These individuals would be eligible for the WIOA Dislocated Worker program if they retire as a result of a permanent closure of, or any substantial layoff at a plant, facility or enterprise.

ELIGIBLE FOR UNEMPLOYMENT INSURANCE (UI) COMPENSATION - Any individual who:

- (A) Is eligible for or has exhausted entitlement to unemployment compensation; or
- (B) Has been employed for a duration sufficient to demonstrate attachment to the workforce (has a history of working), but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law.

ELIGIBLE MIGRANT FARMWORKER. —the term “eligible migrant farmworker” means—

- (A) an eligible seasonal farmworker described below whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day; and
- (B) a dependent of the farmworker described in (A).

ELIGIBLE SEASONAL FARMWORKER. —the term “eligible seasonal farmworker” means—

- (A) a low-income individual who—
 - (i) for 12 consecutive months out of the 24 months prior to application for the program involved, has been primarily employed in agricultural or fish farming labor that is characterized by chronic unemployment or underemployment; and
 - (ii) faces multiple barriers to economic self-sufficiency; and
- (B) a dependent of the person described in (A).

ENGLISH LANGUAGE LEARNER. —The term “English language learner” means an individual who has limited ability in reading, writing, speaking, or comprehending the English language, **AND**

- A. Whose native language is a language other than English; **OR**
- B. Who lives in a family or community environment where a language other than English is the dominant language.

Note: Individuals who are English language learners meet the criteria for basic skills deficient.

EXHAUSTED UI COMPENSATION - Has received all of the unemployment compensation benefits for which an individual has been determined eligible.

EX-OFFENDER – Any adult or juvenile who has been subject to any stage of the criminal justice process, for whom services may be beneficial; or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction. An Out-of-School Youth may have been subject to either the juvenile or adult justice system.

FAMILY – Two or more persons related by blood, marriage (common law or ceremonial), civil union, or decree of

court, who are living in a single residence, and are included in one or more of the following categories:

- A. A married couple and dependent children.
- B. A parent or guardian and dependent children.
- C. A married couple, meaning:
 - A husband and wife; or
 - Two individuals of the same sex, who are legally married, or in a civil union;

FAMILY INCOME – Family income includes total 6 months cash receipts before taxes (i.e. Gross wages) from all sources as defined in “Family” above, except:

- A. If the applicant reports little or no includable income, s/he shall indicate other resources relied upon for life support during the last six months on the Applicant Statement. Such resources may include such things as unpaid debts, gifts, loans, unemployment compensation, etc.
- B. In addition, when a Federal statute specifically provides that income or payments received under such statute shall be excluded in determining eligibility for and the level of benefits received under any other federal statute, such income or payments shall be excluded in WIOA eligibility determinations.

INCOME (Includable):

- Money wages and salaries (gross wages) before any deductions;
- Net receipts from non-farm self-employment (receipts from a person’s own unincorporated business, professional enterprise, or partnership after deductions for business expense);
- Net receipts from farm self-employment (receipts from a farm which one operates as an owner, renter, or sharecropper, after deductions for farm operating expenses);
- Regular payments from Social Security, including SSDI (Social Security Disability Insurance), railroad retirement, strike benefits from union funds, worker’s compensation, training stipend, and death benefits
- Alimony;
- Military family allotments (including Hazardous Duty Incentive Pay) or other regular support from an absent family member or someone not living in the household;
- Pensions (retirements) whether private, government employee (including military retirement pay);
- Regular insurance or annuity payments;
- College or university grants, fellowships and assistantships;
- Dividends, interest, net rental income or royalties, periodic receipts from estates or trusts;
- Net gambling or lottery winnings.
- Unemployment compensation;
- Child support payments, including foster care child payments;
- Old-age survivors’ insurance benefits

INCOME (Excludable):

- Welfare payments (including Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), Refugee Cash Assistance (RCA). (Note: General Assistance (GA) became obsolete with welfare reform, and is not an eligible category);
- Financial assistance under Title IV of the Higher Education Act, i.e., Pell Grants, Federal Supplemental Education Opportunity Grants and Federal Work Study. PLUS, Stafford and Perkins loans like any other kind of loan are debt and not income;
- Needs-based scholarship assistance; state & private grant aid;
- Military pay or allowances while the veteran or transitioning military member was on active military duty; and certain other veteran’s benefits, i.e., compensation for service-connected disability, compensation for service-connected death, vocational rehabilitation, and education assistance;
- Capital gains;
- Any assets drawn down as withdrawals from a bank, sale of property, a house or a car;
- Tax refunds, gifts, loans, lump-sum inheritances, one-time insurance payments, or compensation for injury;
- Non-cash benefits such as employer paid fringe benefits, food or housing received in lieu of wages,

- Medicare, Medicaid, USDA Food Stamps, school meals, and housing assistance;
- ALL WIOA payments, excluding OJT wages.

FARM/RANCH WORKER (applies to self-employed category) - A person who is self-employed or employed by another, on a farm or ranch which produces agricultural products and who receives at least 50% of their family or individual income from agricultural production.

FOSTER CARE YOUTH – A youth 14-18 years of age on whose behalf state or local government payments (excluding OASI) are made. This may include youth who have been made a ward of the state by a court, including those in the following categories:

- Youth in State institutions
- Youth in Community Group Homes
- Youth in Foster Homes

WIOA also defines a foster care youth as an individual in foster care, or who has aged out of the foster care system, or who has attained 16 years of age and left foster care for kinship, guardianship or adoption; a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677); or in an out-of-home placement. This definition encompasses youth who were formerly in foster care, but may have returned to their families before turning 18.

For Adults: an individual who was previously in foster care or aged out of foster care.

GENERAL ECONOMIC CONDITIONS - Conditions that cause an individual to lose a business include, but are not limited to:

- Failure of one or more businesses to which the self-employed individual supplied a substantial proportion of products or services; or
- Failure of one or more businesses from which the self-employed individual obtained a substantial proportion of products or services; or
- Substantial layoffs, or permanent closure(s) of one or more plants or facilities that support a significant portion of the State or local economy; or
- Depressed price(s) or market(s) for the article(s) produced by the self-employed individual.

HOMELESS PERSON – An individual who meets any of the following criteria:

(A) lacks a fixed, regular, and adequate nighttime residence ; this includes a participant who:

- Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations;
- Is living in an emergency or transitional shelter;
- Is abandoned in a hospital; or
- Is awaiting foster care placement;

(B) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;

(C) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy or fishing work; or

(D) is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e. runaway youth)

EXCLUSION – The term “homeless” or “homeless individual” does not include any individual imprisoned or otherwise detained pursuant to an Act of Congress or a State law.

A homeless individual who meets the above criteria is presumed to be low income for purposes of eligibility under the WIOA unless demonstrated otherwise. Refer to the Steward B. McKinney Assistance Act (PL100-77).

INDIVIDUAL – (Family of one) – A person not meeting the definition of family is considered to be an individual. Youth aged 18 years and older living with parents or other family member(s) shall document individual status by completing the Applicant Statement form verifying that status.

INDIVIDUAL WITH A BARRIER TO EMPLOYMENT - An individual who is a member of 1 or more of the following populations: Displaced homemakers; Low-income, Indians, Alaska Natives, and Native Hawaiians (as defined in section 166); Individuals with disabilities, including youth who are individuals with disabilities; Older individuals, Ex-offenders, Homeless (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or homeless children and youths (as defined in section 725(2) of the McKinley-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))); Youth who are in or have aged out of the foster care system; Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; Eligible migrant and seasonal farmworkers (as defined in section 167 (i)); Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq); Long-term unemployed individuals; and Other groups the Governor involved determines to have barriers to employment.

INDIVIDUAL WITH A DISABILITY – the term “individual with a disability” means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102), as follows:

- A. **Disability:** The term “disability” means, with respect to an individual—
 1. a physical or mental impairment that substantially limits one or more major life activities of such individual;
 2. a record of such an impairment; or
 3. being regarded as having such an impairment (as described in paragraph (3)).
- B. **Major life activities**
 1. **In general:** For purposes of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
 2. **Major bodily functions:** For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
- C. **Regarded as having such an impairment:** For purposes of paragraph (1)(C):
 1. An individual meets the requirement of “being regarded as having such an impairment” if the individual establishes that he or she has been subjected to an action prohibited under this chapter because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 2. Paragraph (1)(C) shall not apply to impairments that are transitory & minor. A transitory impairment has an actual or expected duration of 6 months or less.

Note: An Individual with a Disability may be eligible based on the family of one income guideline. New Mexico Workforce Connection On-line System (NMWCOS) data entry shall still include the accurate dollar amounts for individual 6 month and (estimated) family 6 month as well as the accurate number of family members. Do **not** leave the family 6-month income field blank and do not enter 01 for number in family unless the Individual with a Disability meets the criteria of an “Individual” as shown above. NMWCOS will use the fields necessary to figure the individual

income for the individual with a Disability.

JOB OF DISLOCATION - The economic dislocation of an individual as described in the WIOA Dislocated Worker program implies the existence of a job of dislocation. The job of dislocation is the job that qualifies the individual under one of the eligibility categories. Under the categories for Plant Closing/Substantial Layoff and Layoff/UI/Unlikely to Return, the job of dislocation is the job from which the applicant has been laid off. The general guideline for classifying the job of dislocation is interim jobs are considered to be temporary. For a self-employed individual, evidence that the business has been lost verifies a job of dislocation. The general guideline is to identify the job or pattern of jobs that defines the true job of dislocation. The job of dislocation should include the job title and the name of the business (or industry). Often, the variance in wages can help to distinguish the job of dislocation from other temporary employment. For a self-employed individual, evidence that the business has closed (or is in the process of closing) or business financial records show a major decline in profits can help verify the job of dislocation.

LIVING IN A SINGLE RESIDENCE

- A. Temporary, voluntary residence elsewhere – an individual is included in a single residence if they are temporarily and voluntarily living outside of the residence. This may include individuals attending school or college, or visiting relatives. It does not include involuntary temporary residence elsewhere (i.e. incarceration or placement as a result of a court order).
- B. Temporary, involuntary residence elsewhere – an individual is NOT included in a single residence if they are temporarily and involuntarily living outside of the residence. This may include individuals who are incarcerated or placed as a result of a court order.

Note: A person not meeting the definition of family is considered to be an individual (family of one). Individuals ordinarily included in the definition of family, but no longer claiming to be dependent shall complete an applicant statement attesting to individual status. Such statements should be corroborated by the head of household in which the individual resides. (S)He shall also show source of his/her support. The individual shall provide over 50% of his/her support to be considered a family of one. Income tax records are also a good source of documentation to support that the youth is not claimed by the parents. Youth aged 18 years and more, see "Individual" definition.

LONG TERM UNEMPLOYED INDIVIDUAL - (Bureau of Labor Statistics definition) – a person who has been unemployed for 27 or more consecutive weeks

LOW-INCOME INDIVIDUAL —The term "low-income individual" means an individual who—

- 1. Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program (SNAP – food stamps) established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or other federal, state or local income-based public assistance; or
- 2. Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received Refugee Cash Assistance, LEAP, Section 8 Housing, or CCAP (Child Care Assistance Program) payments;
- 3. Is in a family with total family income that does not exceed the higher of—
 - a. the poverty line; or
 - b. 70 percent of the lower living standard income level; or

4. Is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))); or
5. For Adults: Was previously a foster child (or aged out of the foster care system) on behalf of whom State or local government payments were made; or
6. Is an individual with a disability whose own income meets the income requirement of #2, but who is a member of a family whose income does not meet this requirement; or
7. Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.). For the Adult Program, this can be an individual 18-21 years old and still attending secondary school or the parent of an in-school youth who is eligible for the lunch program. (The Community/School/School District Eligibility Provision of the Act may not be utilized; only the individual eligibility provision may be used.)

NOTE: Use of item 7 for Adult Priority of Service is now approved. Per the USDOL ETA Only Final PIRL (Participant Individual Record Layout)

PIRL 802 – Low Income (WIOA)

The Department has determined that the parents of youth who are eligible to receive free and reduced price lunch are eligible to be served under the low income priority provisions in the Adult program. However, the Department has determined that the parents of a youth living in a high poverty area are NOT eligible to be served under the Adult low income priority.

8. Underemployed individuals who are employed full- or part-time may also be eligible for the Adult priority if they also meet the definition of a low-income individual.

Local boards may adopt a more stringent definition for “low-income” or include additional criteria (specifically for the purposes of determining Adult program priority) that may be applied to one or more of the low-income categories listed above and is consistent with local economic conditions and other criteria determined by the board.

A youth 18 or older, who was determined low-income for the WIOA Title I Youth Program, may be co-enrolled in the Title I Adult Program without an eligibility redetermination, and be counted as an individual who meets Adult priority of service, if the original determination was made no more than 6 months prior to the date of co-enrollment.

LOWER LIVING STANDARD INCOME LEVEL —The term “lower living standard income level” means that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary of Labor in the Federal Register. (DWS issues annual memo)

NATURAL DISASTERS - Natural disasters that cause the unemployment of a self-employed individual include: hurricane, tornado, storm, flood, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, avalanche, drought, fire, explosion, snow storm or other catastrophe.

OLDER INDIVIDUAL — The term “older individual” means an individual age 55 or older.

PARTICIPANT - (20 CFR 677.150) - is a reportable individual who has received services other than the services described in paragraph (a)(3) of this section, after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.

PLANT CLOSING - The permanent shutdown of a plant, business or facility.

POVERTY LINE-The term "poverty line" means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved

PREVIOUS OCCUPATION/INDUSTRY - For the purposes of WIOA Dislocated Worker program eligibility, previous occupation or industry relates directly to the job of dislocation.

PRIMARY OCCUPATION-Occupation in which an individual has had most experience; and/or most training; and/or which the individual prefers; and/or one in which the individual has remained for an extended period without seeking more appropriate employment (new primary occupation).

PUBLIC ANNOUNCEMENT- The process by which a plant, facility, or enterprise makes the general public aware of its permanent closure. The announcement must include a projected closure date and be verifiable.

PUBLIC ASSISTANCE-The term "public assistance" means federal, state, or local government cash payments for which eligibility is determined by a needs or income test. (i.e. TANF, Refugee Cash Assistance, Supplemental Security Income, LEAP, Title 8 Housing, or CCAP – Child Care Assistance Program). **Note:** Supplemental Security Disability Income (SSDI) is not considered cash welfare and does not make a person automatically eligible for WIOA.

SELF-EMPLOYED- Any professional, independent trades person, or other businessperson who works for him/herself. Such a person may or may not be incorporated or in a limited partnership. A family member who provides professional services in the affected business of at least 15 hours per week and receives a salary or wage from the self-employed individual may also be considered to be a self-employed individual. Self-employed may also include employment as a farmer, rancher or fisherman.

SELF-ATTESTATION-Self-attestation occurs when a participant states his or her status for a particular data element and then signs and dates a form acknowledging this status. The key elements for self-attestation are:

- (a) the participant identifying his or her status for permitted elements; and
- (b) signing and dating a form attesting to this self-identification.

The form and signature can be on paper or in the state management information system, with an online signature **and may only be used as a last resort.**

SERVICE CONNECTED-means, with respect to disability or death, that such disability was incurred or aggravated, or that the death resulted from a disability incurred or aggravated, in line of duty in the active military, naval or air service

SINGLE PARENT – a single, separated, divorced or widowed individual who has responsibility for one or more dependent children under age 18, or a single pregnant woman

STOP – GAP EMPLOYED - The WIOA dislocated worker program regulations specify that an eligible dislocated worker remains eligible if, either prior to or during participation in a training program he/she accepts temporary employment for the purpose of income maintenance and with the intention of ending the temporary employment and entering permanent employment at the completion of training. The concept of "stop-gap" employment is intended to help define and clarify this type of temporary employment, and to help prevent arbitrary decisions of eligibility/ineligibility.

First, stop-gap employment may be applied to all dislocated workers, whatever their category of eligibility, whether plant closure/ substantial layoff, individual layoff, or other.

Second, it is clear that dislocated workers may accept stop-gap employment for a variety of reasons other than

the maintenance of income during training; for example, many do not know at that point that training is available. However, when learning that training is available, the applicant for WIOA dislocated worker retraining may then consider his/her employment temporary. In such cases, it is best to use the "rules of thumb" to determine if employment can be considered "stop-gap" when such an individual applies for the WIOA dislocated worker retraining: does it pay less than 80% of the earnings at dislocation, and/or does it require a far lesser skill level than the job of dislocation or is it out of the "primary" occupation, and/or does it offer less than 80% of the weekly hours of the job of dislocation (e.g. less than 32 hours compared to a previous 40 hours per week)?

Individuals who are **Underemployed** can be considered as having stop-gap employment.

Third, the employment should not constitute a new primary occupation for the dislocated worker. Some guidelines that may be helpful in determining this are:

- 1) Is there a demand in the area for the individual's previous occupation (making it likely that he/she would have returned to it if not interested in starting a new primary occupation);
- 2) Has the individual made verifiable efforts to seek more permanent and appropriate employment;
- 3) Does the individual need retraining in order to gain appropriate employment that is comparable to the job of dislocation in terms of skill level and earnings; and,
- 4) How long has the individual held the stop-gap employment (suggesting that a year or more in an occupation that is comparable in hours, skill, and pay to the job of dislocation is probably a new primary occupation, particularly if the individual has conducted no serious job search)? (See definition of Primary Occupation)

SUBSTANTIAL LAYOFF: A substantial layoff is any reduction-in-force which is not the result of a plant closing and which results in an employment loss at a single site of employment for at least 25 percent of the employees (excluding employees regularly working less than 20 hours per week).

NOTE: Permission to use a copy of the State Rapid Response report should be obtained from the local Rapid Response coordinator and/or a local supervisor to ensure the confidentiality of this document.

TEMPORARY EMPLOYEES: An applicant cannot be automatically disqualified for WIOA Dislocated Worker program enrollment because the job of dislocation was not considered a permanent position. An employee under a temporary contract or placed by a temporary employment agency with an employer may be made eligible under the same category as regular employees of the company (substantial layoff, plant closing). Temporary employees directly under contract with the company are considered eligible as are regular employees if their dislocation was caused by a layoff or closing. If the dislocation was not caused by a closing or substantial layoff, the applicant must be shown to be unlikely to return (UI or the temporary agency can confirm). However, temporary employees who are unemployed because the project or undertaking for which they were hired has been completed are not considered Dislocated Workers.

UC ELIGIBLE STATUS:

1. A person who:
 - (a) filed a claim and has been determined monetarily eligible for benefit payments under one or more State or Federal Unemployment Compensation (UC) programs and whose benefit year or compensation, by reason of an extended duration period, has not ended and who has not exhausted his/her benefit rights, and
 - (b) was referred based on participation in the Reemployment Services and Eligibility Assessment (RESEA) program.
2. A person who:
 - (a) filed a claim and has been determined eligible for benefit payments under one or more State or Federal Unemployment Compensation (UC) programs and whose benefit year or

compensation, by reason of an extended duration period, has not ended and who has not exhausted his/her benefit rights, and

- (b) was referred to service through the state's Worker Profiling and Reemployment Services (WPRS) system.
3. A person who meets condition 2 (a) described above, but was not referred to service through the state's WPRS system or the RESEA program.
 4. The person meets condition 2(a), but has exhausted all UC benefit rights for which he/she has been determined eligible, including extended supplemental benefit rights.
 5. The person is a claimant who is exempt from normal work search requirements according state law, and does not have to perform work search activities.
 6. Has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center, attachment to the workforce (has a history of working), but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that was not covered under a State unemployment compensation law (mainly used for employees of the agricultural industry). Such individuals may document wages paid by submitting pay stubs or bank statements, or providing letters from their employers or other proof of their work history. The period of time documented may match the UI monetarily eligible period of the first four of the last five calendar quarters

UI MONETARY ELIGIBILITY: An individual that earned at least \$2500.00 during the first four out of the last five calendar quarters (UI base period)

UNLIKELY TO RETURN TO PREVIOUS INDUSTRY OR OCCUPATION -

- Skill Oversupply - State or local supply of persons with the specific skills of the applicant exceeds current demand for those skills; or
- Obsolete Skills - Applicants can no longer meet the minimum requirements of jobs available in their occupation (e.g., clerical worker without word processing skills, etc.); or
- Only Stop-Gap Available - Jobs available to applicant would be temporary or substantially below applicant's accustomed skill, hour, or wage level (see stop-gap); or
- No Job Offers Received - Applicant has been available and looking for work for a number of weeks and has not received an offer for work; "number of weeks" might range from 6 to 12 weeks, depending upon the occupation, economy, and/or applicant's verified job search efforts; or
- Local Layoff Impact - A local plant or business closing or layoff has had a significant negative impact on the availability of jobs in the applicant's primary occupation and accustomed wage/hour/skill level; or
- Declining Occupation-Unemployed and their most recent job is on a declining occupation list as defined by the local board; or
- Physical Limitations or Disabilities - Newly acquired physical limitations or injuries occurring which limit the individual's ability to perform the job from which they were dislocated may make an individual unlikely to return to the previous occupation. Such individuals are eligible if they fit one of the categories of the WIOA Dislocated Worker program eligibility, but must have a doctor's release to work; or

UNDEREMPLOYED - is an individual who is:

- Employed less than full-time but is seeking full-time employment; or
- Employed in a position that is inadequate with respect to their skills and training; or
- Employed and meets the definition of low income; or
- Employed, but whose current job's earnings are not sufficient compared to their earnings from their job of dislocation.

ATTACHMENT B – Adult Eligibility Documentation

		Workforce Innovation and Opportunity Act	ACCEPTABLE DOCUMENTATION
<p>Citizenship/Alien Status/Right to work in the US</p> <p>(1 is required)</p> <p>Note: a Document Inspection Form may be used for any of these required documents for this eligibility element</p> <p>Note: All documents should be unexpired</p>	<p>Except as otherwise specified in WIOA section 132, the term “adult” means an individual who is 18 years of age or older</p>		<ul style="list-style-type: none"> • Social Security Card AND Real ID compliant Driver’s License or other government issued picture ID containing a photograph or information such as name, date of birth, gender, height, eye color and address. (If under 18 years old and does not have a Driver’s License; may use school record, work permit or doctor/hospital record with signed Social Security Card.) • I-9 complete including signature by authorized employer or designee • U.S. Passport (unexpired or expired) • Permanent Resident Card or Alien Registration Receipt Card (Form I-551) • An unexpired foreign passport with a temporary I-551 stamp • An unexpired Employment Authorization Document that contains a Photograph (Form I-766) • An unexpired foreign passport with Form I-94 or I-94A bearing the same name as the passport and containing an endorsement of the alien’s nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form • Original or certified copy of a Birth Certificate issued by a state, county, municipal authority or territory of the US bearing an official seal (Document Inspection Form is allowed.) • Certification of Birth Abroad (Form DS-1350) issued by the Department of State • Public Assistance/Social Service Records • DD-214, Report of Transfer or Discharge (if place of birth is shown) • Hospital Record of Birth • T-visa issued to victims of human trafficking (See Attachment 9: TEGL 09-12) • Naturalization Certification • Certificate of Degree of Indian Blood • Unexpired US Citizen ID card (Form I-197) • Native American Tribal Document

<p>Selective Service</p> <p>(1 is required for those required to register)</p>			<ul style="list-style-type: none"> ● Screen printout of the On-line verification at www.sss.gov ● Acknowledgement Letter from Selective Service ● Selective Service Verification Form (For 3A) ● Selective Service Registration Card ● Stamped Post Office Receipt of Registration ● DD-214 - Certificate of Release or Discharge from Active Duty
<p>Social Security Number</p> <p>(Not required for eligibility but must be requested and validated. A Document Inspection Form may be used for any of these required documents for this element.)</p> <p>*SSN Card does not have to be signed*</p>			<ul style="list-style-type: none"> ● DD-214: Certificate of Discharge or Release from Active Duty ● Letter from Social Security Agency ● Pay Stub ● Employment Records ● Social Security Benefits ● Social Security Card ● W-2 Form ● Letter/Printout from Social Security Office ● Public Assistance Record/Printout ● UI Wage Records ● Passport ● Other Federal or State ID with SSN ● Signed Copy of State or Federal Tax Documents
<p>Age</p> <p>(1 is required)</p>			<ul style="list-style-type: none"> ● Baptismal Record ● Birth Certificate ● Driver's License ● Federal, State or Local photo ID ● DD 214 – Certification of Discharge or from Active Duty ● Passport ● Hospital Record of Birth ● Public Assistance/Social Service Record ● School Records or ID Card ● Work Permit ● Cross Match with Department of Vital Statistics ● Tribal Records ● Self-Attestation (Self-Service Only)

Priority of Service			
Low Income – Public Assistance	<u>Adult Priority</u> With respect to funds allocated to a local area for adult employment and training activities, priority shall be given to recipients of public assistance, other low- income individuals, and individuals who are basic skills deficient for receipt of career services and training services	(2)(A) or (3) of WIOA section 133(b) WIOA Section 134(b)(2)(A)(xi i) and training services	<ul style="list-style-type: none"> • Pay stubs • Employer statement: written or telephone verification • Alimony agreement • Award letter from Veteran’s Administration • Bank statements • Compensation award letter • Court award letter • Pension statement • Family or business financial records • Housing authority verification • Social Security benefits verification/records • Public assistance records • UI documents • Quarterly estimated tax (self-employed persons) • Self- attestation: Basic Career Services ONLY
Basic Skills Deficient			<ul style="list-style-type: none"> • Basic skills assessment questions or test results • Referral/records from Title II Adult Basic Ed Program • Referral/records from English Language Learner Program
Self-Sufficiency (employed workers only)			<ul style="list-style-type: none"> • Copy of a recent paycheck or paystub • Employer letter or other document describing the customer’s current wage rate

Commented [VD1]: The states policy says, “basic career services”, guessing this means a self-attestation can be used only when the customer receives basic career services? I believe this was one of my questions when we were sending feedback to Veronica.

ATTACHMENT C - DISLOCATED WORKER ELIGIBILITY DOCUMENTATION

		Workforce Innovation and Opportunity Act	ACCEPTABLE DOCUMENTATION
<p>Citizenship/Alien Status/Right to Work in the US</p> <p>(1 is required)</p> <p>Note: a Document Inspection Form may be used for any of these required documents for this eligibility element</p> <p>Note: All documents should be unexpired</p>	<p>Except as otherwise specified in WIOA section 132, the term “adult” means an individual who is 18 years of age or older</p>		<ul style="list-style-type: none"> • Social Security Card AND Real ID compliant Driver’s License or other government issued picture ID containing a photograph or information such as name, date of birth, gender, height, eye color and address. (If under 18 years old and does not have a Driver’s License; may use school record, work permit or doctor/hospital record with signed Social Security Card.) • I-9 complete including signature by authorized employer or designee • U.S. Passport (unexpired or expired) • Permanent Resident Card or Alien Registration Receipt Card (Form I-551) • An unexpired foreign passport with a temporary I-551 stamp • An unexpired Employment Authorization Document that contains a Photograph (Form I-766) • An unexpired foreign passport with Form I-94 or I-94A bearing the same name as the passport and containing an endorsement of the alien’s nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form • Original or certified copy of a Birth Certificate issued by a state, county, municipal authority or territory of the US bearing an official seal (Document Inspection Form is allowed.) • Certification of Birth Abroad (Form DS-1350) issued by the Department of State • Public Assistance/Social Service Records • DD-214, Report of Transfer or Discharge (if place of birth is shown) • Hospital Record of Birth • T-visa issued to victims of human trafficking (See Attachment 9: TEGL 09-12) • Naturalization Certification • Certificate of Degree of Indian Blood • Unexpired US Citizen ID card (Form I-197) • Native American Tribal Document

<p>Selective Service</p> <p>(1 is required for those required to register)</p>			<ul style="list-style-type: none"> ● Screen printout of the On-line verification at www.sss.gov ● Acknowledgement Letter from Selective Service ● Selective Service Verification Form (For 3A) ● Selective Service Registration Card ● Stamped Post Office Receipt of Registration ● DD-214 - Certificate of Release or Discharge from Active Duty
<p>Social Security Number</p> <p>(Not required for eligibility but must be requested and validated. A Document Inspection Form may be used for any of these required documents for this element.)</p> <p>*Does not have to be signed*</p>			<ul style="list-style-type: none"> ● DD-214: Certificate of Discharge or Release from Active Duty ● Letter from Social Security Agency ● Pay Stub ● Employment Records ● Social Security Benefits ● Social Security Card ● W-2 Form ● Letter/Printout from Social Security Office ● Public Assistance Record/Printout ● UI Wage Records ● Passport ● Other Federal or State ID with SSN ● Signed Copy of State or Federal Tax Documents
<p>Age</p> <p>(1 is required)</p> <p>NOTE: Individual does not have to be 18 years or older</p>			<ul style="list-style-type: none"> ● Baptismal Record ● Birth Certificate ● Driver's License ● Federal, State or Local photo ID ● DD 214 – Certification of Discharge or from Active Duty ● Passport ● Hospital Record of Birth ● Public Assistance/Social Service Record ● School Records or ID Card ● Work Permit ● Cross Match with Department of Vital Statistics ● Tribal Records ● Self-Attestation (Self-Service Only)

CATEGORY 1 cont.

3. Is unlikely to return to a previous industry or occupation

- **Skill Oversupply**- State or local supply of persons with the specific skills of the applicant exceeds current demand for those skills
- **Obsolete Skills**- Applicants can no longer meet the minimum requirements of jobs available in their occupation (e.g., clerical worker without word processing skills, etc.).
 - Documentation of limited number of employers in the state in a certain occupation
- **Only Stop-Gap Available**- Jobs available to applicant would be temporary or substantially below applicant's accustomed skill, hour, or wage level (see stop-gap definition)
- **No Jobs Offers Received**-Applicant has been available and looking for work for a number of weeks and has not received an offer for work; "number of weeks" might range from 6 to 12 weeks, depending upon the occupation, economy, and/or applicant's verified job search efforts.
 - Documented Job Search Log(UI or other work search records such as a state's MIS, third party job bank system or self-documented log)
- **Local Layoff Impact**- A local plant or business closing or layoff has had a significant negative impact on the availability of jobs in the applicant's primary occupation and accustomed wage/hour/skill level
- **Declining Occupation**- Unemployed and their most recent job is on a declining occupation list as defined by the local board.
 - Documentation of State's LMI, occupational sites or other local/regional business and professional information indicating declining occupations or industries
 - Documentation of limited number of employers in the state in a certain occupation
- **Physical Limitations or Disabilities**- Newly acquired physical limitations or injuries occurring which limit the individual's ability to perform the job from which they were dislocated may make an individual unlikely to return to the previous occupation. Such individuals are eligible if they fit one of the categories of the WIOA Dislocated Worker program eligibility, but must have a doctor's release to work. Doctor's note stating the individual can no longer perform his/her previous occupation for medical reasons or medical records showing the individual's present or past disability or a self-attestation form in which the individual states the nature of the disability.

CATEGORY 2

<p>Plant Closing/Substantial Layoff</p> <p>NOTE: Two circumstances must be documented- the fact that the business closed or a substantial layoff occurred and that the applicant worked there.</p> <p>NOTE: Job of dislocation- the economic dislocation of an individual as described in WIOA Dislocated Worker Program implies the existence of a job dislocation. The job of dislocation is the job that qualifies the individual under one of the eligibility categories.</p>	<p>Has been terminated or laid off, or has received notice of termination or layoff, from employment as a result of any permanent closure of, or substantial layoff at a plant, facility or enterprise; OR</p> <p>Is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; OR</p> <p>For purposes of eligibility to receive services other than training services, career services, or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close.</p>	<p>Section 3 (15)(B)(i)</p> <p>Section 3 (15)(B)(ii) & (iii)</p>	<ul style="list-style-type: none">• WARN notice that meets the definition of a closing or substantial layoff at a plant, facility, or enterprise• Letter from employer or union that indicates a closing or substantial layoff.• Rapid Response Unit Early Intervention Notice or Fact Sheet that indicates a closing or substantial layoff• Unemployment Notice which lists closing as the reason for separation• Media announcement in which company officials state that a plant, facility, or enterprise will close within 180 days or more
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CATEGORY 3

<p>Previously self-employed, but unemployed due to economic conditions or natural disasters</p> <p>NOTE: Job of dislocation- the economic dislocation of an individual as described in WIOA Dislocated Worker Program implies the existence of a job dislocation. The job of dislocation is the job that qualifies the individual under one of the eligibility categories.</p>	<p>Was self-employed (including employed as a farmer, rancher, or fisherman)</p> <p><u>BUT</u> Is unemployed as a result of general economic conditions in the community in which the individual resides, or because of natural disasters</p>	<p>Section 3 (15)(C)</p> <p>Section 3 (15)(C)</p>	<ul style="list-style-type: none"> • Business Quarterly or Annual Tax Return • State Tax Identification Number • Business License/Permit • IRS documentation for the business • Business ledgers showing expenses exceeding income/financial statements • Chapter 7 or 11 bankruptcy published in newspaper • Business Closure Notice • Lending Institution documentation • Letter or documentation of the failure of a business supplier or customer • Depressed price(s) or market(s) for the article (s) produced by self-employed individual. • State/Local Economic Development or Chamber of Commerce data which indicates less than favorable economic conditions • Federal/state declaration of disaster • Media reports of general economic conditions • Substantial layoffs, or permanent closure(s) of one or more plants or facilities that support a significant portion of the State or local economy
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CATEGORY 4

Displaced Homemaker

Must qualify under 1 or 1a and meet conditions under 2

Is a Displaced Homemaker

The term “displaced homemaker” means an individual who has been providing unpaid services to family members in the home, and who:

1. Has been dependent on the income of another family member, but is no longer supported by that income

OR;

1a. Is the dependent spouse of a member of the Armed Forces on active duty whose family income is significantly reduced because of a deployment, or a call or order, to active duty, a permanent change of station, or the service-connected death or disability of the member;

AND;

2. Is unemployed or underemployed, and is experiencing difficulty in obtaining or upgrading employment

Section 3 (15)(D)

Section 3 (16)

Section 3 (16)(A)(i)

Section 3 (16)(B)

Qualifications under 1:

- Tax returns (of then married couple or of domiciled family members)
- Divorce decree/court records
- Family member’s death certificate
- UI records of the displaced homemaker
- Copy of spouse’s UI records/layoff notice
- Pay stubs (if applicable)
- Copy of bank records (showing financial dependence on spouse, or noemployment income earned)
- Marriage license or joint tax return
- Attestation- Last Resort form- in which the individual attests that he/she resided with the family member(s), provided unpaid in-home services to family members, was dependent on another family member of the household income, but is no longer supported by that income due to death, divorce, etc.

Qualifications under 1a:

- Military Orders
- DD-214 or other documentation certifying a service-connected death or disability
- Pay stubs of Armed Forces Member and spouse (or underemployment wage records) before and after deployment, call to duty, change in duty station, or the service-connected death or disability of the member

Qualifications under 2:

- Records showing previous wages that are higher than current wages
- Documentation showing current annualized wage rate, in relation to family size, is not in excess of the higher of either the Federal Poverty Level (FPL) or 70% of the Lower Living Standard Income Level (LLSIL)
- Self-Attestation- Last Resort- stating that the worker is unemployed or underemployed and he/she is experiencing difficulty in obtaining or upgrading employment

CATEGORY 5

<p>Spouse of an active-duty armed forces service member who is unemployed due to change in duty/station</p> <p>Unemployed/underemployed spouse of an active-duty armed forces experiencing difficulty in obtaining/upgrading employment</p>	<p>Is the spouse of a member of the Armed Forces on active duty</p> <p>AND;</p> <p>Who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member;</p> <p>AND;</p> <p>Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment</p>	<p>Section 3 (15)(E)(i)</p> <p>Section 3 (15)(E)(ii)</p> <p>Section 3 (16)(B)</p>	<ul style="list-style-type: none"> • Marriage license or tax returns • Military orders showing change in duty station • UC Records • Self-certification stating his/her employment loss was due to the change in duty station <ul style="list-style-type: none"> • Marriage license or tax returns • Military Orders • Paystubs (if applicable) • Records showing previous wages that are higher than current wages • Documentation showing current annualized wage rate, in relation to family size, is not in excess of the higher of either the Federal Poverty Level (FPL) or 70% of the Lower Living Standard Income Level (LLSIL) <ul style="list-style-type: none"> • Self- Attestation- Last Resort- stating that the worker is unemployed or underemployed and he/she is experiencing difficulty in obtaining or upgrading employment
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Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
Policy 01-19 Short Term Pre-Vocational Services and
Workforce Preparation Activities

Effective Date: 09/05/19

Revision Date: n/a

Revision Number: n/a

Revision effective Date: N/A

Approval Date: 09/17/2019

Contact: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

1. BACKGROUND:

The Workforce Innovation and Opportunity Act (WIOA) Adult and Dislocated Worker funds in coordination with the Wagner-Peyser Employment Services are pivotal pieces of the one-stop delivery system, which is the foundation of the workforce system. The system provides access to services to enhance the employability of individuals and increase the skills of the workforce.

2. REFERENCES:

WIOA P.L. 111-340; TEGL 3-15; 34 CFR 463.34

3. DEFINITIONS:

Reserved

4. ACTION:

The Eastern Area Workforce Development Board (EAWDB) intends this policy to provide guidance to the system in the use of Title I Adult and Dislocated Worker funds to provide short-term prevocational services and workforce preparation activities to individuals that would benefit from them. Short-term prevocational training or workforce preparation activities can include training provided within the job center or may be training that is paid for through Title I adult and dislocated worker formula funding for Title I eligible individuals that through assessment have been identified to be in need of such services.

- a. Short term prevocational services are individualized career services under WIOA and are appropriate for an individual to obtain or retain employment if the objective assessment determines the individual(s) would benefit from these services. They are intended for individuals who lack occupational credentials/certifications and require short-term services to enhance and upgrade skills for employment. Individuals participating in short-term prevocational services will be enrolled in the New Mexico Workforce Connection Online System's (NMWCOS's) corresponding activity.

Short-term pre-vocational services can be utilized for the development of such things as:

- Learning skills;
- Communication skills;
- Interviewing skills;
- Punctuality;
- Personal maintenance skills; and
- Professional conduct to prepare individuals for unsubsidized employment.

- b. Workforce preparation activities are services that include activities, programs, or services designed to help an individual acquire a combination of basic academic skills; critical thinking skills, digital literacy skills, and self-management skills, including competencies in:
 - Utilizing resources;
 - Using information;
 - Working with others;
 - Understanding systems;

- Obtaining skills necessary for successful transition into and completion of post secondary education, training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce.

Individuals participating in workforce preparation activities will be enrolled in the New Mexico Workforce Connection Online System's (NMWCOS's) corresponding activity.

5. DOCUMENTATION:

Individuals participating in short-term prevocational or workforce preparation activities must have met eligibility requirements for Title I services and through assessment be determined to be in need of such services to obtain, retain or improve employment. Such need as determined by the career coach should be recorded in the customer's individualized service strategy (ISS)/Individualized Employment Plan (IEP) The participant's electronic file must include documentation of eligibility, identification of need based on assessment and the plan. Assessment results may be recording in the plan, case notes or in the case of formalized assessments under the assessment tab in the NMWCOS.

Individuals that attend the training within the job center shall have the corresponding services recorded in the NMWCOS.

The forms for paid services to be utilized are the EAWDB 's individualized career services training agreements or its subsequent replacement. The agreement and supporting documents shall be uploaded to NMWCOS and the activity and voucher created.

6. PAYMENT

The financial claim for payment (FCP) shall be sent to the one stop office responsible for the participant(s). It shall be reviewed for accuracy and completeness and uploaded to the participant's electronic record and sent to the fiscal agent for payment. When processed the fiscal agent will change the status on the voucher to paid and record the payment. The payment shall be uploaded to the electronic record either by the fiscal agent or the field office.

7. SUPPORTING DOCUMENTATION

- EAWDB Individualized career services training agreement
- EAWDB Individualized career services training agreement modification (if applicable)
- EAWDB FCP and Payment documents

**EASTERN AREA WORKFORCE DEVELOPMENT
BOARD**

A Proud Partner of the American Job Center Network

Eastern Area Workforce Development
Board

Workforce Innovation and Opportunity Act
Policy 01-18 Youth Services

Effective Date: 10/01/18

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Revision Number: 3

Revision effective date: 03/19/2024

Contact Entity: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

REFERENCES:

Title 1 of the Workforce Investment Opportunities Act (WIOA) of 2014 et.al; WIOA Regulations, TEGL 23-14; TEGL 21-16; TEGL 09-22; Office of Management and Budget (OMB) cost principles codified in 2 CFR Part 220, Part 225 and Part 230; 20 CFR 681.430; 20 CFR 681.460; 20 CFR 681.600.

1. PURPOSE

This policy is to provide instruction and guidance on the provision and administration and reporting of WIOA youth services throughout the Eastern Area. It also serves to place the guidance for WIOA financial requirements regarding service delivery to out of school youth and the expenditure requirements for work experience in the direct context of service delivery.

2. BACKGROUND

The WIOA of 2014 established a high emphasis on prioritizing service delivery to individuals that are out of school and face challenges to successfully entering the workforce or higher education. The purpose of the legislation is to provide the structure and support to youth to facilitate a path of lifelong learning and career development opportunities. Information cited in this policy is based on federal requirements. Any wavier pursued by the state and approved for adoption by the board will be addressed as addendums to this policy.

3. DEFINITIONS: Reserved

4. ACTION

The WIOA requires that 14 mandatory service-related elements be included and available in the structure and design of WIOA youth programs in local areas. It prioritizes that availability and provision of the services be targeted primarily on out of school youth and establishes a minimum amount of funding that must be spent on the delivery of work-related activities. The WIOA outlines a broader youth vision that supports an integrated service delivery system.

A. Program Elements

The WIOA has identified that the following services be made available to all individuals participating in the WIOA youth program:

- (1) Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to the completion of the requirement for a high school diploma or its equivalent or for a recognized post-secondary credential. This service is recorded in the WCOS under activity code 406- Youth tutoring study skills training and instruction.

Such services focus on providing academic support, helping youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to

develop learning strategies. These services can be provided one on one, in a group setting, or through resources and workshops.

Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instructions.

- (2) Alternative secondary school services, or dropout recovery services, as appropriate. This service is recorded under WCOS activity number 415-Youth Alternative Secondary school service. Alternative secondary school services, such as basic education skills training, individualized academic instruction and ESL training are those that assist youth who have struggled in traditional secondary education. The goal is to help youth re-engage and persist in education that leads to the completion of a recognized high school equivalent.
- (3) Paid and unpaid work experiences that have academic and occupational education as a component of the work experience which may include the following types of work activities:
 - (i) Summer employment opportunities and other employment opportunities available throughout the school year;
 - (ii) Pre-apprenticeship programs;
 - (iii) Internships and job shadowing; and
 - (iv) On the job training opportunities.

These services will be recorded under the WCOS activity codes listed below:

- 453-Youth paid/unpaid work experiences, inc. Internships Funded
- 408-Youth internships
- 409-Youth Job Shadowing
- 451-Youth OJT Funded

20 CFR 681.600 defines work experience as a “planned, structured learning experience that takes place in a workplace for a limited period. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private or public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable law exists. Funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike or being locked out in the course of a labor dispute. Work experiences provide the participant with opportunities for career exploration and skill development. WIOA 20 CFR 681.590 requires that a minimum of 20 percent of local area funds for the Title I youth program be spent on Work experience. Leveraged resources cannot be used to fulfill any part of the 20 percent minimum. Further information regarding this requirement will be provided in Section “C” of this document.

Work experiences must include academic and occupational education. The academic and occupational education component may occur concurrently or sequentially with the work experience. The academic and occupational education component refers to contextual learning

that accompanies a work experience. It includes information necessary to understand and work in specific industries and/or occupations. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of several types of hospital occupations such as phlebotomist, radiology tech, or physical therapist. Whereas the academic education could be learning about some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament. Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience.

(4) Occupational skills training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with demand industry sectors in the local area. This service is recorded in the WCOS under service codes:

- 440-Youth Non-ITA Occupational Skills Training. This is used if the youth is enrolled in college for employment related training and WIOA is not assisting with funding.
- 450-Youth Occupational Skills Training Funded- This is if WIOA is assisting with the costs of training.

As stated in 20 CFR 681.540, occupational skills training is defined as an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. The local program must give priority consideration to training programs that lead to a recognized post-secondary credential that aligns with local demand occupations. The programs must:

- a) Be outcome oriented and focused on an occupational goal specified in the individualized Service Strategy (ISS);
- b) Be of sufficient duration to impart the skills needed to meet the occupational goal; and
- c) Lead to the attainment of a recognized postsecondary credential.

In addition, the training program must meet the quality standards outlined in WIOA section 123.

As discussed in 20 CFR § 681.550 "to enhance individual participant choice in education and training plans and provide flexibility to service providers, the Department allows WIOA Individual Training Accounts (ITAs) for OSY, ages 16 to 24, using WIOA youth funds, when appropriate." ITAs allow participants the opportunity to choose the training provider that best meets their needs. To receive funds from an ITA, the training provider must be on the Eligible Training Provider List as outlined in § 680.400 and 680.410.

ISY cannot use youth program funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the WIOA Adult program if the young adult's individual needs, knowledge, skills, and interests align with the WIOA adult program and may receive training services through an ITA funded by the adult program.

(5) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. This service is recorded under VOSS activity code 401-Youth Pre-Employment Training/Work Maturity. Need additional activity code

20 CFR 681.630 states that this program element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.

While programs developing basic academic skills, which are included as part of alternative secondary school services and dropout recovery services, workforce preparation activities that occur as part of a work experience, and occupational skills training can all occur separately and at different times this program element refers to the concurrent delivery of these services which make up an integrated education and training model.

- (6) Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors. This service will be recorded under WCOS activity code 410 – Leadership Development this activity is inactive.

These activities can include but are not limited to:

- a) Exposure to postsecondary educational possibilities;
- b) Community and service learning projects;
- c) Peer-centered activities; including peer mentoring and tutoring;
- d) Organizational and team work training, including team leadership training;
- e) Training in decision making, including prioritization and problem solving;
- f) Citizenship training, including life skills training such as parenting and work behavior training;
- g) Civic engagement activities which promote the quality of life in a community; and
- h) Other leadership activities that place youth in a leadership role such as serving on youth leadership committees such as a Standing youth committee.

- (7) Supportive Services as described in 20 CFR 681.570. This program element and its components are detailed in the EAWDB supportive services policy and as such are not further addressed in this document. These services will be recorded under the appropriate WCOS activity code from the list below:

- 455-Supportive service – Transportation funded
- 456-Supportive Service – Medical funded
- 457-Supportive Service-Temporary Shelter Funded
- 458-Supportive Service-Other Funded
- 454 Supportive Service-Child/Dependent Care Funded

The need for Supportive services and the unavailability for support from other sources should be included in the Individual Service Strategy (see section B.4 below) within the part of the plan that the service relates to e.g. childcare for attendance in training or work-related activities.

- (8) Adult mentoring for duration of at least 12 months that may occur both during and after program participation. This service is recorded in the WCOS under activity service code 411- Youth adult mentoring.

This element must be provided in a formal relationship between the participant and an adult mentor that includes structured activities where the mentor offers guidance, support and encouragement to develop the competence and character of the mentee. While group and electronic mentoring are allowable as part of the service, at a minimum the local youth program must match the youth with an individual mentor with whom the youth interacts on a face to face basis. Mentoring may include workplace mentoring where the local program matches a participant with an employer or employee of a company. The local provider should ensure that appropriate processes are in place to adequately screen and select mentors.

- (9) Follow-up services for not less than 12 months after the completion of participation. These are recorded under in the follow-up section in the WCOS. 20 CFR 681.580 cites this element as “critical services provided following a youth’s exit from the program to help ensure the youth is successful in employment and/or education and training. The services may include regular contact with a participant’s employer, including assistance in addressing work-related problems that arise. Follow up services may begin immediately following the last expected date of service in the youth program or other DOL funded co-enrolled program when no future services are scheduled.

Follow up services may include:

- a) Supportive services;
- b) Adult mentoring;
- c) Financial literacy;
- d) Services that provide labor market information;
- e) Activities that help the youth prepare for transition to postsecondary education and training and;
- f) Leadership development services.

These follow-up services will be recorded under the appropriate WCOS activity code from the list below:

- F01: Referral to Community Resources
- F02: Referral to Medical Services
- F03: Tracking Progress on the Job
- F04: Work Related Peer Support Group
- F05: Assistance securing better paying job
- F06: Career development and further education planning
- F07: Assistance with Job/Work Related Problems
- F08: Adult Mentoring
- F09: Tutoring
- F10: Leadership Development
- F11: Other Follow Up Service, not classified
- F12: SS-Transportation
- F13: SS- Purchase work related uniforms/attire

- F14: SS- Purchase work related Tools
- F15: SS-Housing Assistance
- F16: SS-Utilities
- F17: SS-Dependent Care
- F18: SS-Medical
- F19: SS-Incentives/Bonus

Follow up services must be provided for a minimum of 12 months following exit unless the participant declines to receive follow-up services, or the participant cannot be located or contacted.

When repeated (10 or more contact attempts in 2 consecutive quarters) contact by phone, email, alternate contacts and employer contact have repeatedly resulted in an inability to obtain any information regarding the youth's needs or status or if the youth is repeatedly resistant to follow up service contact then the youth program staff may case note the attempts and provide whatever written documentation via upload to the management information system (MIS). No further follow up efforts will be required.

- (10) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth. This service is recorded in the WCOS under activity service code 417- Youth comprehensive guidance and counseling. 20CFR 681.510 states that this element provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs as appropriate. The local youth program must coordinate with the organization providing the service to ensure continuity of service.

It is important to note that while youth Career Coaches are not expected to be experts in mental health, there are many ways to assess mental health needs at program enrollment and throughout their participation in the program and that mental health assessments are an allowable cost under WIOA. It is encouraged to integrate mental health assessments into the objective assessment process to identify potential mental health needs that must be addressed through mental health services or through referrals to mental health professionals for youth to be successful in the program when such needs are identified.

- (11) Financial Literacy education are services designed to increase the ability of the participant to manage their finances. These services are recorded in the WCOS under activity code 442- Financial literacy education and may include the following services/activities:
- a) Support the ability of the participants to create budgets, initiate checking and savings accounts and make informed financial decisions;
 - b) Support participants in learning how to effectively manage spending, credit and debt, including student loans, consumer credit and credit cards;
 - c) Teach participants about the significance of credit reports and credit scores, their rights regarding credit and financial information, how to identify and correct inaccuracies in their credit reports and how to improve or maintain good credit;

- d) Support a participant's ability to understand, evaluate and compare financial products;
- e) Educate participants about identify theft and in other ways understand their rights and protections related to personal identity;
- f) Support activities that address the financial literacy needs of non-English speakers, including distribution of multilingual financial literacy and education materials;
- g) Support activities that address the financial literacy needs of individuals with disabilities, including connecting them with benefits planning and work incentives counseling;
- h) Provide financial education that is age appropriate, timely and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings.
- i) Implement other approaches to help participants gain knowledge, skills and confidence to make informed financial decisions that contribute to financial health and stability.

(12) Entrepreneurial skills training is addressed in CFR 681.560 which states this program element provides the basics of starting and operating a small business. These services are to be recorded in the WCOS under activity number 452-Youth Entrepreneurial Training-Funded.

Such training must develop skills associated with entrepreneurship. Such skills may include but are not limited to, the ability to:

- a) Take initiative;
- b) Creatively seek out and identify business opportunities;
- c) Develop budgets and forecast resource needs;
- d) Understand various options for acquiring capital and the trade-offs associated with each option; and
- e) Communicate effectively and market oneself and one's ideas.

More information on approaches to teaching this element may be found in TEGL 21-16

(13) Services that provide labor market and employment information about in demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services are addressed in 20 CFR 681.460 and 20 CFR 651.10. This service is recorded in the WCOS under activity code 443-Services that provide LMI about in-demand industry sectors and occupations.

It is described as the body of knowledge that describes the relationship between labor supply and demand. These tools can help young adults make appropriate decisions about education and careers. LMI identifies in-demand industries and occupations and employment opportunities; and provides knowledge of job market expectations including education and skills requirements and potential earnings.

(14) Activities that help youth prepare for and transition to post-secondary education and training are activities that help prepare youth for advancement to postsecondary education after attaining a diploma or its equivalent. These services are recorded in the WCOS system under activity code 444 Postsecondary and transition activities.

These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities and registered apprenticeship. Additional services include but are not limited to assisting youth to prepare for ACT/SAT testing, assisting with college admission paperwork and financial aid applications and connecting youth to postsecondary education programs.

B. Program Design

1. Program expenditures prior to participation:

There are limited instances where WIOA youth funds may be expended on costs related to individuals who are not yet participants in the WIOA youth program. Youth funds can be expended on outreach and recruitment or assessment for eligibility determination (such as assessing basic skills level) prior to eligibility determination, but they cannot be spent on youth program services, such as the 14 program elements.

2. Assessment Requirements:

The WIOA youth program design requires an objective assessment of academic levels, skill levels, and service needs of each participant, which includes a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs. Assessments must also consider a youth's strengths rather than just focusing on areas that need improvements. This process should include the identification of appropriate services for the youth and the program should work to assist the youth in identifying appropriate and desired career pathways.

As discussed in 20 CFR 681.290 "in assessing basic skills", local programs must use assessment instruments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities. Local programs may use previous basic skills assessment results if such previous assessments have been conducted within the past six months.

In contrast to the initial assessment described above, if measuring basic skills gains under the measurable skills gains indicators, Local programs must use an approved assessment for both the pre and post test to determine an individual's educational functioning level.

3. Career Related Assessments

All youth, including youth with disabilities, can benefit from participation in career assessment activities, including but not limited to, assessments of prior work experience, employability, including, interests and aptitudes. Multiple assessment tools may be necessary since there is no standard approach that will work for all youth, including youth with disabilities. Career assessments help youth understand how a variety of their personal attributes (e.g., interests, values, preferences, motivations, aptitudes and skills) affect their potential success and satisfaction with different career options and work environments. Youth with disabilities may also need information on benefits planning, workplace supports and accommodations, and may benefit from less formalized assessments such as discovery techniques. These assessments may be provided directly through WIOA youth program staff, and/or through referrals to national

and community-based partners and resources. These processes should result in at a minimum basic career pathway interests and aptitudes that are included in their individual service strategy.

4. Individual Service strategy (ISS)

The information from the objective assessment should be included in the opening narrative case note and should include information regarding basic skills, background information, occupational skills, work history, employability, interests and needs. This is the information that is to be utilized in the development of the ISS. The plan must have at least one goal and a strategy that is linked to WIOA performance outcomes (See the EAWDB performance Technical Assistance Guide (TAG)). The ISS is a living document and should be updated as needs and abilities change or develop.

5. Serving 18–24-year-old youth

As discussed in 20 CFR 681.430 individuals who meet the respective program eligibility requirements may participate in WIOA title I adult and youth programs concurrently. Such individuals must be eligible under the program eligibility criteria applicable to the services received.

As discussed in 20 CFR 681.430, if a young adult's needs can be best met by co-enrollment in the WIOA Title I youth and adult programs, subrecipients (Title I adult/Youth providers) must identify and track the funding streams which pay the costs of services provided to those individuals and ensure no duplication of services.

6. Out of school youth expenditure requirements

WIOA strongly prioritizes services to out of school youth for Title I youth funding. As a result, 75 percent of all Title I youth funds expended must be spent on out of school youth. Staff time charged to out of school youth will be cost allocated based on caseloads from the prior quarter. The percentage of each case manager's time will be distributed to in/out of school funding based on the corresponding caseload percentages from the prior quarter. All direct service expenditures e.g. work experience, supportive services etc. will be charged to in/out of school based on the participant's in/out of school status at enrollment.

Administrative staff time charged against youth funding will follow the board approved cost allocation plan that is also based on caseloads from the prior quarter.

**Note: Any state waiver may amend and/or modify our expenditure requirements and subject to board approval. If this occurs it will be addressed in an addendum attachment to this policy.*

C. Work Experience Expenditure Requirements

WIOA and 20 CFR 681.590 (a) require that a minimum of 20 percent of local area funds for the title I youth program be spent on work experience. As explained in 20 CFR 681.590 (b) local area administrative costs are not subject to the 20 percent requirement. TEG 8-15 provides further discussion of allowable expenditure that may be counted toward the work experience

expenditure requirement and articulates that program expenditures on this program element can be more than just wages paid to youth in work experience. Allowable work experience expenditures include the following:

- Wages/stipends paid for participation in a work experience
- Staff time working to identify and develop a work experience opportunity, including staff time spend working with employers to identify and develop the work experience;
- Staff time working with employers to ensure a successful work experience, including staff time spent managing the work experience;
- Staff time spent evaluation the work experience;
- Participant work experience orientation sessions;
- Employer work experience orientation sessions
- Classroom training or the required academic education component directly related to the work experience;
- Incentive payments directly tied to the completion of work experience;
- Employability skills/job readiness training to prepare a youth for a work experience;
- Pre-apprenticeships;
- Registered apprenticeships; and
- Supportive services that enable WIOA participants to participate in work experience.

To provide a uniform procedure for charging program staff time to work experience, the EAWDB has determined that staff time charges will be based on the percentage of the staff caseload that are participating in work experience. The maximum amount of staff time that can be charged to work experience is 30%. Youth program staff time spent on Work Experience activities will be calculated separately for each case manager on a caseload allocation basis as listed below:

Percentage of entire caseload of participants in Work Experience	Percentage of total hours charged to Work Experience
0-25%	15%
26-50%	20%
51-75%	25%
76% - 100%	30%

Example A:

Case Manager Josh Doe has 27 participants. 16 of these 27 are Work Experience participants. His caseload WE percentage is 59% therefore 25% of his total time may be charged to Work Experience.

Example B:

Case Manager Jane Doe has 13 participants. 2 of these 13 are Work Experience participants. His caseload WE percentage is 15% therefore 15% of his total time may be charged to Work Experience.

Example C:

Case Manager John Doe has 16 participants. None of these 16 are Work Experience participants. His caseload WE percentage is 15% therefore 15% of his total time may be charged to Work Experience.

Timely Determination: Youth staff Work Experience time will be determined quarterly at the end of each quarter.

Example: Caseload reports for each youth case manager showing total participants and Work Experience participants, if any, shall be run and the percentage of staff time to be charged determined and documented. This is the percentage of time charged for that case manager for the prior quarter (July 1-Sept 30).

Reporting: The charge of all Work Experience staff time should be included in the total Work Experience amount reported on the monthly cash request. All supporting documentation should be maintained by the service provider fiscal staff.

ATTACHMENT B

EASTERN AREA WORKFORCE DEVELOPMENT BOARD MEMBERS

<p>Terry Christesson Sector: Private – Energy – Tee-Pee-C, Inc. Email: tchristesson@eawdb.org</p>	<p>Steven Pawlyshyn Sector: Private – Hospitality – Inn of the Mountain Gods Email: spawlyshyn@eawdb.org</p>
<p>Darren Davis Sector: Private – Construction – Mesa Verde Enterprises Email: ddavis@eawdb.org</p>	<p>Michael Espiritu Sector: Partner- Workforce – RCCEDC Email: mespiritu@eawdb.org</p>
<p>Benito Gonzales Sector: Private – Educ – ENMU-Portales Email: bgonzales@eawdb.org</p>	<p>Anthony Jenks Sector: Partner – Wagner-Peyser – NM DWS Email: ajenks@eawdb.org</p>
<p>Kathleen Ferrell Sector: Partner – AEL – NMJC Email: kferrell@eawdb.org</p>	<p>Larry Melendez Sector: Partner – DVR Email: lmelendez@eawdb.org</p>
<p>Leah Jackson Sector: Private – Manufacturing – SW Cheese Email: ljackson@eawdb.org</p>	<p>Micah Mock Sector: Private – Construction – Six-M Concrete & Metal Art Email: mmock@eawdb.org</p>
<p>Ramon Martinez Sector: Partner – Labor – I.A.M. & A.W. Email: rmartinez@eawdb.org</p>	<p>Robin Kuykendall Sector: Partner – Higher Education – Clovis CC Email: rkuykendall@eawdb.org</p>
<p>Bruce Gwartney Sector: Partner – Labor- IEC Email: bgwartney@eawdb.org</p>	<p>Sara Weist Sector: Private – Communications – Plateau Email: sweist@eawdb.org</p>
<p>Dan Jennings Sector: Partner – Workforce – Hagerman Forward Email: djennings@eawdb.org</p>	<p>Jessica Martinez Sector: Private – Aerospace – Cavu Aviation Email: jmartinez@eawdb.org</p>
<p>Teresa Villanueva Sector: Private – Healthcare – Roosevelt GH Email: tvillanueva@eawdb.org</p>	

COMMITTEES

OPERATIONS & FINANCE

The Operations and Finance Committee shall act in an advisory capacity to the EAWDB in making recommendations related to fiscal oversight and budgeting, technology and automation, grants to enhance program capabilities, requests for proposals for contractors to the EAWDB, Quality Assurance oversight, and such other appropriate matters as the committee may consider.

ONE STOP DELIVERY SYSTEM

The One Stop Delivery System Committee shall act in the advisory capacity to the EAWDB in making recommendations relating to establishing the number and operating procedures of One-Stop Centers in the area including Business Services, On-the-job training, customized training and such other appropriate matters as the committee may consider.

YOUTH SERVICES COMMITTEE

The Youth Services Committee shall act in an advisory capacity to the EAWDB in making recommendations related to 1) coordinating youth activities in the area; 2) developing portions of the local plan related to eligible youth; 3) recommending eligible youth providers subject to the approval of the local board; 4) conducting oversight with respect to eligible providers of youth activities in the local area; and 5) carrying out other duties as authorized by the local board.

INDIVIDUALS WITH DISABILITIES

The Individuals with Disabilities Committee shall act in an advisory capacity to the EAWDB in making recommendations related to providing and coordinating services for individuals with disabilities and such appropriate matters as the committee may consider.

ATTACHMENT C

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

ONE STOP CENTER LISTING

Core partners = WP, Title I, AEL, DVR, SSCEP,

LOCATION AND ADDRESS	CENTER TYPE (COMP OR SATELLITE)	PARTNERS LOCATED AT THE CENTER	SERVICES PROVIDED BY PARTNERS
NMWCC – OTERO COUNTY 901 Alaska Ave Alamogordo, NM 88310 (575)437-9210		Title I Title II Title III Title IV SCSEP	WIOA Adult/Dislocated Worker WIOA Youth Adult Education (Applications only) Wagner-Peyser Vocational Rehab- (Applications only) Senior Employment services- (Applications only)
NMWCC – LINCOLN COUNTY 709 Mechem Drive Ruidoso, NM 88345 (575)258-1730		Title I Title II Title III Title IV SCSEP	WIOA Adult/Dislocated Worker WIOA Youth Adult Education (Applications only) Wagner-Peyser Vocational Rehab- (Applications) Senior Employment services- (Applications only)
NMWCC – CHAVES COUNTY 67 University Blvd. Roswell, NM 88203 (575)627-5815	Comprehensive	Title I Title II Title III Title IV SCSEP	WIOA Adult/Dislocated Worker WIOA Youth Adult Education (Applications only) Wagner-Peyser Vocational Rehab- (Applications only) Senior Employment services- (Applications only)
NMWCC – EDDY COUNTY – ARTESIA 704 W. Main Street Artesia, NM 88210 (575)748-1303		Title I Title II Title III Title IV SCSEP	WIOA Adult/Dislocated Worker WIOA Youth Adult Education (Applications only) Wagner-Peyser Vocational Rehab- (Applications only) Senior Employment services- (Applications only)
NMWCC – EDDY COUNTY- CARLSBAD 323 S. Halagueno Street		Title I Title II	WIOA Adult/Dislocated Worker WIOA Youth Adult Education (Applications only)

ATTACHMENT C

Carlsbad, NM 88220 (575)887-1174		Title III Title IV SCSEP	Wagner-Peyser Vocational Rehab- (Applications only) Senior Employment services- (Applications only)
NMWCC – LEA COUNTY 204 W. Park Street Hobbs, NM 88240 (575)393-5188		Title I Title II Title III Title IV SCSEP	WIOA Adult/Dislocated Worker WIOA Youth Adult Education (Applications only) Wagner-Peyser Vocational Rehab- (Applications only) Senior Employment services- (Applications only)
NMWCC – CURRY COUNTY 111 North Main Street Clovis, NM 88101 (575)763-3155	Comprehensive	Title I Title II Title III Title IV SCSEP	WIOA Adult/Dislocated Worker WIOA Youth Adult Education (Applications only) Wagner-Peyser Vocational Rehab- (Applications only) Senior Employment services- (Applications only)

REMOTE ACCESS POINTS

Lindell Andrews Community Center 501 E. Argyle St. Hagerman, NM 88232 Chaves County	Lake City Youth & Family Center 109 S. 4 th Street Santa Rosa, NM 88435 Guadalupe County
Portales Public Library 118 S. Ave. B Portales, NM 88130 Roosevelt County	David F. Cargo El Valle De Anton Chico Library 1077 State Highway 386 West Main Str. La Loma, NM 88724 Guadalupe County
Chamber of Commerce 100 S. Ave A Portales, NM 88130 Roosevelt County	

New Mexico 
Workforce Connection

A Proud Partner of the American Job Center Network

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING is made by and between: (A) the Eastern Area Workforce Development Board (EAWDB); (B) the Workforce Board's Chief Elected Officials (CEOs); and the American Job Center (AJC) Partners.

LEGAL AUTHORITY

On July 22, 2014, President Barack Obama signed the Workforce Innovation and Opportunity Act of 2014 (WIOA), Public Law 113-128, into law. The WIOA is designed to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training and education programs in the United States. WIOA supersedes the Workforce Investment Act of 1998 and amends other federal statutes, including the Adult Education and Family Literacy Act, the Wagner-Peyser Act and the Rehabilitation Act of 1973. WIOA sec. 121(c)(1) requires local workforce development boards, with the agreement of the Chief Elected Officials to develop and enter into a Memorandum of Understanding (MOU) consistent with WIOA Sec. 121(c)(2) concerning the operation of the one-stop delivery system in the local area. It must describe the operation of the "One-Stop" delivery system as well as the sharing and allocation of infrastructure costs among the American Job Center (AJC) partners. This is further described in Final Rule at 20 CFR 678.500, 34 CFR 361.500, 34 CFR 463.500 as well as supplemental Federal guidance.

PURPOSE

The primary purpose of the Memorandum of Understanding (MOU) is to establish and build partnerships, streamline operations, minimize duplication and strengthen the impact of workforce development programs in the Eastern area counties of: Union, Harding, Quay, Guadalupe, Roosevelt, De Baca, Curry, Otero, Lea, Chaves, Lincoln and Eddy. It is also to provide information about the relationship between the required partners regarding their respective roles, obligations and responsibilities and expectations for the implementation of the provisions of section 121(c) if Title I of the WIOA of 2014. This MOU is intended to contribute to a cooperative and mutually beneficial relationship between the EAWDB and its various partners to coordinate and align resources to minimize duplication and ensure the most effective delivery of workforce services, and to establish joint processes that will enable partners to integrate the current service delivery system resulting in a seamless and comprehensive array of job matching, education, training, support and other workforce development services. Parties to this document propose to coordinate and perform the activities described herein within the scope of legislative requirements governing the parties' respective programs, services and agencies.

VISION

The vision of the EAWDB is that the employer is the primary customer of the workforce development system. By working with partners to meet the needs of employers in a system of demand driven training and talent development economic prosperity is created for all citizens in the area.

MISSION

It is the mission of the EAWDB that every employer has access to a highly skilled workforce. Further, job seekers should have access to jobs that provide an opportunity for self-sufficient employment in an environment that supports growth and increased opportunity. The EAWDB views its role as one of leadership in bringing the AJC partners, employers and job seekers together in a unified system to generate a range of high quality services to support the needs of all parties. A successful system allows communities to grow and diversify to strengthen the economic base not only within the local community but for New Mexico.

ONE STOP PARTNERS AND SERVICES PROVIDED

WIOA §121(B) sets forth the following list of programs and activities that are required to be carried out by One-Stop Partners:

- Programs authorized under WIOA title I;
- Programs authorized under the Wagner Peysner Act (29 U.S.C 49 et seq.);
- Adult education and literacy activities authorized under WIOA title II;
- Programs authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C 72 Et.seq) other than section 112 or part C of title I of such Act;
- Activities authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.);
- Career and technical education programs at the postsecondary level authorized under the Carl D Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et.seq.);
- Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et.seq.)
- Veterans activities authorized under chapter 41 of title 38, United States Code;
- Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C 9901 et.seq.);
- Employment and training activities carried out by the Department of Housing and Urban Development (HUD);
- Programs authorized under state unemployment compensation laws (in accordance with applicable federal laws)
- Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532); and
- Programs authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et.seq), subject to WIOA §121(C).

WIOA § 121(A) further provides that each entity that carries out one of these programs or activities shall:

- Provide access through the one stop delivery system to such programs carried out by the entity;
- Enter into a MOU with the local board relating to the operation of the one stop system that meets the requirements of WIOA §121(c); and
- Participate in the operation of the One Stop Delivery system consistent with the terms of

the MOU, the requirements of WIOA title I, and the requirements of the federal laws authorizing the program or activities.

CORE PARTNERS

The EAWDB system will work to bring together workforce development, employment and training, and educational services into a seamless customer focused service delivery network that enhances access to all program services and improves long-term employment outcomes for individuals receiving assistance. Workforce partners administer separately funded programs as a set of integrated streamlined services to customers.

The vision for the EAWDB's system is to align a wide range of employment, education and training programs while also providing high-quality customer service to all job seekers, workers and businesses.

To accomplish this the cooperation and collaboration of the core programs must be at its core. The core programs are the:

- Title I Adult program;
- Title I dislocated Worker program;
- Title I Youth program;
- Title II Adult Education and Literacy program;
- Employment Services program, authorized under the Wagner-Peyser Act as amended by Title III of the Workforce Innovation and Opportunity Act (WIOA);
- Job Corps; and
- Vocational Rehabilitation program, authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV.

EASTERN AREA WORKFORCE CONNECTION CENTER SERVICES AND LOCATIONS

The Eastern area's New Mexico Workforce Connection Center (NMWCC) system is comprised of one comprehensive center and six affiliate centers. The EAWDB has established the comprehensive center to be located in Clovis, Curry County, NM. The centers were established under the Workforce Investment Act of 1998 and continued through the Workforce Innovation and Opportunity Act. All centers offer WIOA title I Adult, Dislocated Worker and Youth Services, and Title III Wagner Peyser services. The centers provide for both staff assisted and self-directed services as well as access to Unemployment Services via telephones or resource room services.

The standard hours of operation for all AJCs within the Eastern area is Monday-Friday 8:00 A.M. to 5:00 P.M. except as otherwise directed by the one stop operator and in agreement with the local community partners. Offices will observe and be closed on all state holidays and during periods of inclement weather will follow the public-school schedule for the community in which the center is located. In special cases offices may be closed due to facility problems or for training purposes. In this event, it will be posted on the door with as much notice to the public as possible.

CONFIDENTIALITY OF RECORDS

The partners to the MOU shall hold and maintain all Records shared or made available to such party in confidence for the sole and exclusive use to benefit the customer and to allow for the most beneficial service delivery by the partner programs. A partner shall not publish, copy or otherwise disclose to any third party, or permit the use by any third party for its benefit or to the detriment of the State, local area or any party to this MOU.

Each party shall restrict access to confidential information to its agents, employees, assigns and subcontractors as necessary to perform such Party's obligations under this MOU. Each party shall ensure that all such agents, employees, assigns, and subcontractors who receive and/or access Confidential Information sign a copy of the nondisclosure agreement provided by the New Mexico Department of Workforce Solutions (NMDWS) or the EAWDB or its Operator. Such non-disclosure agreements remain in force at all times that the agency, employee, assign or subcontractor has access to any confidential information.

Each party shall use, hold and maintain confidential information in compliance with all applicable laws and regulations in facilities located within the United States, and shall maintain a secure environment that ensures the confidentiality of all Confidential Information wherever located.

This agreement shall be deemed to supplement and not replace any additional confidentiality requirements that a Partners' funding authority or program may be bound by.

To the extent permitted by this document and applicable law, the partners shall share Confidential Information with other partners to the extent that such sharing would help advance the purposes of the service delivery to customers of the system.

DATA SHARING

Partners agree that utilizing data to inform decisions made by policy makers, employers and job seekers is important. Additionally, it is necessary to develop and maintain an integrated collaborative case management structure as appropriate that informs customers' service throughout customers' interaction with the system and minimizes the need for customers to duplicate their efforts when seeking services across partner programs.

Customer data may be shared with other programs, for the purposes of receiving services from the programs only after written consent of the individual has been obtained where required. Partners agree to work to unify the release of information across all programs to allow for the sharing of eligibility and programmatic service delivery information in order to streamline services and minimize duplication of effort on the part of the customer or partner programs.

The partners agree to ensure all one-stop center and partner staff are trained in the protection, use and disclosure requirements governing Personally Identifiable Information (PII) and any other confidential data for all applicable programs, including FERPA-protected education records, confidential information in UI records, and personal information in VR records.

REFERRALS

The primary principle of the referral system is to provide integrated seamless delivery of services to workers, job seekers, and employers. In order to facilitate such a system, partners agree to:

- Familiarize themselves with the basic eligibility and participation requirements as well as the available services and benefits of each Partners' programs represented in the Eastern area workforce system,
- Develop materials summarizing their program requirements and making them available for partners and customers,
- Collaborate and work toward the development and use of a common intake, eligibility determination, assessment and registration forms,
- Provide substantive referrals to customers who are eligible for supplemental and complementary services and benefits under partner programs,
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys
- Commit to robust and ongoing communication required for an effective referral process,
- Commit to actively follow up the results of referrals; and
- Work to align case management services for co-enrolled referred customers.

In the Eastern area the board has invested in the development of a referral system that is accessible to all partners in the region that utilizes a MyHub platform. The platform also provides a method for partners to communicate and share information appropriate to the referrals. Partners to the MOU agree to work with the offices and board staff to develop the procedures to make the referral process and system as beneficial to all partners and customers of the system.

EMPLOYMENT AND OTHER RELATED BENEFITS

All employees providing services pursuant to this MOU remain under the supervision and direction of their respective employing entity. If any employment or work related issues arise, such employing entity shall be solely responsible for the resolution of such issue. Each Party shall be solely responsible for providing all employment-related benefits to its employees and for complying with all employment laws and regulations, including without limitation all federal and state income tax, workers' compensation and unemployment insurance laws and regulations.

GOVERNING LAW

This MOU will be construed, interpreted, and enforced according to the laws of the State of New Mexico. All Parties shall comply with all applicable Federal and State laws and regulations, and Local laws to the extent that they are not in conflict with State or Federal requirements.

The Parties shall strictly comply with all applicable federal and state laws, rules, and regulations in effect or hereafter established, including, without limitation, laws, rules and regulations applicable to discrimination and unfair employment practices. Any changes to such laws are deemed to have been incorporated into this MOU as of the date such changes take effect. The Parties further agree that One-Stop Partner employees and One-Stop Service applicants, customers and participants shall not be discriminated against on the basis of race, color, religion, sex, national

origin, age, disability, genetics, political affiliation, belief or citizenship status.

AMENDMENTS; WITHDRAWAL; TERMINATION; SUBSTITUTION

The main body of this MOU may only be modified, revised, or amended by the mutual written consent of all Parties. Notwithstanding the foregoing:

1. Any individual one stop partner may, with the prior consent of the EAWDB and the CEOs, execute an amended Exhibit A-L as appropriate to reflect changes in the services provided by such One-Stop Partner. Upon receipt of an amended Exhibit A from a One Stop Partner, EAWDB will replace the partners' original Exhibit A-L with the amended Exhibit in the MOU and on the website.
2. Any individual One-Stop Partner may withdraw from this MOU at any time by providing notice to the Workforce Board of such One-Stop Partner's intent to withdraw. Unless otherwise agreed to by the Workforce Board and the CEOs, such withdrawal shall become effective sixty (60) days after delivery of such notice. Such withdrawal shall not (i) terminate this MOU; (ii) impact the rights and responsibilities of the remaining Parties under this MOU; (iii) relieve the withdrawing One-Stop Partner from any obligations that arise from a source outside of this MOU (including obligations that arise pursuant to the terms of a contract or grant agreement); or (iv) relieve the withdrawing One-Stop Partner from its obligations hereunder accruing prior to the effective date of its withdrawal.
3. The Workforce Board, with the agreement of the CEOs, may terminate the rights and obligations of any individual One-Stop Partner under this MOU at any time by providing notice in writing to the One-Stop Partner being terminated. Unless otherwise agreed by the Workforce Board and the CEOs, such termination shall become effective sixty (60) days after delivery of such notice. The termination of a One-Stop Partner pursuant to this section shall not (i) terminate this MOU; (ii) impact the rights and responsibilities of the remaining Parties under this MOU; (iii) relieve the terminated One-Stop Partner from any obligations that arise from a source outside of this MOU (including obligations that arise pursuant to the terms of a contract or grant agreement); or (iv) relieve the terminated One-Stop Partner from its obligations hereunder accruing prior to the effective date of its termination.

MODIFICATION PROCESS

1. When a partner wishes to modify the MOU, the Partner must first provide written notification to all signatories of the existing MOU and outline the proposed modification(s).
2. Upon notification, the EAWDB board chair or designee must ensure that discussions and negotiations related to the proposed modification take place with Partners in a timely manner and as appropriate.

Depending on the type of modification, this can be accomplished through email communications of all the parties. If the proposed modification is extensive and is met

with opposition, the board chair (or designee) may need to call a meeting of the parties to resolve the issue. Upon agreement of all parties a modification will be processed.

If the modification involves substitution of a party that will not impact any of the terms of the agreement, it can be accomplished by the original party and the new party entering into an MOU that includes the EAWDB, wherein the new party assumes the rights and obligations of the original party.

3. The EAWDB board chair (or designee) must circulate the MOU modification and secure partner signatures. The modified MOU will be considered fully executed once all signatories have reviewed and signed.

The modification may be signed in counterparts, meaning each signatory can sign a separate document as long as the board acquires signatures of each party and provides a complete copy of the modification with each party's signatures to all other parties.

ASSIGNMENT

The One-Stop Partners' rights and obligations hereunder are personal and may not be transferred, assigned, or subcontracted without the prior written consent of the Workforce Board and the CEOs and must follow the process outlined above in the MODIFICATION PROCESS section above.

SEVERABILITY

Any provision of this MOU that is deemed invalid or unenforceable shall not affect the validity or enforceability of the remaining provisions of this MOU, provided that the Parties can continue to perform their obligations under this MOU in accordance with its intent.

CONFLICTS OF INTEREST

Each Party acknowledges that with respect to this MOU, even the appearance of a conflict of interest is harmful to the EAWDB, the workforce development system and its partners' interests. Each Party shall refrain from any practices, activities, or relationships that reasonably may appear to be in conflict with the full performance of such Party's obligations under this MOU.

DISPUTE RESOLUTION

All Parties agree that they shall attempt in good faith to resolve any disputes that arise out of or that relate to this MOU, or the Parties' rights and obligations hereunder, through informal discussions among the affected One-Stop Parties, the Workforce Board, the One Stop Operator, and the CEOs. If such Parties are unable to resolve their dispute through informal discussion, such Parties agree to submit their dispute to the New Mexico State Workforce Board or its designee for resolution.

MOU RECORDKEEPING AND ADMINISTRATIVE TASKS

The EAWDB shall be responsible for maintaining the original, copies of this MOU, the Exhibits, and any amendments thereto. EAWDB shall be responsible for maintaining the EAWDB website

and ensuring that the EAWDB Website contains (i) current copies of the MOU and the Exhibits; (ii) a current list of all active One-Stop Partners and their designated representatives and contact information; and (iii) an accurate list of all currently-operating satellite workforce centers in the Workforce Area. The EAWDB will also be responsible for the development and maintenance of a referral issuing and tracking system to provide a collaborative communication tool for partners working with each of the centers.

FINANCIAL OBLIGATIONS

All parties to this MOU agree to negotiate in good faith the requirements for support of the infrastructure funding agreement (IFA) as mentioned above and required by federal law. The IFA itself and its negotiations are a separate document to this MOU. Non-agreement or dispute of provisions of the IFA shall not constitute a Non-agreement to the terms of this MOU.

The financial plan and partner responsibilities are detailed in the EAWDB's Infrastructure Funding Agreement (IFA).

PERIODIC REVIEW

Pursuant to WIOA Sections 121 (c) (g) and 20 CFR 678.500, the parties agree to review the terms of this MOU not less than once every two (2) years following the effective date or as required by state policy, to ensure appropriate delivery of services. Should the need arise Parties may review the MOU on a more frequent basis and if substantial changes have occurred and/or amend the MOU to ensure appropriate representation of the system continues. The EAWDB shall initiate and oversee periodic or requested review(s).

ONE STOP OPERATOR

The EAWDB in accordance with Uniform Guidance, WIOA and its regulations, with the approval of the CEOs and the governor, selected Eastern New Mexico University-Ruidoso to be the One Stop Operator, herein after referred to as the operator, for the area, through a competitive process. All documentation for the procurement and selection process may be accessed by written request to the EAWDB. The State requires the one stop operator be selected competitively at least every 3 years and monitored annually.

ENMU-Ruidoso is the Operator for the Eastern Area and as such has hired designated personnel to fulfill this function. The Operator for the area will ensure that the NMWCC job centers provide accessible, seamless, customer-driven services to job seekers, employers, and other stakeholders in a professional, courteous, timely and efficient manner. Major components of the work involve engaging and expanding the network of partners participating in the system, leading efforts to improve customer outcomes and customer satisfaction by enhancing, coordinating and integrating service delivery within the local area; and assisting with the development of innovative strategies and technologies to assist in improving the public workforce system in the local area, while ensuring such developments are not of duplicative of existing technologies and resources.

KEY TASKS AND RESPONSIBILITIES OF THE OPERATOR

Partner Collaboration and Coordination

- Develop strategies to improve coordinated service delivery and client outcomes
- Ensure roles and responsibilities of partners are well-defined, integrated and aligned
- Implement and monitor the negotiated one-stop partner MOU
- Act as an intermediary and facilitate meaningful collaboration and communication among EAWDB partners

One-stop Operations

- Develop and implement policy changes, process enhancements, customer service standards and plans for continuous improvement that reflect an integrated system, efficient use of resources and minimized duplication of efforts
- Ensure effective administration of day-to-day operations in partnership with the Site Manager
- Assess and ensure effective use of key performance indicators for service delivery that measures progress and impact of shared goals
- Assist with, identify and lead strategies for NMWCC partners to align services with and meet the needs of businesses seeking to utilize the NMWCC system.

Cross Training and Professional Development

- Develop strategies and facilitate cross-partner/program training and other professional development opportunities for NMWCC staff in coordination with partner organizations to ensure staff possess the knowledge, skills and abilities to support an integrated service delivery system

Outreach and Promotion

- Develop and implement strategies through coordination and collaboration with partners and site managers, to raise awareness of and access to NMWCC system services and resources

Data Analytics

- Utilize data and trends from customer information systems to inform coordinated service delivery and enhance partner collaboration

Compliance and Certification

- Ensure compliance with federal and state guidance, including WIOA and its implementing plans and regulations, as well as other federal, state and local policies applicable to the workforce development system.

The operator will not assist in the development, preparation and submission of Local plans. They cannot manage or assist in future competitive processes for selecting operators or select or terminate one stop operators, career service providers, or youth providers. The operator cannot negotiate local performance accountability measures or develop and submit budgets for activities of the EAWDB. The EAWDB is responsible for the negotiated performance measures, strategic planning, budgets, and one-stop operator oversight (including monitoring).

SITE MANAGER

The Operator will utilize the site manager to support its efforts and manage the daily operations of the NMWCC offices. Functions of the site manager may include, but are not limited to:

- Provide functional supervision of NMWCC offices and staff;
- Support the Operator in coordinating service delivery across partner programs placing priority on customer service
- Oversee operations within the center, submitted timely reports as necessary
- Ensure the operation of the centers are compliant with WIOA and its related regulations, state-defined certification criteria, all applicable contracts and agreements and local policies
- Coordinate daily work schedules, staff vacations, and workflow based on operational needs; and
- Monitor, evaluate and report on performance, customer satisfaction, and other service delivery data to the Operator and the board.

GOVERNANCE

The Operator provides guidance and oversight to the NMWCC offices and their site managers. The site manager manages the day-to-day operations of the job centers. When fulfilling services in the NMWCC job centers, all co-located partners are under the functional direction of the site manager. Those partners who may be co-located but not providing services through the job center are not under the functional supervision of the site manager. At the time that a co-located partner begins to provide such services, co-located staff fall under the functional direction of the site manager.

Strategizing, planning and direction; policy development and analysis; oversight, monitoring and evaluation of workforce development activities shall be the responsibility of the EAWDB. Management of the American Job Center network (NMWCC offices) shall be the responsibility of the Operator, acting directly or through the site manager who reports to the Operator.

NMWCC ROLES AND RESPONSIBILITIES

The Job Center Network is comprised of groups of partner programs working seamlessly and collaboratively to establish system of service delivery that best meets customer needs and leverages staff resources to provide those services in the most efficient and effective manner possible.

Each NMWCC Center in the east has at a minimum Title 1 adult, dislocated worker and youth services co-located with the Wagner Peyser Career and employment services. As such each NMWCC center will provide access to these services:

Business Services		
Serve as a point of contact for businesses, responding to all requests in a timely manner	Provide information and services related to Unemployment Insurance taxes and claims to the	Assist with disability and communication accommodations, including job coaches

	limit allowable	
Conduct outreach regarding Local workforce system's services and products	Conduct on-site Rapid Response activities regarding closures and downsizings	Develop On-the-Job Training (OJT) contracts, incumbent worker contracts, or pay-for-performance contract strategies
Provide access to labor market information	Provide customized recruitment and job applicant screening, assessment, and referral services	Provide employer and industry cluster-driven Occupational Skills Training through Individual Training Accounts with eligible training providers
Assist with the interpretation of labor market information	Conduct and or assist with job fairs and hiring events	Develop customized training opportunities to meet specific employer and/or industry cluster needs
Use of one-stop center facilities for recruiting and interviewing job applicants	Consult on human resources needs	Coordinate with employers to develop and implement layoff aversion strategies
Post job vacancies in the state labor exchange system and take and fill job orders	Provide information regarding disability awareness issues	Provide incumbent worker upgrade training through various modalities
Provide information regarding workforce development initiatives and programs	Provide information regarding assistive technology and communication accommodations	Develop, convene, or implement industry or sector partnerships

Job Seeker Services		
<u>Basic Career Services</u>	<u>Individualized Career Services</u>	<u>Training</u>
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs)
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), provided in combination with the training services described above
Job search and placement assistance (including provision of information on in-demand industry sectors and occupations and non-traditional employment	Referral to training services	On-the-Job Training (OJT)
Access to employment opportunity and labor market information	Group counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the Local workforce system	Individual counseling and career planning	Training programs operated by the public and private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individual in and out of area job search, referral, and	Skill upgrading and retraining

	placement assistance	
Information for Unemployment Insurance claim filing	Work experience, transitional jobs, registered apprenticeships, and internships	Entrepreneurial training
Determination of potential eligibility for workforce Partner services, programs, and referral(s)	Workforce preparation services (e.g., development of learning skills, punctuality, communication skills, interviewing skills, personal maintenance, literacy skills, financial literacy skills, and professional conduct) to prepare individuals for unsubsidized employment or training	Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
Information and assistance in applying for financial aid for training and education programs not provided under WIOA		Other training services as determined by the workforce partner's governing rules
		Post-employment follow-up services and support

Youth Services	
Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.	Alternative secondary school services, or dropout recovery services, as appropriate.
Paid and unpaid work experiences that have as a component academic and occupational education, which may include: Summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities.	Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved.
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate.
Supportive services.	Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.
Follow-up services for not less than 12 months after the completion of participation, as appropriate.	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.
Financial literacy education.	Entrepreneurial skills training.
Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.	Activities that help youth prepare for and transition to postsecondary education and training.

PARTNER ROLES AND RESPONSIBILITIES

All parties to this MOU agree to comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016),
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352),
- Section 504 of the Rehabilitation Act of 1973, as amended,
- The Americans with Disabilities Act of 1990 (Public Law 101-336),
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor,
- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188,
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99),
- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603),
- all amendments to each, and
- all requirements imposed by the regulations issued pursuant to these acts.

The above provisions require, in part, that no persons in the United States shall, on the grounds of race, color, national origin, sex, sexual orientation, gender identity and/or expression, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, services or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

Additionally, all Parties shall collaborate and reasonably assist each other and the operator in the development of necessary service delivery protocols for the services outlined in the partners and services section above, and commit to work with the operator for the cross training of AJC staff in the minimum eligibility requirements, enrollment processes and services available by each partner of this MOU. Partners commit to cross-training staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement. Partners will work to integrate a system to the maximum extent possible that includes:

- Effective communication and information sharing within the system and its partners,
- Joint planning and development of system design processes and the respective policy needs,
- Working with partners to unify the assessment, referral and collaborative case management processes as reasonable,
- Active involvement in joint planning, policy development and system design processes,

- Commitment to working with the operator to cross-training of staff, as appropriate, and to providing professional learning opportunities that promote increase knowledge of all partner programs to individuals providing services in the workforce development system,
- Commitment to and active involvement in working toward development of a unified mission, vision, goals and strategies,
- Participation in the development of continuous improvement processes designed to boost outcomes and increase customer satisfaction,
- Establishing a point of contact(s) to serve as liaison between the partner program and the NMWCC office,
- Working with the board, its operator and staff to develop continuous improvement processes and benchmarks to increase customer satisfaction and partner performance, and
- Participation in regular partner meetings in their communities to promote and develop all the items noted above.

CHIEF ELECTED OFFICIALS

The CEOs of the eastern area will:

- In partnership with the EAWDB and other applicable partners within the region, develop and submit a single regional local plan that includes a description of activities that shall be undertaken by the local board and its partners, and that aligns its strategic vision, goals, objectives, and workforce related policies,
- Approve the EAWDB budget and workforce centers cost allocation plan,
- Approve the selection of the One-Stop operator following the competitive procurement process, and
- Coordinate with the EAWDB to oversee the operations of the New Mexico Workforce Connection Centers in the Eastern Area.

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

The EAWDB ensures the workforce -related needs of employers, workers, and job seekers in Eastern NM are met, to the maximum extent possible with available resources. The EAWDB will, at a minimum:

- In partnership with the CEOs and other applicable partners within the local area, develop and submit a Local Plan that includes a description of the activities that shall be undertaken by the local board and its partners, and that aligns its strategic vision, goals, objectives, and workforce-related policies to the regional economy,
- In partnership with the CEOs and other applicable partners within the region, develop strategic regional vision, goals, objectives, and workforce-related policies,
- In cooperation with the local CEOs, design and approve the NMWCC system structure. This includes, but is not limited to:
 1. Adequate, sufficient, and accessible one-stop center locations and facilities,
 2. A holistic system of supporting services, and
 3. A competitively procured One-Stop Operator.
- In collaboration with the CEO, designate through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the One-Stop

Operator.

- Determine the role and day-to-day duties of the one-stop operator,
- Approve annual budget allocations for operation of the NMWCC system,
- Help the Operator recruit operational partners and negotiate MOUs with new partners,
- Review and evaluate performance of the NMWCC system and the Operator.

Specific responsibilities of the EAWDB staff include, at a minimum:

- Assist the CEO and EAWDB with the development and submission of a single local plan,
- Support the local board with the implantation and execution of the regional vision, goals, objectives, and workforce-related policies, including all duties outlined above,
- Provide operational and grant-specific guidance to the operator,
- Investigate and resolve elevated customer complaints and grievance issues,
- Prepare regular reports and recommendations to the board, and
- Oversee negotiations and maintenance of MOUs and IFAs with One-stop partners.

TERMINATION

This MOU will remain in effect until the end date specified in the *Effective Period* section unless:

- All Parties mutually agree to terminate this MOU prior to the end date.
- Federal oversight agencies charged with the administration of WIOA are unable to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this MOU succeeding the first fiscal period. Any party unable to perform pursuant to MOU due to lack of funding shall notify the other Parties as soon as the party has knowledge that funds may be unavailable for the continuation of activities under this MOU.
- WIOA is repealed or superseded by subsequent federal law.
- Local area designation is changed under WIOA.

In the event of termination, the Parties to the MOU must convene within thirty (30) to discuss the formation of the successor MOU.

EFFECTIVE PERIOD

This MOU will become effective as of the date of signing by the signatory and will terminate on June 30, 2024, unless any of the reasons in the Termination section above apply.

AUTHORIZATION

Each person signing this MOU represents and warrants that he or she is duly authorized to execute this MOU.

PARTNER SERVICES EXHIBITS

EXHIBIT A – DEPARTMENT OF WORKFORCE SOLUTIONS (DWS) AND WIOA TITLE I

The DWS administers many of the required partner programs including Wagner Peyser, Jobs for Veterans State Grants (JVSG), Unemployment Insurance (UI), and TAA. These programs along with WIOA Adult, Dislocated Worker and Youth (WIOA Title I) are co-located in all Eastern Area NMWCC offices. Services available through those programs are detailed above. Additional required partner services available under this MOU are detailed in pages of these exhibits.

EXHIBIT B – TRADE ADJUSTMENT ASSISTANCE ACTIVITIES

Trade Act programs are focused on getting customers reemployed and ensuring those individuals maintain employment. The TAA program includes but is not limited to: training, employment and case management services, job search allowances, and relocation allowances.

Individual workers who are members of a certified worker group apply for benefits and services at the NMWCC offices. Individual workers who meet the qualifying criteria may receive: job training, job-search, and relocation assistance. Additionally, all workers covered by a certification are eligible for employment and case-management services, including basic and individualized career services either through the TAA program or through and in coordination with the WIOA Title I and Wagner Peyser programs.

EXHIBIT C – RAPID RESPONSE ACTIVITIES

Rapid Response is an early intervention business service that assists workers and employers during the entire business cycle. Rapid Response coordinates layoff aversion and outplacement services for employers and workers affected by layoffs, plant closures, or natural disasters. It is not always event-driven; it is a pro-active approach to planning for and managing economic transitions. At its best, Rapid Response assists employers with their layoffs by coordinating outplacement services prior to layoff, while supporting the business by working with other state and local stakeholders who can then assist in job expansion. Rapid Response services provide an introduction to workforce systems and help workers and employers navigate the NMWCC system of resources and information to help transition workers into reemployment and assist businesses.

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

In accordance with the WIOA, the Unemployment Insurance Program is responsible to provide assistance to individuals seeking assistance in filing an unemployment claim in NMWCC offices. The meaningful assistance will be provided in the offices by offering claimants access to the website to file a claim and dedicated staff to be available by phone with dedicated call in numbers for participants to contact UI staff for questions or information regarding claims.

Eastern Area NMWCC offices do not have dedicated on site UI staff therefore, NMWCC staff provide some direct assistance to claimants and employers at NMWCC Centers. NMWCC staff are required to provide access to phones and computers to allow customers access to UI claim services. Staff also may provide limited assistance to help an individual file their claims or re-certify by assisting them with accessing and navigating the website or phone system.

Offices are also required to provide access to a space with a telephone for UI hearings. In the event a hearing is schedule the office will work with the customer and the UI division to coordinate the hearing and telephonic meeting if applicable.

EXHIBIT E – TITLE I - ADULT, DISLOCATED WORKER AND YOUTH SERVICES

Title I of the workforce development act authorizes job training and related services to unemployed or underemployed individuals. This includes workforce preparation activities, occupational skills training, customized training, incumbent worker training and on the job training. To ensure the best possible training outcomes Title I also authorizes supportive services to allow individuals to participate in training or job-related activities and allows for follow up services to be provided after completion of training and placement.

Title I will work with partners to assist with recruiting and referral for services and to provide Title I services to eligible appropriate individuals in enrolled in partner programs and services.

EXHIBIT F – VOCATIONAL REHABILITATION SERVICES

As a core partner Vocational Rehabilitation (VR) provides rehabilitation services for individuals with disabilities. Eligible customers receive multiple services that include but are not limited to: diagnostic, vocational counseling and guidance, vocational evaluation, restoration, training, job placement and employment training services. These individual services are designed to prepare VR customers to become qualified members of the workforce.

VR provides multiple services to the business community designed to assist businesses with onboarding pre-screened qualified employees with disabilities. VR supports for a new hire can include reasonable accommodation consultation, and referral on tax credits or deductions. VR also offers no-cost consultation on the American with Disability Act (ADA), accessibility standards and helping a business to retain current employees following an accident, injury or disability. Business services can help identify resources to assist organizations on how to improve access compliance and steps to diversify their workforce to include individuals with disabilities.

As a Core partner VR will provide access to a staff liaison for each office that will be the lead point of contact for referrals to VR for individuals that may qualify for or be receiving services from VR.

EXHIBIT G – ADULT EDUCATION AND LITERACY

The Adult Education and Literacy (AEL) program provides academic and vocational training opportunities to adults that, as appropriate, include but are not limited to:

- Academic instruction and education services below the postsecondary level that include an individual's ability to read, write, speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its equivalent with a transition to postsecondary education and training;
- Provide services to improve literacy levels to increase the ability to read, write, speak English, compute and solve problems at levels of proficiency necessary to function on the job, in the family and in society;
- Workplace adult literacy activities that integrate the following:
 - ✓ Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
 - ✓ Interactive literacy activities between parents or family members and their children;
 - ✓ Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and
 - ✓ Age appropriate education to prepare children for success in school and life experiences.
- English Language Acquisition activities;
- Integrated English literacy and civics;
- Workforce preparation activities; and
- Integrated education and training.

The AEL will refer individuals in need of support services to the WIOA Title I program and work collaboratively with the program for case management and service delivery for co-enrolled customers.

EXHIBIT H – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

The SCSEP program is administered by the Aging and Long-Term Services Department and in the Eastern area through Goodwill. SCSEP provides employment and training services to older New Mexicans. The program assists individuals, 55 or older, to obtain employment and providing community service through paid part-time training positions. Enrolled participants receive work experience and on-the-job training to develop new or improved skills; and support to overcome barriers to employment.

The SCSEP program will work with the local offices for referrals for potentially eligible individuals and for placement assistance as appropriate.

EXHIBIT I – TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)

The TANF program's function at its core is to assist low income families with being able to maintain food and necessities during difficult times. The goal once those basic needs are met is to assist individuals with entering the workforce and decrease dependency on public assistance. Services provided include but are not limited to: access to education, training, placement and counseling services. They also provide resume assistance, workshops, job clubs, access to educational services, work experience and on the job training assistance.

The TANF program participants register with the NMWCC offices in the Workforce Connection Online System (WCOS). This creates a natural avenue for partnership. Local offices work with TANF case management staff, where possible, to align workshops to customers in order to provide increased access to services for individuals in need.

EXHIBIT J – CARL PERKINS CAREER AND TECHNICAL EDUCATION PROGRAM

Career Technical Education (CTE) provides students of all ages with academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. The program focuses heavily on workplace competencies and career pathways to create the opportunity for individuals to progress along career ladders to continuously improve their skills based on a National Career Clusters Framework. These services in the Eastern Area are provided in community colleges.

EXHIBIT K – JOB CORPS

ROSWELL JOB CORPS CENTER (CENTER)

Agreement made by the Roswell Job Corps Center (575-347-7400), hereinafter known as the Center and the Eastern Area Workforce Development Board (575-208-2157) (eawdb.org), hereinafter known as EAWDB

WITNESSETH:

WHEREAS, Roswell Job Corps Center is an education and career-training program administered by the U. S. Department of Labor that helps eligible young people ages 16-24 improve the quality of their lives by empowering them to get great jobs and become independent. It also develops strategic partnerships with local and national employers and community service organizations.

WHEREAS, the Center's program is primarily residential. Participants in the program are provided room and board while they work towards learning a trade, which can last up to two (2) years. The program also helps students complete their high school education, if needed, and gain employment. The Center also provides career counseling and helps students transition into careers when they leave the Center. The Center also offers a program for students in the local area to live off Center and participate fully in the program. These students are called non-residents.

WHEREAS, benefits of a WIOA Youth program and Center partnership include but are not limited to: helping to maximize the level of services provided to youth in a local community; and producing efficiencies or impact that neither program could produce on their own.

WHEREAS, the parties desire to set forth in writing, as specified in the Department of Labor Policy Requirements Handbook (PRH), the agreement reached between them concerning assistance to be rendered.

NOW THEREFORE, the partnership between the Center and EAWDB:

1. There will be specific opportunities for youth co-enrolled with the Title I youth and/or the adult program.
2. The partnership will provide opportunities for additional case management and career coaching services beyond those provided by the Center.

3. Referrals to the center from the workforce connection center for potentially eligible youth.
4. The partnership will promote information sharing between programs to maximize impact and leverage resources to align system partners services with the youth in the community where the Center resides as well as in the community to which the student returns.
5. In this partnership, the EAWDB youth program will work collaboratively to co-enroll youth with the Title I program as determined appropriate by both programs. The Title I Youth program and the Center will work collaboratively on:
 - a. Case management and career coaching to include alignment of employments plans;
 - b. Sharing eligibility and barrier information with all proper releases signed;
 - c. Establishing a regular meeting schedule to discuss progress on career goals and employment plans;
 - d. Work Experience placement Opportunities;
 - e. Transition planning from active to graduate students;
 - f. Contacting youth for follow up and post exit services including supportive services; and
 - g. Sharing program performance information and documentation.
6. The Center will refer youth to the Title I Youth program for eligibility screening and enrollment of eligible youth that demonstrate a commitment to meeting program requirements and goals.
7. The Center will establish a Center contact person for collaboration of service delivery to youth, e.g. youth's career technical instructor, career counselor, staff mentor, etc.
8. The Workforce Connection Centers (WCCs), in coordination with the Center, will assist youth to register in the Workforce Connection Online System; assist completing Center students that are preparing to exit the program and connecting them to a career coach in their home community for placement or continuing career services. WCCs will also work with the Center to identify targeted populations for referral to the Job Corps program.
9. Through co-enrollment, Center students will have access to:
 - a. Additional career planning and preparation;
 - b. Supportive services such as transportation and childcare during times they are participating in program services;
 - c. Incentives for completion of training milestones such as attainment of HSE;
 - d. Workshops and training on work skills such as interviewing, resume preparation, workplace ethics;
 - e. Leadership opportunities;
 - f. Work experience;
 - g. Services such as resume development, interviewing skills, career exploration and financial literacy training,
 - h. Transition assistance including preparation for entry into post-secondary;
 - i. Access to apprenticeship opportunities available in the local area;
 - j. Possible co-enrollment with the adult program for training assistance; and
 - k. Additional case management services.

10. Board staff and the One Stop Operator will work with the Center to identify further opportunities to partner to expand career offerings and opportunities to Center students.
11. The co-enrollment process for Title I youth and the Center will begin with local non-resident students and may be expanded to include resident students as well as students from other communities within the Eastern area.

EXHIBIT L -MESCALERO APACHE RESERVATION

The WIOA program funded on the Mescalero Reservation provides residents access to job search and placement assistance, linkages to training, case management, career counseling, supportive services, classroom training, and work experience that are available to youth and adults as appropriate. The program refers individuals to the nearest NMWCC office for additional labor market information. It also provides testing as appropriate and specific job referrals as needed.

In cases of dual enrollment between Title I and the Mescalero WIOA program, service delivery is coordinated, collaborative, and non-duplicative. This includes workforce preparation activities, occupational skills training, customized training, incumbent worker training, and on-the-job training. To ensure the best possible training outcomes Title I also authorizes supportive services to allow individuals to participate in training or job-related activities and allows for follow-up services to be provided after completion of training and placement.

EXHIBIT M – EMPLOYMENT AND TRAINING SERVICES (E&T) TO SNAP

SNAP E&T is available to all Supplemental Nutrition Assistance Program (SNAP) customers between the ages of 16 and 59, who are not receiving cash benefits through HSD, applying for or receiving unemployment compensation benefits, and who are able and willing to work upon completion of the program.

The E&T program provides an assessment, development of an employment plan, educational and training components and support services to help participants prepare for, enter and advance in the workplace.

In cases of dual enrollment between Title I and the E&T SNAP program service delivery is coordinated, collaborative and non-duplicative.

Terry Christesson, Chair
EAWDB

Date

SN

Sarita Nair, NMDWS Cabinet Secretary
NM DWS

6/2/23

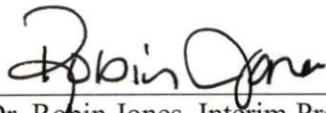
Date

Ryan Trosper

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Trosper
Date: 2023.06.12 17:04:01
-06'00'

Ryan Trosper, President
Eastern New Mexico University Ruidoso

Date



Dr. Robin Jones, Interim President
Clovis Community College

5/25/23

Date

Alisha Tafoya Lucero
Cabinet Secretary
New Mexico Corrections Dept.

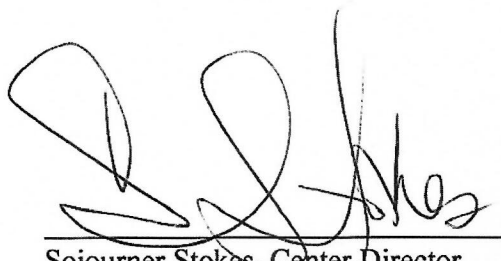
Date

Shawn Powell

Dr. Shawn Powell, President
Eastern New Mexico University, Roswell

June 12, 2023

Date



Sojourner Stokes, Center Director
Roswell Job Corps Center

4/9/2023

Date

Casey Stone-Romero
Casey Stone-Romero, Executive Director
NM Division of Vocational Rehabilitation

8/11/2023
Date



Sessa Lee, Chief Services Officer
Goodwill Industries of NM managing SCSEP

5.29.23

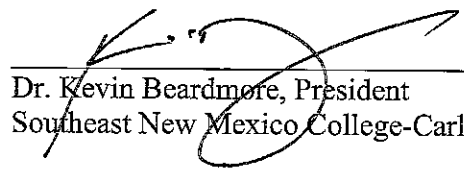
Date



Shauna Kastle, Chief Executive Officer
Goodwill Industries of New Mexico

5.29.23

Date



Dr. Kevin Beardmore, President
Southeast New Mexico College-Carlsbad

5/30/23

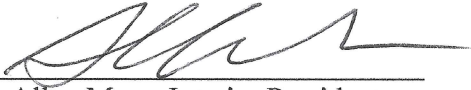
Date



Dr. Derek Moore, President
New Mexico Junior College Hobbs

5/30/23

Date



Dr. Allen Moss, Interim President
Mesalands Community College

4-5-23

Date

DocuSigned by:

Kari Armijo

1BA9EB5EAD00499

Kari Armijo, Acting Cabinet Secretary
Human Services Department

6/16/2023

Date

DocuSigned by:



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Deputy General Counsel New Mexico Human Services Department

6/15/2023

Mark Cal

Dr. Mark Cal, Associate Campus Director and
Vice President for Academic Affairs
New Mexico State University-Alamogordo

6/08/2023

Date

Bernalyn Via

Bernalyn "Gina" Via, Acting President
Mescalero Apache Tribe

7/18/23

Date

Jon Crunk, County Commissioner
EAWDB Lead CEO

Date

**INFRASTRUCTURE FUNDING AGREEMENT
ALAMOGORDO WORKFORCE CENTER
RESOURCE SHARING AGREEMENT**

PY 2023

Square Footage Calculation Basis		Budgeted Annual Shared Expense	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
			Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	Veterans	UI Tax	UI Phones	TAA	DVR	Job Corps			
Personnel	# of FTE	Assigned	4.50	2.44	1.56	1.00	1.00	0.00	1.00	0.50					12.0
		Allocation	37.50%	20.33%	13.00%	8.33%	8.33%		8.33%	4.17%					
Space		Assigned	1,068	401	217	139	89	89	-	89	45			-	1,068
		Common	1,364	512	277	177	114	114	-	114	57	-	-	-	1,364
		Total Sq Ft	2,432	912	495	316	203	203	-	203	101	-	-	-	2,432
		Sq Ft Allocation		37.50%	20.33%	13.00%	8.33%	8.33%	0.00%	8.33%	4.17%	0.00%	0.00%	0.00%	100.00%
Shared Costs															
			-	-	-	-	-	-	-	-	-	-	-	-	\$0.00
			-	-	-	-	-	-	-	-	-	-	-	-	\$0.00
			-	-	-	-	-	-	-	-	-	-	-	-	\$0.00
			-	-	-	-	-	-	-	-	-	-	-	-	\$0.00
Approved In-Kind Value	Contributions														
Shared Costs Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$0.00
Maximum Potential CAP															
Infrastructure Costs															
Utilities-Electricity	Sq Ft	6,726.45	2,522.42	1,367.71	874.44	560.54	560.54	-	560.54	280.27	-	-	-	-	\$ 6,726.45
Utilities-Water	Sq Ft	677.78	254.17	137.81	88.11	56.48	56.48	-	56.48	28.24	-	-	-	-	\$ 677.78
Utilities-Sewer/Refuse	Sq Ft	2,104.12	789.05	427.84	273.54	175.34	175.34	-	175.34	87.67	-	-	-	-	\$ 2,104.12
Utilities-Natural Gas	Sq Ft	632.39	237.15	128.59	82.21	52.70	52.70	-	52.70	26.35	-	-	-	-	\$ 632.39
Maint - Furn, Fixt, Equipment (Copier/Fax)	Sq Ft	285.25	106.97	58.00	37.08	23.77	23.77	-	23.77	11.89	-	-	-	-	\$ 285.25
Maint - Buildings & Structures (HVAC)	Sq Ft	1,488.38	558.14	302.84	193.49	124.03	124.03	-	124.03	62.02	-	-	-	-	\$ 1,488.38
Maint - Supplies (Janitorial)	Sq Ft	1,063.17	398.69	216.18	138.21	88.60	88.60	-	88.60	44.30	-	-	-	-	\$ 1,063.17
Maint - Grounds & Roadways	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Maintenance Services	Sq. Ft	7,885.12	2,956.92	1,603.31	1,025.07	657.09	657.09	-	657.09	328.55	-	-	-	-	\$ 7,885.12
Property Contents Insurance **	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Building Alterations	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
General Liability Insurance **	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Security Guard Costs	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Security Cameras & monitors (alarm)	Sq. Ft	670.36	251.39	136.31	87.15	55.86	55.86	-	55.86	27.93	-	-	-	-	\$ 670.36
Rent Of Equipment (Copier/Fax)	Sq. Ft	1,651.94	619.48	335.89	214.75	137.66	137.66	-	137.66	68.83	-	-	-	-	\$ 1,651.94
Supplies-Office Supplies	Sq. Ft	993.99	372.75	202.11	129.22	82.83	82.83	-	82.83	41.42	-	-	-	-	\$ 993.99
Supplies-Inventory -IT	Sq. Ft	1,023.81	383.93	208.18	133.10	85.32	85.32	-	85.32	42.66	-	-	-	-	\$ 1,023.81
Communication (Internet/Telephone)	Sq. Ft	5,232.85	1,962.32	1,064.01	680.27	436.07	436.07	-	436.07	218.04	-	-	-	-	\$ 5,232.85
Subscriptions & Dues	Sq. Ft	430.30	161.36	87.49	55.94	35.86	35.86	-	35.86	17.93	-	-	-	-	\$ 430.30
Postage and Mail Services	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
IT Maintenance & Support	Sq. Ft	5,800.00	2,175.00	1,179.33	754.00	483.33	483.33	-	483.33	241.67	-	-	-	-	\$ 5,800.00
Software Subscriptions	Sq. Ft	1,280.00	480.00	260.27	166.40	106.67	106.67	-	106.67	53.33	-	-	-	-	\$ 1,280.00
IT hardware upgrades	Sq. Ft	2,000.00	750.00	406.67	260.00	166.67	166.67	-	166.67	83.33	-	-	-	-	\$ 2,000.00
Financial Mgmt Cost	Sq. Ft	2,354.00	882.75	478.65	306.02	196.17	196.17	-	196.17	98.08	-	-	-	-	\$ 2,354.00
Outreach Informational materials/supplies	Sq. Ft	250.00	93.75	50.83	32.50	20.83	20.83	-	20.83	10.42	-	-	-	-	\$ 250.00
Infrastructure Total		42,549.91	15,956.22	8,651.82	5,531.49	3,545.83	3,545.83	-	3,545.83	1,772.91	-	-	-	-	\$ 42,549.91
Master Budget Total															
		\$42,549.91	\$15,956.22	\$8,651.82	\$5,531.49	\$3,545.83	\$3,545.83	\$0.00	\$3,545.83	\$1,772.91	\$0.00	\$0.00	\$0.00	\$0.00	\$42,549.91
Maximum Potential CAP															

Costs are for non-fixed items such as utilities and supplies are projections only and will be billed to partners based on actual costs incurred.

**INFRASTRUCTURE FUNDING AGREEMENT
ARTESIA WORKFORCE CENTER
RESOURCE SHARING AGREEMENT**

PY 2023

Square Footage Calculation Basis		Budgeted Annual Shared Expense	1	2	3	4	5	6	7	8	9	10	TOTAL	
			Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	Veterans	UI Phones	Job Corps	DVR	TAA			
Personnel	# of FTE	Assigned	2.50	0.61	0.39	1.00		1.00					5.5	
		Allocation	45.45%	11.09%	7.09%	18.18%		18.18%						100.00%
Space		Assigned	750	300	92	59	150		150				-	750
		Common	1,324	530	162	103	265	-	265	-	-	-	-	1,324
		Total Sq Ft	2,074	830	253	162	415	-	415	-	-	-	-	2,074
		Sq Ft Allocation	Allocation	40.00%	12.20%	7.80%	20.00%	0.00%	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Shared Costs														\$0.00
														\$0.00
														\$0.00
Approved In-Kind Value	Contributions													
Shared Costs Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$0.00
Maximum Potential CAP														
Infrastructure Costs														
Utilities-Electricity	Sq Ft	3,484.67	1,393.87	425.13	271.80	696.93	-	696.93	-	-	-	-	-	\$ 3,484.67
Utilities-Water	Sq Ft	212.88	85.15	25.97	16.60	42.58	-	42.58	-	-	-	-	-	\$ 212.88
Utilities-Sewer/Refuse	Sq Ft	571.45	228.58	69.72	44.57	114.29	-	114.29	-	-	-	-	-	\$ 571.45
Utilities-Natural Gas	Sq Ft	482.27	192.91	58.84	37.62	96.45	-	96.45	-	-	-	-	-	\$ 482.27
Maint - Furn, Fixt, Equipment (Copier/Fax)	Sq Ft	845.59	338.24	103.16	65.96	169.12	-	169.12	-	-	-	-	-	\$ 845.59
Maint - Buildings & Structures (HVAC)	Sq Ft	112.51	45.00	13.73	8.78	22.50	-	22.50	-	-	-	-	-	\$ 112.51
Maint - Supplies (Janitorial)	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Maint - Grounds & Roadways	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Maintenance Services	Sq. Ft	8,157.13	3,262.85	995.17	636.26	1,631.43	-	1,631.43	-	-	-	-	-	\$ 8,157.13
Property Contents Insurance **	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Building Alterations	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
General Liability Insurance **	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Security Guard Costs	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Security Cameras & monitors (alarm)	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Rent Of Equipment (Copier/Fax)	Sq. Ft	2,543.70	1,017.48	310.33	198.41	508.74	-	508.74	-	-	-	-	-	\$ 2,543.70
Supplies-Office Supplies	Sq. Ft	779.23	311.69	95.07	60.78	155.85	-	155.85	-	-	-	-	-	\$ 779.23
Supplies-Inventory -IT	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Communication (Internet/Telephone)	Sq. Ft	11,550.98	4,620.39	1,409.22	900.98	2,310.20	-	2,310.20	-	-	-	-	-	\$ 11,550.98
Subscriptions & Dues	Sq. Ft	94.52	37.81	11.53	7.37	18.90	-	18.90	-	-	-	-	-	\$ 94.52
Postage and Mail Services	Sq. Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
IT Maintenance & Support	Sq. Ft	5,800.00	2,320.00	707.60	452.40	1,160.00	-	1,160.00	-	-	-	-	-	\$ 5,800.00
Software Subscriptions	Sq. Ft	1,280.00	512.00	156.16	99.84	256.00	-	256.00	-	-	-	-	-	\$ 1,280.00
IT hardware upgrades	Sq. Ft	1,500.00	600.00	183.00	117.00	300.00	-	300.00	-	-	-	-	-	\$ 1,500.00
Financial Mgmt Cost	Sq. Ft	2,354.00	941.60	287.19	183.61	470.80	-	470.80	-	-	-	-	-	\$ 2,354.00
Outreach Informational materials/supplies	Sq. Ft	250.00	100.00	30.50	19.50	50.00	-	50.00	-	-	-	-	-	\$ 250.00
Infrastructure Total		40,018.93	16,007.57	4,882.31	3,121.48	8,003.79	-	8,003.79	-	-	-	-	-	\$ 40,018.93
Master Budget Total		\$40,018.93	\$16,007.57	\$4,882.31	\$3,121.48	\$8,003.79	\$0.00	\$8,003.79	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,018.93
Maximum Potential CAP														

Costs are for non-fixed items such as utilities and supplies are projections only and will be billed to partners based on actual costs incurred.

**INFRASTRUCTURE FUNDING AGREEMENT
CARLSBAD WORKFORCE CENTER
RESOURCE SHARING AGREEMENT**

PY 2023

Square Footage Calculation Basis		Budgeted Annual Shared Expense	1	2	3	4	5	6	7		8	9	10	TOTAL
			Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	Veterans	UI Phones	Job Corps	DVR	TAA			
Personnel	# of FTE	Assigned	3.50	0.00	0.00	0.00	0.00							3.5
		Allocation	100.00%											
Space		Assigned	434	-	-	-	-							434
		Common	3,511	-	-	-	-							3,511
		Total Sq Ft	3,945	-	-	-	-							3,945
	Sq Ft	Allocation	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Shared Costs														
														\$0.00
														\$0.00
														\$0.00
														\$0.00
Approved In-Kind Value	Contributions													
Shared Costs Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$0.00
Maximum Potential CAP														
Infrastructure Costs														
Utilities-Electricity	Sq Ft	9,978.73	9,978.73	-	-	-	-	-	-	-	-	-	-	\$ 9,978.73
Utilities-Water	Sq Ft	177.55	177.55	-	-	-	-	-	-	-	-	-	-	\$ 177.55
Utilities-Sewer/Refuse	Sq Ft	1,177.76	1,177.76	-	-	-	-	-	-	-	-	-	-	\$ 1,177.76
Utilities-Natural Gas	Sq Ft	865.10	865.10	-	-	-	-	-	-	-	-	-	-	\$ 865.10
Maint - Furn, Fixt, Equipment (Copier/Fax)	Sq Ft	674.53	674.53	-	-	-	-	-	-	-	-	-	-	\$ 674.53
Maint - Buildings & Structures (HVAC)	Sq Ft	1,781.11	1,781.11	-	-	-	-	-	-	-	-	-	-	\$ 1,781.11
Maint - Supplies (Janitorial)	Sq Ft	609.11	609.11	-	-	-	-	-	-	-	-	-	-	\$ 609.11
Maint - Grounds & Roadways	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Maintenance Services	Sq Ft	13,624.33	13,624.33	-	-	-	-	-	-	-	-	-	-	\$ 13,624.33
Property Contents Insurance **	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Building Alterations	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
General Liability Insurance **	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Security Guard Costs	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Security Cameras & monitors (alarm)	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Rent Of Equipment (Copier/Fax)	Sq Ft	2,490.70	2,490.70	-	-	-	-	-	-	-	-	-	-	\$ 2,490.70
Supplies-Office Supplies	Sq Ft	2,302.27	2,302.27	-	-	-	-	-	-	-	-	-	-	\$ 2,302.27
Supplies-Inventory -IT	Sq Ft	646.81	646.81	-	-	-	-	-	-	-	-	-	-	\$ 646.81
Communication (Internet/Telephone)	Sq Ft	11,252.84	11,252.84	-	-	-	-	-	-	-	-	-	-	\$ 11,252.84
Subscriptions & Dues	Sq Ft	150.00	150.00	-	-	-	-	-	-	-	-	-	-	\$ 150.00
Postage and Mail Services	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
IT Maintenance & Support	Sq Ft	5,800.00	5,800.00	-	-	-	-	-	-	-	-	-	-	\$ 5,800.00
Software Subscriptions	Sq Ft	1,280.00	1,280.00	-	-	-	-	-	-	-	-	-	-	\$ 1,280.00
IT hardware upgrades	Sq Ft	1,500.00	1,500.00	-	-	-	-	-	-	-	-	-	-	\$ 1,500.00
Financial Mgmt Cost	Sq Ft	2,354.00	2,354.00	-	-	-	-	-	-	-	-	-	-	\$ 2,354.00
Outreach Informational materials/supplies	Sq Ft	250.00	250.00	-	-	-	-	-	-	-	-	-	-	\$ 250.00
Infrastructure Total		56,914.82	56,914.82	-	-	-	-	-	-	-	-	-	-	\$ 56,914.82
Master Budget Total		\$56,914.82	\$56,914.82	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$ 56,914.82
Maximum Potential CAP														

Costs are for non-fixed items such as utilities and supplies are projections only and will be billed to partners based on actual costs incurred.

**INFRASTRUCTURE FUNDING AGREEMENT
CLOVIS COMPREHENSIVE WORKFORCE CENTER**

Clovis7,Hobbs,Eddy

PY 2023

Square Footage Calculation Basis	Budgeted Annual Shared Expense	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	#REF!	#REF!	TOTAL		
		Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	Veterans	Unempl. Insurance	UI TAX		NFJP (separate)	TANF (to WP)											
Personnel	# of FTE	Assigned	6.00	1.22	0.78	2.00	1.00	1.00	0.00	0.00	0.00	2.00								14.0		
		Allocation	42.86%	8.71%	5.57%	14.29%	7.14%	0.00%			14.29%									92.86%		
Space	Assigned	1,386	594	121	77	198	99	99	-	-	-	198	-							1,386		
	Common	8,761	3,755	763	488	1,252	626	626	-	-	-	1,252	-							8,761		
	Total Sq Ft	10,147	4,349	884	565	1,450	725	725	-	-	-	1,450	-							10,147		
	Sq Ft	Allocation	42.86%	8.71%	5.57%	14.29%	7.14%	7.14%	0.00%		0.00%	14.29%	0.00%							100.00%		
Relative Benefit (RB) Calculation Basis			All registrants in VOSS to include self serve	All registrants in VOSS minus self serve	Rapid Response individuals	Total Youth Served	Total Registrant Vets	Unemployed individuals	UI TAX does not serve Customers No Relative BEN													
Potential Benefit Population	Relative Benefit	%RB	5.322	1.557	100	176	45	6,808						SCSEP	AEL Corrections	AEL CCC	AEL Mesalands	HHS	AEL NMJC	AEL SENMJC Carlsbad	DVR	15,324.00
			34.73%	10.16%	0.65%	1.15%	0.29%	44.43%	0.00%	0.00%	0.00%	0.00%	0.01%	0.73%	0.22%	0.01%	6.17%	0.72%	0.08%	0.64%	100.00%	
Shared Costs																						
Site Manager (30%)	RB	2,400.00	833.52	243.85	15.66	27.56	7.05	1,066.25	-	-	-	-	0.16	17.54	5.17	0.31	148.16	17.38	2.04	15.35	\$2,400.00	
Operator (8881 @30%)	RB	2,664.30	925.31	270.71	17.39	30.60	7.82	1,183.67	-	-	-	-	0.17	19.47	5.74	0.35	164.48	19.30	2.26	17.04	\$2,664.30	
IT Support & supplies 25%	RB	2,900.00	1,007.17	294.66	18.92	33.31	8.52	1,288.38	-	-	-	-	0.19	21.20	6.25	0.38	179.03	21.01	2.46	18.55	\$2,900.00	
- Subscriptions (Myhub, Micro 360, Econview)		2,903.00	1,008.21	294.96	18.94	33.34	8.52	1,289.72	-	-	-	-	0.19	21.22	6.25	0.38	179.21	21.03	2.46	18.57	2,903.00	
- Hardware upgrades		2,500.00	868.25	254.01	16.31	28.71	7.34	1,110.68	-	-	-	-	0.16	18.27	5.38	0.33	154.33	18.11	2.12	15.99	2,500.00	
Printed Materials/Supplies	RB	750.00	260.47	76.20	4.89	8.61	2.20	333.20	-	-	-	-	0.05	5.48	1.62	0.10	46.30	5.43	0.64	4.80	\$750.00	
Approved In-Kind Value	Contributions		2,015.37	589.62	37.87																\$2,642.86	
Shared Costs Total-(Billed)		\$ 14,117.30	\$ 2,887.54	\$ 844.78	\$ 54.26	\$ 162.14	\$ 41.46	\$ 6,271.90	\$ -	\$ -	\$ -	\$ -	\$ 0.92	\$ 103.18	\$ 30.40	\$ 1.84	\$ 871.51	\$ 102.26	\$ 11.98	\$ 90.28	\$11,474.44	
Maximum Potential CAP																					\$14,117.30	
Infrastructure Costs																						
Property Management	Sq Ft	9,238.00	3,959.14	805.03	514.69	1,319.71	659.86	659.86	-	-	-	1,319.71	-	-	-	-	-	-	-	-	\$ 9,238.00	
Utilities Refuse	Sq Ft	23,400.00	10,028.57	2,039.14	1,303.71	3,342.86	1,671.43	1,671.43	-	-	-	3,342.86	-	-	-	-	-	-	-	-	\$ 23,400.00	
Pest Control	Sq Ft	750.00	321.43	65.36	41.79	107.14	53.57	53.57	-	-	-	107.14	-	-	-	-	-	-	-	-	\$ 750.00	
Chamber Dues	Sq Ft	335.00	143.57	29.19	18.66	47.86	23.93	23.93	-	-	-	47.86	-	-	-	-	-	-	-	-	\$ 335.00	
Internet/Telephone	Sq Ft	6,575.00	2,817.86	572.96	366.32	939.29	469.64	469.64	-	-	-	939.29	-	-	-	-	-	-	-	-	\$ 6,575.00	
Software subscriptions	Sq Ft	2,903.00	1,244.14	252.98	161.74	414.71	207.36	207.36	-	-	-	414.71	-	-	-	-	-	-	-	-	\$ 2,903.00	
Copier lease and supplies (maint)	Sq Ft	6,135.60	2,629.54	534.67	341.84	876.51	438.26	438.26	-	-	-	876.51	-	-	-	-	-	-	-	-	\$ 6,135.60	
Postage and Mail Services	Sq Ft	200.00	85.71	17.43	11.14	28.57	14.29	14.29	-	-	-	28.57	-	-	-	-	-	-	-	-	\$ 200.00	
Office & Supplies	Sq Ft	3,700.00	1,585.71	322.43	206.14	528.57	264.29	264.29	-	-	-	528.57	-	-	-	-	-	-	-	-	\$ 3,700.00	
Outreach Informational materials/supplies	Sq Ft	825.00	603.57	71.89	45.96	117.86	58.93	58.93	-	-	-	117.86	-	-	-	-	-	-	-	-	\$ 1,075.00	
IT Maintenance and support	Sq Ft	11,600.00	4,971.43	1,010.86	646.29	1,657.14	828.57	828.57	-	-	-	1,657.14	-	-	-	-	-	-	-	-	\$ 11,600.00	
Janitorial and Landscape	Sq Ft	36,600.00	15,685.71	3,189.43	2,039.14	5,228.57	2,614.29	2,614.29	-	-	-	5,228.57	-	-	-	-	-	-	-	-	\$ 36,600.00	
Maintenance	Sq Ft	5,000.00	2,142.86	435.71	278.57	714.29	357.14	357.14	-	-	-	714.29	-	-	-	-	-	-	-	-	\$ 5,000.00	
Office supplies billed to partners ordering	Sq Ft																				\$ -	
	Sq Ft																				\$ -	
	Sq Ft																				\$ -	
	Sq Ft																				\$ -	
	Sq Ft																				\$ -	
	Sq Ft																				\$ -	
	Sq Ft																				\$ -	
	Sq Ft																				\$ -	
	Sq Ft																				\$ -	
	Sq Ft																				\$ -	
Infrastructure Total		120,361.60	51,833.54	10,488.65	6,705.86	17,194.51	8,597.26	8,597.26	-	-	-	17,194.51	-	-	-	-	-	-	-	-	\$ 120,611.60	
Master Budget Total		\$134,478.90	\$54,721.09	\$11,333.43	\$6,760.12	\$17,356.66	\$8,638.71	\$14,869.16	\$0.00	\$0.00	\$0.00	\$17,194.51	\$0.92	\$103.18	\$30.40	\$1.84	\$871.51	\$102.26	\$11.98	\$90.28	\$134,728.90	
Maximum Potential CAP																						

Costs are for non-fixed items such as utilities and supplies are projections only and will be billed to partners based on actual costs incurred.

T3 business cards (\$250)

**INFRASTRUCTURE FUNDING AGREEMENT
HOBBS WORKFORCE CENTER
RESOURCE SHARING AGREEMENT**

PY 2023

Square Footage Calculation Basis		Budgeted Annual Shared Expense	1	2	3	4	5	6	7	8	9	10	11	TOTAL
			Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	Veterans	UI Phones	TAA	UI TAX	Job Corp	DVR		
Personnel	# of FTE	Assigned	5.00	1.22	0.78	2.50	0.00							9.5
		Allocation	52.63%	12.84%	8.21%	26.32%								
Space		Assigned	855	450	110	70	225	-	-	-	-	-	-	855
		Common	3,478	1,831	447	286	915	-	-	-	-	-	-	3,478
		Total Sq Ft	4,333	2,281	556	356	1,140	-	-	-	-	-	-	4,333
		Sq Ft Allocation		52.63%	12.84%	8.21%	26.32%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Shared Costs														
														\$0.00
														\$0.00
														\$0.00
Approved In-Kind Value	Contributions													
Shared Costs Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$0.00
Maximum Potential CAP														
Infrastructure Costs														
Utilities-Electricity	Sq Ft	5,280.24	2,779.07	678.09	433.54	1,389.54	-	-	-	-	-	-	-	\$ 5,280.24
Utilities-Water	Sq Ft	190.86	100.45	24.51	15.67	50.23	-	-	-	-	-	-	-	\$ 190.86
Utilities-Sewer/Refuse	Sq Ft	1,101.17	579.56	141.41	90.41	289.78	-	-	-	-	-	-	-	\$ 1,101.17
Utilities-Natural Gas	Sq Ft	900.60	474.00	115.66	73.94	237.00	-	-	-	-	-	-	-	\$ 900.60
Maint - Furn, Fixt, Equipment (Copier/Fax)	Sq Ft	774.70	407.74	99.49	63.61	203.87	-	-	-	-	-	-	-	\$ 774.70
Maint - Buildings & Structures (HVAC)	Sq Ft	6,410.43	3,373.91	823.23	526.33	1,686.95	-	-	-	-	-	-	-	\$ 6,410.43
Maint - Supplies (Janitorial)	Sq Ft	582.00	306.32	74.74	47.79	153.16	-	-	-	-	-	-	-	\$ 582.00
Maint - Grounds & Roadways	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Maintenance Services	Sq Ft	14,216.74	7,482.50	1,825.73	1,167.27	3,741.25	-	-	-	-	-	-	-	\$ 14,216.74
Property Contents Insurance **	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Building Alterations	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
General Liability Insurance **	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Security Guard Costs	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Security Cameras & monitors (alarm)	Sq Ft	544.61	286.64	69.94	44.72	143.32	-	-	-	-	-	-	-	\$ 544.61
Rent Of Equipment (Copier/Fax)	Sq Ft	2,484.39	1,307.58	319.05	203.98	653.79	-	-	-	-	-	-	-	\$ 2,484.39
Supplies-Office Supplies	Sq Ft	773.64	407.18	99.35	63.52	203.59	-	-	-	-	-	-	-	\$ 773.64
Supplies-Inventory -IT	Sq Ft	442.22	232.75	56.79	36.31	116.37	-	-	-	-	-	-	-	\$ 442.22
Communication (Internet/Telephone)	Sq Ft	6,835.74	3,597.76	877.85	561.25	1,798.88	-	-	-	-	-	-	-	\$ 6,835.74
Subscriptions & Dues	Sq Ft	494.80	260.42	63.54	40.63	130.21	-	-	-	-	-	-	-	\$ 494.80
Postage and Mail Services	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
IT Maintenance & Support	Sq Ft	5,800.00	3,052.63	744.84	476.21	1,526.32	-	-	-	-	-	-	-	\$ 5,800.00
Software Subscriptions	Sq Ft	1,280.00	673.68	164.38	105.09	336.84	-	-	-	-	-	-	-	\$ 1,280.00
IT hardware upgrades	Sq Ft	2,000.00	1,052.63	256.84	164.21	526.32	-	-	-	-	-	-	-	\$ 2,000.00
Financial Mgmt Cost	Sq Ft	2,354.00	1,238.95	302.30	193.28	619.47	-	-	-	-	-	-	-	\$ 2,354.00
Outreach Informational materials/supplies	Sq Ft	250.00	131.58	32.11	20.53	65.79	-	-	-	-	-	-	-	\$ 250.00
Infrastructure Total		52,716.15	27,745.34	6,769.86	4,328.27	13,872.67	-	-	-	-	-	-	-	\$ 52,716.15
Master Budget Total		\$52,716.15	\$27,745.34	\$6,769.86	\$4,328.27	\$13,872.67	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52,716.15
Maximum Potential CAP														

Costs are for non-fixed items such as utilities and supplies are projections only and will be billed to partners based on actual costs incurred.

**INFRASTRUCTURE FUNDING AGREEMENT
ROSWELL COMPREHENSIVE WORKFORCE CENTER**

Chaves, Lincoln, Otero

PY 2023

Square Footage Calculation Basis		Budgeted Annual Shared Expense	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTAL	
			Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	Veterans	UI	UI Tax	DVR	TAA rapid resp									
Personnel	# of FTE	Assigned	4.00	1.22	0.78	2.00	1.00												9.0	
		Allocation	44.44%	13.56%	8.67%	22.22%	11.11%	0.00%												100.00%
Space	Assigned	909	404	123	79	202	101	-											909	
	Common	2,543	1,130	345	220	565	283	-	-	-	-	-	-	-	-	-	-	-	2,543	
	Total Sq Ft	3,452	1,534	468	299	767	384	-	-	-	-	-	-	-	-	-	-	-	3,452	
	Sq Ft	Allocation	44.44%	13.56%	8.67%	22.22%	11.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%						100.00%
Relative Benefit (RB) Calculation Basis			All registrants in VOSS to include self serve	All registrants in VOSS minus self serve	Rapid Response individuals	Total Youth Served	Total Registrant Vets	Unemployed individuals	UI TAX does not serve Customers No Relative BEN	DVR	AEL ENMU Roswell	AEL NMSU Alamogordo	ENMU Roswell/Ruidoso Perkins	AEL Corrections	AEL ENMU Ruidoso	Job Corps	HHS	SCSEP		
	Potential Benefit Population	Relative Benefit	%RB	3.013	846	100	139	61	4,541	-	65	7	5	517	113	42	2	538	1	9,990.00
			30.16%	8.47%	1.00%	1.39%	0.61%	45.46%	0.00%	0.65%	0.07%	0.05%	5.18%	1.13%	0.42%	0.02%	5.39%	0.01%		100.00%
Shared Costs			0.30																	
	Site Manager (30%)	2,400.00	723.84	203.24	24.02	33.39	14.65	1,090.93	-	15.62	1.68	1.20	124.20	27.15	10.09	0.48	129.25	0.24	\$2,400.00	
	Operator (8881 @30%)	2,664.30	803.56	225.63	26.67	37.07	16.27	1,211.07	-	17.34	1.87	1.33	137.88	30.14	11.20	0.53	143.48	0.27	\$2,664.30	
	IT Support & supplies 25%	2,900.00	874.64	245.59	29.03	40.35	17.71	1,318.21	-	18.87	2.03	1.45	150.08	32.80	12.19	0.58	156.18	0.29	\$2,900.00	
	- Subscriptions (Myhub, Micro 360, Econview)	2,903.00	875.55	245.84	29.06	40.39	17.73	1,319.57	-	18.89	2.03	1.45	150.24	32.84	12.20	0.58	156.34	0.29	\$2,903.00	
	- Hardware upgrades	2,500.00	754.00	211.71	25.03	34.78	15.27	1,136.39	-	16.27	1.75	1.25	129.38	28.28	10.51	0.50	134.63	0.25	\$2,500.00	
	Printed Materials/supplies	750.00	226.20	63.51	7.51	10.44	4.58	340.92	-	4.88	0.53	0.38	38.81	8.48	3.15	0.15	40.39	0.08	\$750.00	
	Approved In-Kind Value	Contributions	1,750.19	491.43	58.09	80.74														\$2,380.45
	Shared Costs Total		\$ 14,117.30	\$ 2,507.61	\$ 704.09	\$ 83.23	\$ 115.68	\$ 86.20	\$ 6,417.08	\$ -	\$ 91.85	\$ 9.89	\$ 7.07	\$ 730.60	\$ 159.69	\$ 59.35	\$ 2.83	\$ 760.27	\$ 1.41	\$11,736.85
	Maximum Potential CAP																			
Infrastructure Costs																				
	Property admin	Sq Ft	9,238.00	4,105.78	1,252.26	800.63	2,052.89	1,026.44	-	-	-	-	-	-	-	-	-	-	-	\$ 9,238.00
	Maint-Pest Control	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Maint - Furn, Fixt, Equipment (Copier/Fax)	Sq Ft	4,700.00	2,088.89	637.11	407.33	1,044.44	522.22	-	-	-	-	-	-	-	-	-	-	-	\$ 4,700.00
	Maint - Buildings & Structures (HVAC)	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Maint - Supplies (Janitorial)	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Maint - Security/Quality Alarm	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Telephone/Internet (ZOOM)	Sq Ft	6,575.00	2,922.22	891.28	569.83	1,461.11	730.56	-	-	-	-	-	-	-	-	-	-	-	\$ 6,575.00
	Outreach Informational materials/supplies	Sq Ft	3,950.00	2,005.56	535.44	342.33	877.78	438.89	-	-	-	-	-	-	-	-	-	-	-	\$ 4,200.00
	Supplies-Inventory -IT	Sq Ft	138.74	61.66	18.81	12.02	30.83	15.42	-	-	-	-	-	-	-	-	-	-	-	\$ 138.74
	Subscriptions & Dues	Sq Ft	150.00	66.67	20.33	13.00	33.33	16.67	-	-	-	-	-	-	-	-	-	-	-	\$ 150.00
	Postage and Mail Services	Sq Ft	200.00	88.89	27.11	17.33	44.44	22.22	-	-	-	-	-	-	-	-	-	-	-	\$ 200.00
	IT Maintenance & Support	Sq Ft	11,600.00	5,155.56	1,572.44	1,005.33	2,577.78	1,288.89	-	-	-	-	-	-	-	-	-	-	-	\$ 11,600.00
	Software Subscriptions	Sq Ft	2,903.00	1,290.22	393.52	251.59	645.11	322.56	-	-	-	-	-	-	-	-	-	-	-	\$ 2,903.00
	office printed materials	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
		Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
		Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Sq Ft	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -	
Building Lease (1.5% increase each year)	Sq Ft	56,647.64	25,176.73	7,678.90	4,909.46	12,588.36	6,294.18	-	-	-	-	-	-	-	-	-	-	-	\$ 56,647.64	
Infrastructure Total		96,102.38	42,962.17	13,027.21	8,328.87	21,356.08	10,678.04	-	-	-	-	-	-	-	-	-	-	-	\$ 96,352.38	
Master Budget Total		\$110,219.68	\$45,469.77	\$13,731.31	\$8,412.10	\$21,471.77	\$10,764.24	\$6,417.08	\$0.00	\$91.85	\$9.89	\$7.07	\$730.60	\$159.69	\$59.35	\$2.83	\$760.27	\$1.41	\$110,469.68	
Maximum Potential CAP																				

Costs are for non-fixed items such as utilities and supplies are projections only and will be billed to partners based on actual costs incurred.

