

Annual Program Report
Cover Page

Program Name: Adult Education

Institution or Organization: ENMU-Roswell

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Fiscal Year: 2018-2019

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Signature of the Chief Executive Officer or Designee

8/27/19

DATE

Typed Name and Title: Dr. Shawn Powell, President

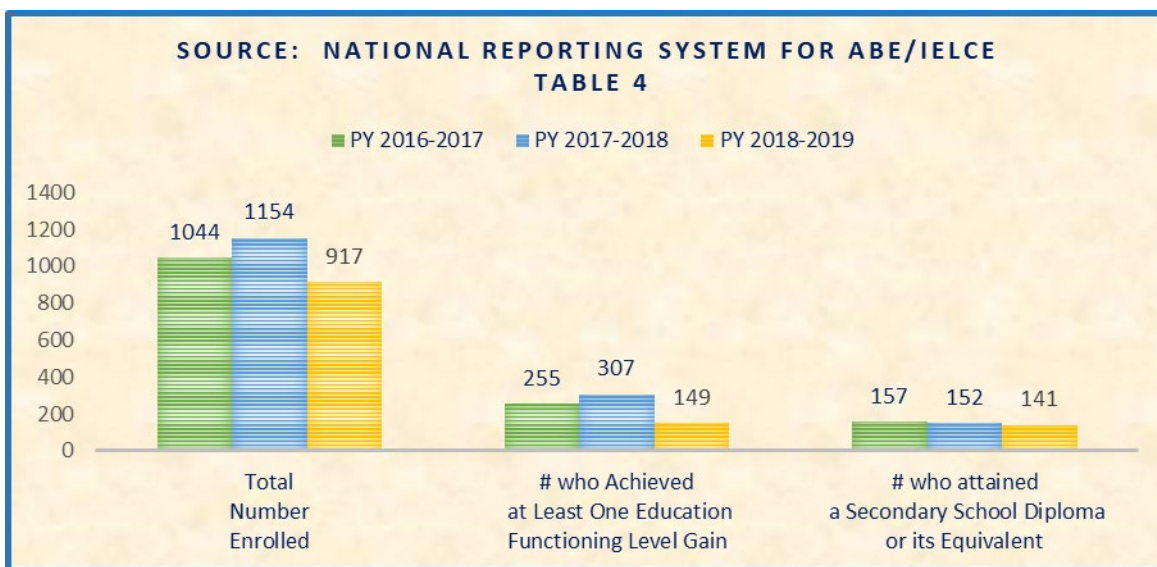
Section I. Program Narrative Report

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

- Please list your program's three highest priority goals for the 2018-2019 program year. Discuss your program's progress in meeting each of these goals.

The Roswell AE Program's three highest priority goals for the 2017-2018 program year are:

Priority One – Increase the number of students who transition to postsecondary education or training.



1. Retention was been low for the FY18-19. The total number of all students that we enrolled was 1182 but TABLE 4 showed 917 were 12+ hours and TABLE 2a showed 207 less than 12 hours which didn't add up to 1182. We have students for orientation ABE in the numbers of 10-20 attending but some students just enroll and never come back. EDL orientation declined after the immigration deportation became more actively enforced. If students only attended orientation and had no instructional hours LACES will not pick up on them as students.
2. Portales site enrollments went down considerably this year. The site started very well but has dropped enrollment. Clovis has partnered with an agency in Portales and most students are going there.
3. Grace Community Church site is a very well equipped with day care provided and on Wednesday nights they have ESL classes and on Sundays the students have 2 hours of conversations to improved English skills. Enrollment dropped half way through the year also because of the immigration deportation. Students are told that many places will report them as immigrants so many have that fear and stay close to home.

4. Evening classes for ABE were closed due to moving the instructor to work with the NMYC. Shortage of instructors caused a lot of students the lack of accessibility to continue their education because they worked daytime.
5. J&R site which had an average of enrollment of 15 was closed due to lack of retention. Right after we opened the site to teach, Immigration conducted a raid at their site.
6. Evening classes are generally 2 days and 2 hours a week. Level gains were down due to the lack of 40 hours between pre and post testing because most students that were enrolled at night work during the day, so we were unable to capture a post test. It takes a lot longer to add up to 40+ hours for these evening classes.

Priority Two – Develop community and institutional linkages that further the opportunities and education of ENMU-Roswell AE students.

Community and Institutional linkages include:

- A partnership with Sally Green, Family & Community Enrichment Specialist at Parkview Early Literacy Center, located on 1700 West Alameda. Parkview enrolls 264 students in grades 1st through 12th. The percentage of Parkview Early Literacy Center students who are on free and reduced lunch assistance (**98.9%**) is **higher** than the state average of **75.6%**. This indicates that the area has a **higher level of poverty** than the state average. Funded under the NM Pre-K Grant, we have a vision of opening a new Adult Education Site for the parents of students attending class, an explicit need in this area has been expressed by the school and parents. The NM Pre-K Grant has purchased all the furniture, educational materials, and laptops needed at the site and we are in the process of interviewing teachers. We have been working on this initiative for one year and are on the cusp of seeing it to fruition.
- AE has established a partnership with the Roswell Homeless Coalition to offer Adult Education Services to their clientele. The Roswell Police Dept. will be issuing City IDs for these individuals. Approval for these IDs has been granted for use in GED®/HiSET Testing. The Roswell Homeless Coalition bused some of these students to tour the college and attend our AE orientation. We hope to encourage these students to continue AE services and any other educational services. While talking to the students we found two students that are interested in college preparation studies. The Roswell Adult Education Department has experienced some hardships in providing services to the homeless population in Roswell and surrounding areas due to lack of community support. We have kept our partnership with the Roswell Homeless Coalition in efforts to help remedy this. Currently, we have removed our Adult Education site formerly housed at the St. John's Catholic Church for this very reason and are actively seeking out alternatives.

- Continued New Mexico Youth Challenge Academy partnership. While enrolled in the academy cadets receive the following to become productive Citizens: Education, Leadership skills, Life Coping Skills, Training, Discipline, and mentoring.
- AE will continue to work and get training to understand the NMWS VOSS System and its services and resources to refer student/client referrals as well as to communicate with other agencies.
- AE would like to eventually share an office space with a Youth Career Development Specialist from the New Mexico Workforce Connection. This will enable prompt and readily available access to Workforce Connection Services to AE Students. Currently, NMWC is sending an individual from their office during the AE student orientation to allow for a collaborative approach to meeting student's educational needs and additional career resources.
- We have recently partnered with the Job Developer from Goodwill Industries whose mission is to provide skills training, job development, and social services to New Mexicans.

Priority Three – Implement official HiSET® (High School Equivalency Test) tests at both the Chaves County Adult and Juvenile Detention Centers in collaboration with the New Mexico Workforce Connection.

We are in the final stages of implementing official HiSET® tests at both the Chaves County Adult and Detention Centers. These facilities house male and female incarcerated individuals. Memorandums of Understanding (MOU's) for both facilities have been approved and signed by all parties and we are ready to administer the official HiSET exam to males and females. Presently, we are able to offer only the paper and pencil-based version of the exam on Friday and Saturday. Testing areas in both facilities have been inspected and approved by the New Mexico High School Equivalency Director as they must meet certain specifications and testing guidelines prior to testing.

- **Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. How have these collaborations supported your program's goals?**

The Roswell AE Program has established links with the Roswell and Dexter Independent School Districts and the Portales Chamber of Commerce which houses the Public Defender's Office, Counseling and Adult Education. ENMU-Roswell's Adult Education Advisory Board is comprised of a larger board called the Comprehensive Strategy Board (CSB) which meets monthly to coordinate efforts to better serve youth and families in our region. In addition to our WIOA partners, the CSB consists of members from the following agencies: Chaves County Adult Detention Center, Chaves County Juvenile Detention Center, City of Roswell Police Department, NM State Police, Chaves County Sheriff's Office, The Assurance Home, Big Brothers Big Sisters, ENMU-Roswell, the Fifth Judicial District Attorney, Wings for Life, Juvenile Probation and Parole, Court

Appointed Special Advocates, NM Children Youth & Family Department, and the Roswell Independent School District plus so many more.

The Roswell AE Program offers classes in the following locations and receives student referrals from these entities.

The Roswell AE Program offers services/classes in the following locations:

- ENMU-Roswell ABE Department – 52 University Blvd, Roswell, NM 88203
- RCE-One-Stop Career Center – 100 South Ave A, Suite 10, Portales, NM 88130
- NM Youth Challenge (NMYC) – 131 Earl Cummings Loop, Roswell, NM 88203
- Chaves County Adult and Juvenile Detention Center- 119 East Fourth St. Roswell, NM 88201
- Hagerman Middle School- 304 Cambridge Ave, Hagerman, NM 88232

The Roswell AE Program also receives student referrals from the following entities.

- Roswell Independent School District – 300 North Kentucky Ave, Roswell, NM 88201
- Dexter Elementary School – 300 West First Street, Dexter, NM 88230
- Children, Youth & Families Department – 4 Grand Ave, Suite A, Roswell, NM 88201
- New Mexico Workforce Connection-
- Roswell Independent School District-
- Roswell Job Corps
- Roswell Literacy Council
- **Describe your participation in any statewide initiatives and how that participation has supported your program's goals.**

The Roswell Adult Education program is committed to meeting the requirements of the Adult Education (AE) and Family Literacy Act (Title II of WIOA) through alignment with the New Mexico Combined State Plan as well as the Eastern Area Workforce Development Board (EAWDB) Plan. Our partnership efforts are geared towards providing the activities that support the development of the workforce by providing foundational education necessary for such employment within Chaves and Roosevelt County.

Through alignment, the Roswell AE Program continues to work diligently integrating education and training, by providing a service approach that provides adult education and literacy activities concurrently and contextually, with workforce preparation activities and workforce training for specific occupations or occupational clusters for educational and career advancement. This approach highlights our #3 goal of “developing community and institutional linkages.”

- **Describe your program's enrollment and attendance policies and procedures and how these practices impact your program goals.**

The Roswell AE Program uses the LACES database system for all data entry and to help maintain the accuracy of student information. The system reports participant outcomes and monitors program performance. All student hours are tracked as they progress through the program. As they approach 40 hours, the Data Technician notifies the instructor that the student may be ready for another assessment test. If a student has been terminated for non-attendance after 90 days or is close to the termination date, a list is generated from LACES and a follow-up is made to encourage students back to the program. If a student is post-tested too early for any reason, such as completing the HSE process, the Director and Instructor are notified, and file documentation is made.

We have students with 12 hours or less due to the students' only attending orientation, but not returning for class instruction. These students are considered "Prospect" students and are placed on a waiting list. We follow up with these students and let them know that they have our support and encouragement while continuing to promote their active involvement in learning. Our faculty must be supportive and flexible to retain students. The goal of our teachers is not to make it hard for students, but to make it possible. We have noticed a pattern of high scoring students wanting to immediately take the official High School Equivalency Exam without having enrolled in any AE classes

What appears to be a lack of motivation with some students' is primarily due to work obligations, finances, transportation, and lack of self-confidence or study skills. For example, the location of AE is at the Roswell Industrial Center on the outskirts of town near the airport, approximately 9 miles from downtown Roswell. This distance creates a hardship for some of our students with financial or transportation restrictions. As a result, we have met a part of the transportation challenge by providing city bus vouchers for those students without any mode of travel. We have a very good relationship with the day care that is located at the ENMU-Roswell campus and we can refer students that are enrolled in AE classes. The daycare is also available 24 hours for those students that are attending our evening classes from 6 pm to 8 pm and for the I-BEST college students that have classes until 10 pm.

Section II. Student Data 2018-2019

Please enter the following information regarding student count/hours for:

- your total program
- each satellite site

	Total Program	Site: ENMU-R	Site: NMYC	Site: Portales	Site: Grace	Site: Hagerman	Site: J&R	Site: JDC	Site: CCDC
Total count of students with fewer than 12 hours (Table 2A)	207	56	2	13	10	12	0	3	31
Total count of students with 12 + hours	917	389	231	33	21	22	12	19	91
Total contact hours for students with 12 + hours	113727.34	25383.4	64087.5	1589.5	984	1186.5	302.5	1171.5	4987
Average contact hours for students with 12 + hours	124.02	65.25	277.43	48.16	46.85	53.93	25.16	61.65	54.8
Average contact hours for students with 12 + hours experiencing level gains	141	18.8	88.9	18.2	4.8	22.7	13	1	3.1
Count of all HSE graduates with 12 + hours	141	36	99	6	1	0	0	1	0
Count of HSE en Español graduates with 12 + hours	1	1	0	0	0	0	0	0	0
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	320/791=.40	59/309=.19	182/231=.79	2/25=.08	0/50=0	¼=.25	0	4/19=.21	8/91=.08
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	27/126=.21	18/80=.23	0/0=0	0/8=0	0/16=0	9/18=.5	0	0/0=0	0
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column F ABE Total on Table 4 by Column B ABE Total on Table 4)	357/791=.45	35/59=.44	99/182=.54	6/2=3	1/1=0	0/4=0	0	1/19=.05	0
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column F ESL Total on Table 4 by Column B ESL Total on Table 4)	1/126=	1/1=1	0/0=0	0/8=0	0/1=0	0/18=0	0	0/0=0	0
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	522/791=.66	129/309=.42	205/231=.89	10/2=5	5/1=5	4/4=1	0	11/19=.58	52/91=.57

Adult Education Local Provider Annual Report

2018-2019

Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	54/126=.43	40/80=.5	0/0=	2/0=0	4/1=	12/18=.66	0	0	0
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	10			2			5	0	3
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	5			2				0	3
Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested								
Hagerman has requested AE classes additional nights of instruction for the students that work during the day. We are having ESL students coming in from, Hobbs. Also, some students from Artesia will drive to Hagerman due to closed enrollment in areas that are closer to them.									
ENMU-Roswell would like to have evening classes four-nights instead of two nights for the students that work during the day. It has been difficult to find teachers to teach these classes.									
RISD would like for us to offer AE classes in the areas that are on the Northside of town. Hopefully, when we open the Family & Community Enrichment AE classes at Parkview Early Literacy Center, located on 1700 West Alameda, it will help some parents since there are no Adult Educational services in that area.									
Services have been requested in Dexter however this site was closed due to lack of an instructor to teach in the area.,									

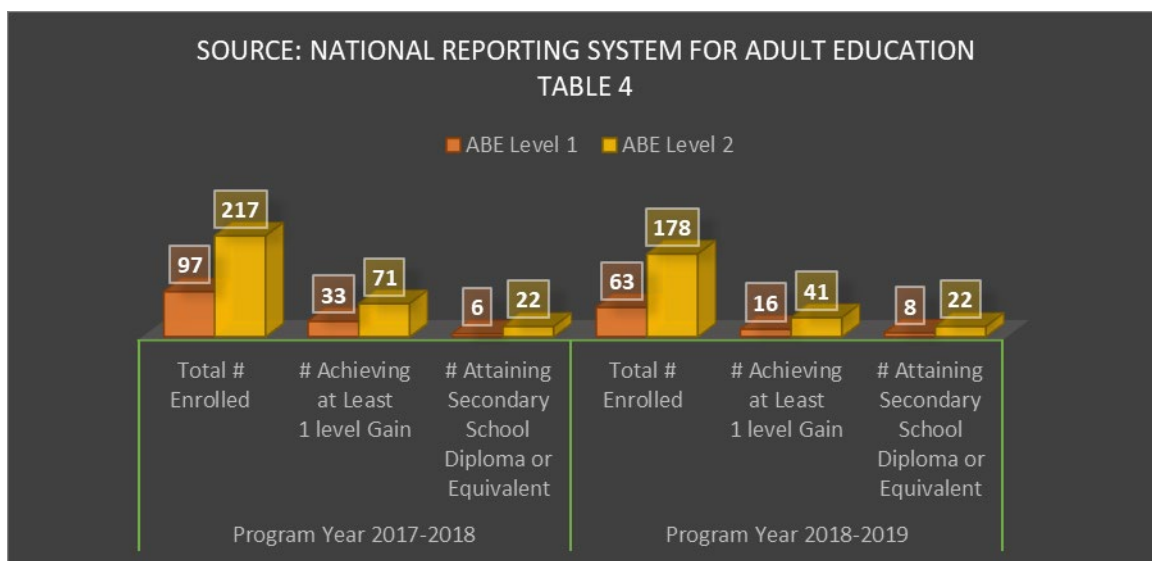
Section III. Evaluation of Program Effectiveness

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

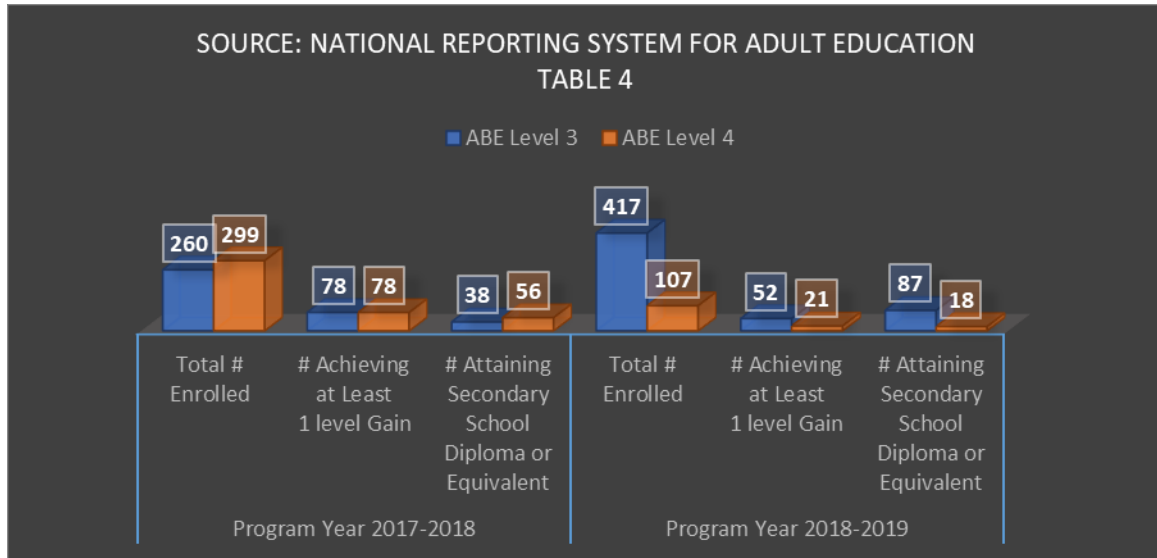
1. What approaches does your organization use to improve performance?

ENMU-Roswell staff reviews and establishes goals for students based on individual assessment results. Student's personal and professional interests and other factors, such as student work schedules, family responsibilities, and other issues are taken into consideration. Instruction is designed to meet student needs and expectations and geared to their individual goals. Goals are reviewed regularly with students and are reviewed after any assessment.

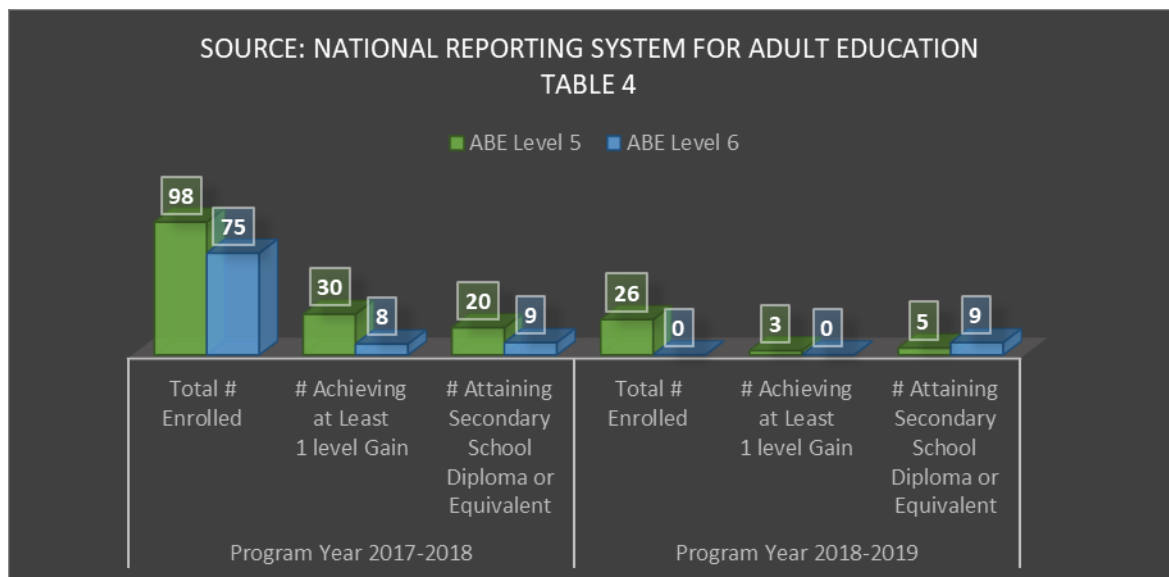
2. Describe notable outcomes, both positive and negative, you have observed in your program data.



ABE Level 1 realized a 35% decrease in the total number enrolled from PY 17/18 to PY 18/19. 33, or 34%, of those enrolled for PY 17/18 completed a level and 6, or 1.75% attained a secondary school diploma or equivalent. For PY 18/19, 16, or 25.40%, completed a level and 8 or 12.70%, attaining a secondary school diploma or equivalent. **ABE Level 2** realized a 17.97% decrease in the total number enrolled from PY 17/18 to PY 18/19. 71, or 32.72%, of those enrolled during PY 17/18 completed a level with 22, or 10.14% attaining a secondary school diploma or equivalent. For PY 18/19, 41 or 23.03% completed a level with 22, or 12.36% attaining a secondary school diploma or equivalent.



ABE Level 3 realized a 60.38% increase in the total number enrolled from PY 17/18 to PY 18/19. 78, or 30%, of those enrolled for PY 17/18 completed a level and 38, or 14.62% attained a secondary school diploma or equivalent. For PY 18/19, 78, or 26.09%, completed a level and 56 or 18.73%, attained a secondary school diploma or equivalent. **ABE Level 4** realized a 74.34% decrease in the total number enrolled from PY 17/18 to PY 18/19. 52, or 12.47%, of those enrolled during PY 17/18 completed a level and 87, or 20.86% attained a secondary school diploma or equivalent. For PY 18/19, 21 or 19.63% completed a level and 18, or 16.82% attained a secondary school diploma or equivalent.



ABE Level 5 realized a 23.47% decrease in the total number enrolled from PY 17/18 to PY 18/19. 30, or 30.61%, of those enrolled for PY 17/18 completed a level and 20, or 20.41% attained a secondary school diploma or equivalent. For PY 18/19, 8, or 10.67%, completed a level and 9 or 12%, attained a secondary school diploma or equivalent. *ABE Level 6* realized a decrease in enrollment year over year. 3, or 11.54%, of those enrolled during PY 17/18 attained a secondary school diploma or equivalent and 9, or 34.62% attained a secondary school diploma or equivalent.

3. How does your organization share promising practices among your program sites?

The Roswell Adult Education Program is preparing our students with the college and career readiness skills that will lead them to employment or to transition to post-secondary education. Adult education has also focused attention on helping parents obtain the educational skills that are necessary to become full partners in the education of their children.

The services we provide have been carefully designed through a process involving continuous evaluation of best practices and ongoing planning in dialogue with our students and staff members. Our proposed program plan reflects the emerging emphasis of New Mexico Higher Education Department (NMHED), workforce preparation, Career Pathways College and Career Readiness, as well as Integrated Education and Training that is consistent with our own program. These practices are determined through the evaluation of the needs of our students, student surveys, individual advising as well as classroom discussions.

Regular staff meetings allow the AE staff opportunity to share best practices and professional development learnings, to review relevant research and/or data, to utilize LACES for data evaluation and to discuss strategies for program improvement.

4. Describe program improvement initiatives you plan to pursue.

- Further integration of the TABE 11/12 online assessment from sole use in one off-site location (Portales), to extend use in our core location (ENMU-Roswell). Our outcomes goal is to improve the literacy and numeracy skills of their students as measured by regularly-administered standardized assessments so that our students attain a high school diploma or its equivalent that will lead them to post-secondary education, employment or on the job training.

The benefits of this transition include:

- Greater efficiency and ease of use as needed preparation of exam materials is reduced in addition to automated scoring of the exam.
- Cost Savings as paper scantron use will be reduced

- Accessibility of delivered exam content to students is improved, as online assessment tools allow manipulation of the exam from screen magnification, to highlighters, line guides, background color change, question flagging, and cross off tool use.
- Upgrade of technology at off-site locations replacing dated computers with newer ones.
- Continued Staff Professional Development Opportunities.
- The hiring of additional full-time staff as two positions remain vacant.

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

For this section, please describe how the program has provided or supported services in the workplace development, career, employment and training arena. If there is no relationship, please explain.

- 1. Please provide an estimate of FEDERAL FUNDS used during the 2018-2019 fiscal year to support Title I WIOA related activities and services through the One-Stop system.**

5.25

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

The Roswell AE Program maintains a strong relationship with the EAWDB; attending regularly scheduled meetings with all partner representatives as we continue to improve levels of collaboration. The Roswell AE Program fosters this relationship by actively participating in improving partnerships; increasing collaboration; identifying challenges to co-enrollment across programs and potential solutions, detecting areas of duplication; developing methodologies for issuing and tracking referrals; and aligning services and documents with WIOA to the maximum extent possible. We are diligent in developing and aligning services that support career pathways, clusters, and stackable credentials. WIOA and Adult Education recognize the crucial role that both programs need to continue their partnership and prepare adults to enter into the workforce or to improve their employment status. AE will also continue to emphasize the importance of teaching English and Civics and preparing adults in a comprehensive system of education and training.

The Roswell AE Program has a deep commitment to provide the educational foundation necessary for building a stronger workforce in New Mexico. Through a Memorandum of

Understanding (MOU), we work with all partner agencies to align and unify workshops, assessments and service strategies. Our emphasis is placed on increasing our outreach efforts, opportunities for workplace education, literacy services, and integrated education and training activities designed to create educational and career advancement. We collaborate with partner agencies to develop co-enrollment policies for case management, file management and documentation requirements.

We are in support of the EAWDB's workforce development goals in facilitating the development of career pathways as a strategy to assist individuals with barriers to employment, including those with disabilities, to complete the education and training needed to obtain industry recognized credentials and to meet the skill needs of businesses and employers throughout the area. Our highest priority is to continually increase an individual's ability to transition to post-secondary education, occupational training, or to obtain employment. We remain committed in providing education, training and case management services that effectively use technology, including distance learning, social media, telephone, instant messaging, and video meeting or chat. Our partnerships with programs such as Career Link empower participants to reach personal goals and to become self-sufficient. Career Link provides individuals with 20 hours a week of paid subsidized employment and activities to resolve employment barriers.

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

In supporting the strategic vision of the EAWDB of "creating a better prepared, more highly qualified workforce to support economic growth, diversity and self-sufficiency," the Roswell AE Program is committed to enhancing our strong partnership with the EAWDB and two one-stop operators—Roswell Workforce Connection Center (RWCC) and the Portales Chamber of Commerce. Through a local Memorandum of Understanding, the Roswell AE Program continues to provide activities in three specific areas—1) workplace education and literacy activities; 2) workforce preparation activities, and 3) integrated education and training activities.

A Job Development Career Coach (JDCC) funded by EAWDB will be housed at ENMU-R as an in-kind service, helping AE students improve their skills in resume writing and interview techniques in order, to obtain employment. In addition, ENMU-Roswell will have the WIOA Youth Services Coordinator available on the days that AE offer orientation so that AE students can get information about the services that NMWC has. The primary function is to equip students with employability and organizational skills for school, work, and home. Also any AE students will get

material on the types of programs that may pay a student's salary while working on obtaining a diploma and thereby getting needed experience by doing on the job training.

The Roswell AE Program partners with the Roswell WCC and Roosevelt County One-Stop to develop workforce education and literacy activities in collaboration with an employer or employee organization at a workplace or off-site location that will be designed to improve the productivity of the workforce.

Through workforce preparation activities, the Roswell AE Program works with the Roswell WCC and Roosevelt County One-Stop to implement 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, and provide the educational services for WCC's Career Links-SL clients.

We collaborate with the Roswell WCC and Roosevelt One-Stop in implementing a service approach that provides adult education and literacy activities, concurrently and contextually, with workforce preparation activities, and workforce training for a specific occupation or occupational cluster for educational and career advancement. We ensure that all contextualized curriculum and instructional materials align with OCTAE's Employability Skills Framework.

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

ENMU-Roswell AE has been given a DRAFT of the EAWDB MOU with the IFA attached.

Section V. Career Pathways Activities

For this section, please describe how the program has developed Career Pathways instructional programs and how they have been implemented in the 2018-2019 program year.

- 1. Describe how your organization's activities provide learning in context, including through integrated education and training (IET), so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency.**

The Roswell Adult Education Program considers the Workforce Development Board an important source for labor market data, identifying the workforce needs of regional employers and implementing best practices. We recognize that in order to accomplish mutual objectives, it is important to leverage existing resources, eliminate duplication of services, co-locate staff, encourage concurrent enrollment in programs, and develop career pathway programming with occupational certifications leading to other industry recognized stackable credentials and create paid skilled apprenticeships.

Collaboration with the Workforce Development Board has led to the development of a premier contextualized curriculum which aligns with OCTAE's Employability Skills Framework. Our program offers quality instruction that increases the number of students who have the skills, industry-recognized credentials, certificates, and degrees needed for employment in high-demand occupations aligned with regional workforce priorities within a "seamless network of services" leading to economic self-sufficiency for the individual and the region. Our efforts continue to identify opportunities for co-enrollment and alignment of services.

Curriculum activities include the use of WorkKeys/ ACT Career Ready 101, a computer-based system designed to improve college and career readiness to get the skills required to succeed in the workplace. This platform is used for our NMYC cadets while taking votech courses and by our college prep students that are enrolled in IBEST. These students are required to complete all their work in a college lab monitored by the content teacher as well as an AE teacher to assist any student that is struggling. WorkKeys is an employability assessment that measures different areas important to employers such as applied mathematics, graphic literacy, workplace documents. The complete WorkKeys assessment system features job skill assessment, job analysis and skill training acknowledged by three levels of certificates under the National Career Readiness Certificate™ (NCRC). Examinees that complete the Spanish-language versions of the assessment are eligible for an ACT National Career Readiness Certificate in Español.

Promethean Boards are also being utilized as one of the most effective learning tools, providing the ability to create specialized learning formats (class flow charts) for specific classes such as Science. The Promethean Board allows one to demonstrate the multitudes of science without having an actual science lab in the classroom.

Another activity used is Google Classroom, which is an educational portal that allows instructors to build an online classroom adding the possibility of blended learning, a new learning style that uses technology and a traditional classroom approach to teach students.

EdReady is also used and is an online tool that helps students in Math, Reading or English to develop the academic needs and to better prepare for college and the desired career pathway. EdReady is currently being utilized by the Roswell AE Program in our Accelerated College and Career Education (ACCE) project to target the mathematical difficulties faced by those students referred. Any adult learner will benefit from EdReady as there is material to help prepare for the High School Equivalent diploma, additionally it contains a course to plan college and career opportunities. We are very fortunate to have the NM DELT team and Cash Clifton provide professional development to AE teachers and staff including EdReady, Google Classrooms and so much more.

If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)

All of the activities provided meet the meet the three (3) requirements required for an IET Program:

1. Adult education and literacy activities: In addition to Visual Literacy preparation materials by New Readers Press, we have purchased the Mc Graw-Hill Workforce/workplace skills books that will improve AE students on the following areas: Applied Mathematics, Reading for information and locating informational skills needed for employability and career mobility.
2. Workforce preparation activities: We have purchased the Mc Graw-Hill Workforce/workplace skills books. These books are preparing our AE students on key academics to ensure success and are ready for the workforce. We have also partnered with WIOA and Career Links to provide on the job training with incentives for AE students.
3. Workforce training for a specific occupation or occupational cluster: WIOA, Adult Education and other partners are working jointly to deliver a wide variety of services in post-secondary

education, career pathways as well as the training needed to achieve economic success. With the help of our state office and WIOA we are learning and realizing the options that are available for youth and adults.

The ENMU-Roswell campus is also assisting students by providing integrated education training in IBEST classes.

Section VI. College and Career Readiness Standards

For this section, please describe the program's progress toward implementation of adult education college and career readiness standards (CCRS).

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

Our program has been carefully designed through a process involving continuous evaluation of best practices and ongoing planning in dialogue with our students and staff members. Our program plan reflects the emerging emphasis of NMHED, workforce preparation, Career Pathways, College and Career Readiness, as well as Integrated Education and Training that is consistent with our own program, through the evaluation on the needs of our students, student surveys, individual advising as well as classroom discussions. Our students come in seeking a high school diploma, however, there is a large number of adults who have earned a diploma that are still struggling with their basic skills, soft skills and so much more. It's up to our AE program to get them ready in that area.

Regular staff meetings allow the AE staff opportunity to share best practices and professional development learnings, to review relevant research and/or data, to utilize LACES for data evaluation and to discuss strategies for program improvement. Teachers are evaluated yearly and complete a plan of how professional development will be undertaken. Professional development opportunities are available to all staff consistent with individual preference and the program's improvement priorities (such as to align and integrate curriculum and instruction with CCRS). We are enthusiastic about holding our Eastern Regional Teacher's Institute Training at ENMU-Roswell. We have canceled all AE classes so that our instructors will attend this very important training. The strands that we have compiled will benefit all the teachers from our regions and we feel this is an excellent investment for the future of our students.

In the effort to increase retention and post testing, we are using TABE 11/12 which is a standardized test. The TABE is an extensive exam that tests an individual's comprehension on core skills necessary for success in education and the workplace. TABE 11/12 will only have three sections, Reading, Math, and

Language, and each are timed. The complete standard TABE paper-based version was taking students around three hours to complete. The Department of Education has approved to make changes to reduce the maximum allowable times across content areas to complete each TABE 11 & 12 subtest. TABE Online will be updated and reflect the new times as well.

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

The Roswell AE Program provides services using multiple applications. Since we are a part of ENMU-Roswell, we have the ability to provide additional services to our students. Students are able to take tests on the campus where they spend most of their time taking AE courses and preparing for tests. The ENMU-Roswell Testing Services Department provides a secure, professional, and comfortable testing environment for all students. All exams are administered according to the National Collegiate Testing Association standards and guidelines. They offer a variety of testing programs designed to meet the needs of our students, staff, faculty and the surrounding community for the purpose of aiding in retention and academic success. The Adult Education students have two exam options; The GED® The General Education Development test, an examination developed for measuring high school equivalency, and the ETS/HiSET® High School Equivalency Test, that reflects college and career readiness. They are both computer-based tests and are offered in both English and Spanish.

Classes are offered at different times during the day and in the evening in Roswell, Hagerman and in Portales to provide the flexibility students need to successfully complete their courses. We provide a full-service computer lab at both sites, which includes GED®, HiSET®, ESL instruction, and so much more. A TRIO specialist visits the Portales and Hagerman site weekly from Roswell, who informs us about the Portales and Hagerman activities and identifies the students that will need college preparation.

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

For this section, if the program received IELCE funding for 2018-2019, please describe IELCE activities and services provided by the program so far this fiscal year.

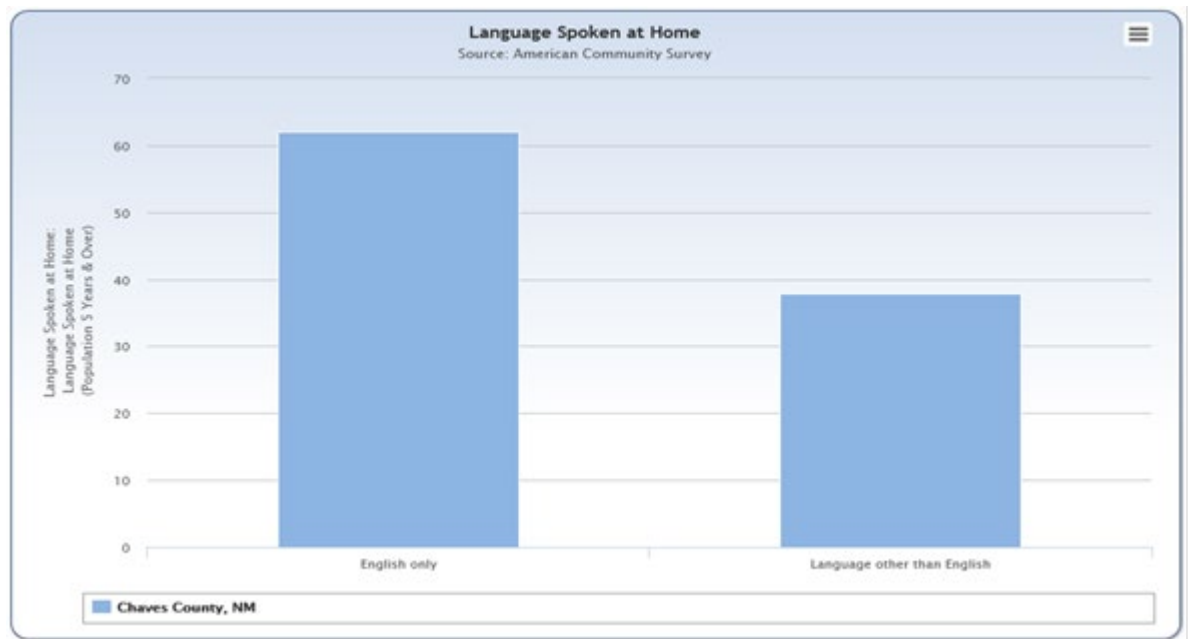
(If your program does not provide IELCE services, just indicate N/A).

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

98

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

As a Hispanic-Serving Institution, ENMU-Roswell serves an average 40% Hispanic student population in its 4,000-student enrollment, with at least 50% of the students enrolling as the first person in the family to enter college. Nationwide, 12.5% of the population lives below poverty level, but in the ENMU-Roswell region, 21% of all residents live below the poverty level and among Hispanic residents, more than 40% are below poverty level. Each year, the ENMU-Roswell Adult Education program serves over 1500 students. Roughly, one-third of these students are English Language Learners. In the last three years the ENMU-Roswell Adult Education (AE) program has averaged 316 ESL students a year. We are currently serving this number without any active recruiting. As indicated below, Chaves County has a very high percentage (37.9%) of people who speak a language that is not English at home.



Additionally, the need for additional English language acquisition programs and civics education programs is demonstrated through communications with our local collaborative network in every segment area—judicial, corrections, education, law enforcement, health, our faith community and many other community-based service areas such as the Court Appointed Special Advocates (CASA) and Wings for Life.

Perhaps the most visibly demonstrated need comes directly from the students themselves as they convey the communication barriers that prevent them from seeking available community resources, employment, education, health-related services, transportation, and safety concerns.

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

The English Literacy (EL)/Civics Program focus is on instruction and educational services that emphasize content measurable in terms of National Reporting System (NRS) accountability standards in the following areas:

1. The rights and responsibilities of citizenship
2. Civic Partnership
3. Workforce preparation
4. Workforce training for a specific occupation or occupational cluster

The program continues to help students acquire the skills and knowledge they will need to become active and informed parents, workers, and community members. English literacy and civics education classes introduce students to civics-related content and provide them with opportunities to apply that knowledge in their daily lives while building their English language and literacy skills. Also, students enrolled in the EL/Civic class are learning everything from real-life skills to career readiness skills. These students will effectively navigate pathways that will connect them to education and employment and be successful in the workforce.

All EL/Civics participants also go through a formal eight-hour orientation process that is delivered in both English and Spanish, followed by the same one-on-one evaluation process for goal setting. The Evaluator is also able to designate the specific classes that will help meet the students' individual need. Classes are offered at different times during the day and in the evening in Roswell, Hagerman and in Portales to provide the flexibility students need to successfully complete their courses.

Additionally, we have received notice from U.S. Citizenship and Immigration Services on pilot tests that will be administered in various cities to ensure that the naturalization civics test continues to serve as an accurate measure of a naturalization applicant's civic knowledge, and that it reflects best practices in adult education assessments. This is an entirely voluntary program for both organizations and students/applicants.

VIII. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2018-2019

Last Name	First Name	Position	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Pacheco-Peebles Rincon	Hilda Mathew	Director Assistant Director	Bachelors 2 Associates Degrees with honors, completing Bachelors	25 years 1 year, 3 mos.	Your Latinx Students: Initiatives for Supporting Engagement & Completion	Nov 6, 2018	ENMU-R
Pacheco-Peebles Rincon Alvarado	Hilda Mathew Nancy	Director Assistant Director ACCE Instructor	Bachelors, 2 Associates Degrees w/honors, completing Bachelors, Masters	25 years 1 year, 3 mos. 14 years	COABE National Conference	Mar 31-Apr 4, 2019	New Orleans
Directors, teachers & staff		Directors, teachers & staff			NCPN Webinar "A Useful Tool and How to Use It"	Nov 27, 2018	"ENMU-R
Directors, teachers & staff		Directors, teachers & staff			Attend all COABE Virtual Conference/training through webinars	June 2018 to June 2019	ENMU-R
Directors, teachers & staff		Directors, teachers & staff			Attend all NMDELT-ELA Tech talk through webinars	June 2018 to June 2019	"ENMU-R
Directors, Data Tech & 2 teachers		Directors, Data Tech & 2 teachers			NMAEA Conference	Sept. 18-21, 2018	"Hyatt Regency Tamaya- Santa Ana
Two AE Instructors		Two AE Instructors			NMDOH-Suicide Prevention Training	Aug. 9, 2018	OTC Roswell, NM
Pacheco- Peebles Rincon	Hilda Mathew	Director and Assistant Director			EAOWB Spring Training	May 21, 2018	Ruidoso, NM
Kyser Jordan	Michael Tom	ESL Instructors			Teachers Institute Training	May 23, 2018	Albuquerque, NM
Alvarado	Nancy	ESL/Instructor			"Teaching From the Back of the Room"	Nov. 2-3, 2018	Albuquerque, NM
Pacheco- Peebles	Hilda	Director			2019 Workforce Conference	May	Albuquerque, NM

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						10,2019	
Pacheco- Peeples	Hilda	Director			NROC Conference	March9- 13, 2019	Monterey California
Pacheco- Peeples Rincon	Hilda Mathew	Director/Assistant Director			Improve Adult Learner Engagement by Focusing on Career Alignment	May 22, 2019	ENMU-R ITC #155
Pacheco- Peeples	Hilda	Director			2019 GlobalMindED Conference	June 5-9, 2019	Denver Colorado
Pacheco- Peeples Rincon Alvarado	Hilda Mathew Nancy	Director and Assistant Director and Instructor			NMAEA/Director's Retreat	May29-31, 2019	Albuquerque, NM
Lopez	Aida				Faculty In-Service	August 2018	ENMU-R
Lopez	Aida				NMAEA Conference	10/19- 10/21/2019	ABQ Tamaya Santa Ana Pueblo
Lopez	Aida				TABE Webinar	12/19/2018	ENMU-R AE Dept.
Lopez	Aida				Tips for Adult Learners Webinar	1/14/2019	ENMU-R AE Dept.
Lopez	Aida				Campus Wide Meeting	2/22/2019	ENMU-R
Rincon Lopez	Mathew Aida	Assistant Director Data Tech	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	TABE 11/12 Certification/Training	June 2018	ENMU-R AE Dept.
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Comprehensive Strategy Board	Once per month	Chaves County Sheriff's Training Office
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Eastern Area Workforce Development Board Meetings	6/19/18, 10/29/18, 12/18/18, 3/20/19, 6/18/19	Bank of the Southwest, Roswell, NM.
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	NM DELT Digital Trainings/Webinars	Once per month	ENMU-R AE Dept.
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Travel Policy Training	7/9/18	
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	LINCS Webinar Training	8/14/18	ENMU-R AE Dept.

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Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Director's Meetings	Once per month	ENMU-R AE Dept.
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Assessment Workshop	10/5/18	ENMU-R
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	RISO Career Community Advisory Board Meeting	10/10/18	RISO
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Listen and Learn Sessions	10/11/18, 11/28/18	ENMU-R
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Juvenile Community Corrections Panel	10/16/18,5/28/19	CASA in Roswell
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Three Campus Meeting and a visit to Chaves County Detention Center	11/1/18	ENMU-R and CCDC
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	RJCC Community Relations Luncheon	12/5/18	RJCC
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Detention Center Meeting	1/22/19	CCDC
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Professional Senate Meeting	1/31/19	ENMU-R
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	CCDC Meeting and WIOA Constituents on a re-entry program	2/11/19	CCDC
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Directors Meeting in Santa Fe	2/14/19	SFCC

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Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Adult Education Day at the Roundhouse	2/15/19	Santa Fe Capitol
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Program Review	2/19/19	ENMU-R
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	P-Card Training	2/20/19, 2/20/19	ENMU -R
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Three Campus Meeting	3/7/19	ENMU-R
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	HiSETMath Readiness Webinar	4/30/19	ENMU-R AE Dept.
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Campus -Wide Meeting	4/30/19	ENMU -R
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	AEFLA/WIOA Go to Meeting	5/1/19	ENMU -R AE Dept .
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	NMAEA Board Meetings	Once per month and one face to face on 5/14/19	ENMU-R AE Dept . and ABQ.
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	SWIM Enrollment Management Demo	6/13/19	ENMU-R
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	TABE DRC Webinar	6/27/19	ENMU-R AE Dept.
Rincon	Mathew	Assistant Director	2 Associates Degrees w/honors, completing Bachelors	1 year, 3 mos	Adult Ed. Justice Initiative Webinar	6/28/19	ENMU-R AE Dept.

What professional development opportunities does your program need in the future (directors, teachers, staff, etc.)? How would your program like this professional development delivered (webinar, online, in person, combination, etc.)? (Please fill out this information in the chart below.)

Position	Professional Development Needed	Delivery Method Preferred
Data Tech-The Assistant Director and Director	LACES Nex Gen the new changes	In person or as a Webinar Live
Teachers - The Assistant Director and Director	Edmentum/EdReady and all that these programs offer	Hands on - or Webinar Live
Director and Assistant Director	WIOA and how it is working with AE to service more students	In person or as a Webinar Live
The Assistant Director and Director	Grant Writing or other resources for funding	In person or as a Webinar Live

IX. Fiscal Survey

PLEASE REVIEW AND FILL OUT THIS SECTION IN ITS ENTIRETY, ALL DONATED COSTS MUST BE TAKEN INTO CONSIDERATION

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
		N/A

2. Please indicate FY 2018-2019 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
		N/A

3. Please indicate FY 2018-2019 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
		N/A

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

N/A

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

\$10,000

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

\$30,000

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
10,000 Sq. Ft.	\$36.00	\$36,000

Alternate option:

Please indicate institution's building renewal and replacement allocation

0.00

(Please cite the source document for the amount)

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2018-2019.

Source	Amount
N/A	

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2018-2019 fiscal year.

0.00

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and submit **one single PDF document** to: adult.education@state.nm.us no later than 5:00 p.m. on September 3, 2019.

ENMU-Roswell AE has been given a DRAFT of the EAWDB MOU with the IFA attached.

Student:

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

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	18	4	0	1	2	0	182	110	0	0	44	22	2	2	387
19-24	1	2	1	2	0	2	69	71	0	0	18	12	1	0	179
25-44	1	1	3	0	1	4	61	160	0	0	12	29	1	2	275
45-54	0	0	0	0	0	1	11	34	0	0	0	4	0	0	50
55-59	0	0	0	0	0	0	3	9	0	0	0	1	0	0	13
60+	0	0	1	0	0	0	6	6	0	0	0	0	0	0	13
Total	20	7	5	3	3	7	332	390	0	0	74	68	4	4	917

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

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

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	1	0	0	1	0	20	12	0	0	5	2	1	0	42
19-24	0	1	0	0	0	0	15	15	0	0	6	9	0	0	46
25-44	0	1	0	0	1	1	28	45	0	0	1	10	0	1	88
45-54	0	0	0	0	0	0	4	17	0	0	0	1	0	0	22
55-59	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
60+	0	0	0	0	0	0	2	2	0	0	0	0	0	0	4
Total	0	3	0	0	2	1	70	95	0	0	12	22	1	1	207

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	372	147	182	15	4	2	722
Integrated Education and Training Program	0	2	7	0	0	0	9
Adult Secondary Education***	12	13	1	0	0	0	26
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	6	39	9	3	3	60
Integrated Education and Training Program	0	2	7	1	0	0	10
Integrated English Literacy and Civics Education (Sec. 243)*****	3	13	53	26	6	8	109
Integrated Education and Training Program	0	0	1	0	0	0	1
Total	387	179	275	50	13	13	917

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

The total in column H should equal the total in column P of Table 1.

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

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

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

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

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

Student:

NRS Table 4

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

Measurable Skill Gains by Entry Level

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

First Period of Participation									All Periods of Participation			
Enter ing Educ ation al Func tion ing Level (A)	Num ber of Parti cipan ts (B)	Total Num ber of Parti cipan ts Exclu ded from MSG Perfo rman ce (C)	Total Atten danc e Hour s for All Parti cipan ts (D)	Num ber Who Achi eved at Leas t One Educ ation al Func tion ing Level Gain (E)	Num ber Who Attai ned a Seco ndar y Scho ol Diplo ma or Its Reco gnize d Equiv alent (F)	Num ber Sepa rated Befor e Achi eving Mea sura ble Skill Gain s (G)	Num ber Rem ainin g in Progr am With out Mea sura ble Skill Gain s (H)	Perc enta ge Achi eving Mea sura ble Skill Gain s (I)	Total Num ber of Perio ds of Parti cipati on (J)	Total Num ber of Perio ds of Parti cipati on in Whic h Parti cipan ts Achi eved at Leas t One Educ ation al Func tion ing Level Gain (K)	Total Num ber of Perio ds of Parti cipati on in Whic h a Seco ndar y Scho ol Diplo ma or Its Reco gnize d Equiv alent Was Attai ned (L)	Perc enta ge of Perio ds of Parti cipati on with Mea sura ble Skill Gain s (M)
ABE Level 1	63	0	8040.57	16	8	31	8	38.1	63	16	8	38.1

ABE Level 2	178	0	28662.5	41	22	84	31	35.4	183	41	22	34.4
ABE Level 3	417	0	52654.57	52	87	199	79	33.3	427	52	87	32.6
ABE Level 4	107	0	13103	21	18	38	30	36.4	109	21	18	35.8
ABE Level 5	26	0	4297	3	5	5	13	30.8	26	3	5	30.8
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	791	0	106757.64	133	140	357	161	34.5	808	133	140	33.8
ESL Level 1	81	0	4267	9	1	50	21	12.3	82	9	1	12.2
ESL Level 2	22	0	1592.5	4	0	13	5	18.2	22	4	0	18.2
ESL Level 3	13	0	617	2	0	10	1	15.4	15	2	0	13.3
ESL Level 4	6	0	317	1	0	4	1	16.7	6	1	0	16.7
ESL Level 5	4	0	176.2	0	0	4	0	0	4	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	126	0	6969.7	16	1	81	28	13.5	129	16	1	13.2
Grand Total	917	0	113727.34	149	141	438	189	31.6	937	149	141	30.9

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Enter only the most recent achievement, if attained, per participant in column E or column F. No participant should have an achievement counted in both columns.
- Column G is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column H is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H.
- Column I is calculated using the following formula: $(\text{Column I}) = (\text{Column E} + \text{Column F}) / (\text{Column B} - \text{Column C})$
- Column J is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column K is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column L is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column M is calculated using the following formula: $(\text{Column M}) = (\text{Column K} + \text{Column L}) / (\text{Column J})$

- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

OMB Number 1830-0027

Student:

NRS Table 4a - Educational Functioning Level Gain

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percent age Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percent age Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percent age Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percent age Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	22	16	72.7	11	50	0	0	3	13.6
ABE Level 2	58	41	70.7	33	56.9	0	0	2	3.4
ABE Level 3	94	66	70.2	38	40.4	0	0	12	12.8
ABE Level 4	27	11	40.7	6	22.2	0	0	13	48.1
ABE Level 5	3	0	0	0	0	0	0	3	100
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	204	134	65.7	88	43.1	0	0	33	16.2
ESL Level 1	10	10	100	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percent age Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percent age Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percent age Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percent age Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Level 2	4	4	100	0	0	0	0	0	0
ESL Level 3	2	2	100	0	0	0	0	0	0
ESL Level 4	1	1	100	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	17	17	100	0	0	0	0	0	0
Grand Total	221	151	68.3	88	39.8	0	0	33	14.9

Instructions for Completing Table 4A

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

- Column J = Column I/Column B

Student:

NRS Table 4 B

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	23	6145.57	21	2	0	91.3
ABE Level 2	85	22772	58	15	12	68.2
ABE Level 3	151	38149.5	89	25	37	58.9
ABE Level 4	45	8708	15	6	24	33.3
ABE Level 5	16	3245.5	0	3	13	0
ABE Total	320	79020.57	183	51	86	57.2
ESL Level 1	17	2081.5	10	3	4	58.8
ESL Level 2	4	608.5	4	0	0	100
ESL Level 3	3	254.5	2	1	0	66.7
ESL Level 4	2	150	1	1	0	50
ESL Level 5	1	59.5	0	1	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	27	3154	17	6	4	63
Total	347	82174.57	200	57	90	57.6

Include in this table only participants who are both pre- and post-tested.

- Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula: $G = \text{Column D} / \text{Column B}$

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

Student:

NRS Table 4 C

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

Enterin g Educat ional Functi oning Level (A)	Total Num ber Enrolle d (B)	Total Attend ance Hours for All Particip ants (C)	Numb er Who Achiev ed at Least One Educat ional Functi oning Level Gain (D)	Numb er Who Attain ed a Sec ondary School Diplo ma or Its EQUIVA lent (E)	Numb er Separa ted Before Achiev ing Measu rable Skill Gains (F)	Numb er Remai ning in Progra m Withou t Measu rable Skill Gains (G)	Perce ntage Achiev ing Measu rable Skill Gains (H)	Total Num ber of Period s of Partici pation (I)	Total Num ber of Period s of Partici pation with Measu rable Skill Gains (J)	Perce ntage of Period s of Partici pation with Measu rable Skill Gains (K)
ABE Level 1	0	0	0	0	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0	0	0	0	0
ABE Level 3	1	31	0	0	1	0	0	1	0	0
ABE Level 4	0	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0
ABE Total	1	31	0	0	1	0	0	1	0	0

ESL Level 1	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0
Grand Total	1	31	0	0	1	0	0	1	0	0

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

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: (Column H) = (Column D + Column E) / (Column B)

- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$

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

Student:

NRS Table 5: Core Follow-up Outcome Achievement

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit*	122	31	25.4	124	31	25
Employment Fourth Quarter after exit*	77	31	40.3	84	36	42.9
Median Earnings Second Quarter after exit**	31	2193.22		33	2193.22	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	16	0	0	16	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	16	1	6.3	16	1	6.3

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Attained a Postsecondary Credential while enrolled or within one year of exit ****	3	0	0	3	0	0

Instructions for Completing Table 5

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

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

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

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding incarcerated individuals under section 225 of WIOA who exited the AEFLA program but are still incarcerated.

** Report in Column B (Median Earnings) the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

*** Report in Column B (secondary school credential attainment) the total number of participants who exited during the program year who were at the ninth grade equivalent educational functioning level or higher upon entry, as measured by pretest with approved NRS test, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

**** Report in Column B (postsecondary credential attainment) the total number of participants who exited during the program year who were co-enrolled in adult education and postsecondary programs, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

Column C (except for Median Earnings) is the number of participants that achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

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

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

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

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

Columns D and G are not applicable to Median Earnings.

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

Student:

NRS Table 5 A: Core Follow-up Outcome Achievement for Participants in Distance Education

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit*	0	0	0	0	0	0
Employment Fourth Quarter after exit*	0	0	0	0	0	0
Median Earnings Second Quarter after exit**	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0

Instructions for Completing Table 5a

Include only participants who are counted as distance education participants. Distance education participants are included in Table 5

Follow instructions for completing Table 5.

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

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

Student:

NRS Table 6: Participant Status and Program Enrollment

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

Participant Status on Entry into the Program (A)	Number (B)	
Employed	286	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	449	
Not in the Labor Force	182	
TOTAL	917	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	1
Grades 1-5	2	12
Grades 6-8	34	35
Grades 9-12 (no diploma)	548	65
Secondary School Diploma or alternate credential	142	8
Secondary School Equivalent	26	7
Some Postsecondary education, no degree	12	16
Postsecondary or professional degree	1	7
Unknown	0	0
TOTAL (both US Based and Non-US Based)	916	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	

Participant Status on Entry into the Program (A)	Number (B)
Institutional Programs (section 225)	
In Correctional Facility	1
In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	1

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

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

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

Employment Status definitions:

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

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

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

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

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

Staff:

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

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative / Supervisory / Ancillary Services	0	0	0
Local-level Administrative / Supervisory / Ancillary Services	3	3	0
Local Counselors	0	0	0
Local Paraprofessionals	21	0	0
Local Teachers	28	0	0
Teachers' Years of Experience in Adult Education			
Less than one year	5	0	
One to three years	7	0	
More than three years	16	0	
Teacher Certificate			
No certification	10	0	
Adult Education Certificate	16	0	
K-12 Certification	5	0	
Special Education Certification	0	0	
TESOL Certification	0	0	

Student:

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

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

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

Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome			
Increased Involvement in Children's Education	0	0	0			
Helped more frequently with school		0				
Increased contact with children's teachers		0				
More involved in children's school activities		0				
Increased Involvement in Children's Literacy Activities	0	0	0			
Reading to children		0				
Visiting library		0				
Purchasing books or magazines		0				
Left Public Assistance	0	0	0			

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

Enter in column B the total number of Family Literacy program participants enrolled during the reporting period.

Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma. Enter only one of these achievements, if attained, per participant in column C.

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Student:

NRS Table 9

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	109	25	22.9	114	25	21.9
Employment Second Quarter after exit	24	6	25	24	6	25
Employment Fourth Quarter after exit	14	3	21.4	15	4	26.7
Median Earnings Second Quarter after exit	6	3614.45		6	3614.45	

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome			
Achieved Citizenship Skills	0	0	0			
Voted or Registered to Vote	0	0	0			
Increased Involvement in Community Activities	14	12	85.7			

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	1	0	0	1	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0

Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

Student:

NRS Table 11

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	20	3	15	22	3	13.6
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	20	1	5	22	1	4.5

MSG via Secondary or Postsecondary Transcript	20	0	0	22	0	0
MSG via Progress Toward Milestones	20	0	0	22	0	0
MSG via Passing Technical/ Occupational Skills Exam	20	0	0	22	0	0
Employment Second Quarter after exit	6	4	66.7	6	4	66.7
Employment Fourth Quarter after exit	6	4	66.7	6	4	66.7
Median Earnings Second Quarter after exit	4	1501		4	1501	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	1	0	0	1	0	0

Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	1	0	0	1	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

Student:

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

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

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

Student:

NRS Table 14: Local Grantees by Funding Source

Select

NRS FY 18-19 ▼

Agency: ENMU-Roswell

Reporting

System:

Enter the number of each type of grantee (see attached definitions) directly funded by the State and the amount of Federal and State funding they receive.

Provider Agency * (A)	Total Number of Providers (B)	Total Number of IELCE Providers (C)	Total Number of Sub- Recipients (D)	WIOA Funding		State Funding	
				Total (E)	% of Total (F)	Total (G)	% of Total (H)
Local Educational Agencies							
Public or Private Nonprofit Agency							
Community-based Organizations							
Faith-based Organizations							
Libraries							
Institutions of Higher Education							
Community, Junior or Technical Colleges							
Four-year Colleges or Universities							
Other Institutions							
Other Agencies							
Correctional Institutions							
Other Institutions (non- correctional)							
All Other Agencies							

Provider Agency * (A)	Total Number of Providers (B)	Total Number of IELCE Providers (C)	Total Number of Sub- Recipients (D)	WIOA Funding		State Funding	
				Total (E)	% of Total (F)	Total (G)	% of Total (H)
Other							
Fillable field							
Total							

Instructions for Completing Table 14

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

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.
- In Column (C), report the total number of Integrated English Literacy and Civics Education (IELCE) providers receiving a grant award or contract for instructional services.
- In Column (D), report the total number of each entity receiving funds as a sub-recipient. (Entities receiving funds from a grantee as part of a consortium are to be reported in column (D).)
- In Column (F), the percentage is calculated using the following formula: Cell value in Column (E) / Total of Column (E)
- In Column (G), report the total amount of State funds contributed. This amount need not necessarily equal the non-Federal expenditure report on the Federal Financial Report.
- In Column (H), the percentage is calculated using the following formula: Cell value in Column (G) / Total of Column (G)

* Provider Agency Descriptions for Table 14

Local Educational Agencies are public boards of education or other public authorities legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State.

Community-based Organizations (CBOs) are private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.

Faith-based Organizations (FBO) are non-profit organizations associated with a faith community or multiple faith ministries.

Libraries are public state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

Community, Junior or Technical Colleges are public institutions of higher education that offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Four Year Colleges or Universities are public or private non-profit institutions of higher education that primarily offer

baccalaureate degree programs.

Other Institution of Higher Education is a public or private non-profit institution that is not a community, junior, or technical college or a four-year college or university.

Correctional Institutions are prisons, jails, reformatories, work farms, detention centers, or halfway houses, community-based rehabilitation centers, or any other similar institutions designed for the confinement or rehabilitation of criminal offenders.

Other Institutions (Non-Correctional) are any medical or special institutions not designed for criminal offenders.

All Other Agencies include other public (Federal, State, local) agencies not listed in the categories above (e.g. Public Housing Authority).

Other **categories of grantees** (e.g. nonprofit institution not described above, partnership between an employer and any entity above, etc.).

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 Peyser 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); 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 SharePoint 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-__ 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-__ 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, the EAWDB has been approved to be the One Stop Operator, herein after referred to as the operator, for the area. 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 re-competed at least every 3 years and monitored annually.

The EAWDB is the Operator for the Eastern Area and as such has hired designated personnel to fulfil 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 Managers
- 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 MANAGERS

The Operator will utilize site managers 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 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 limit allowable	Assist with disability and communication accommodations, including job coaches

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 placement assistance	Skill upgrading and retraining

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 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 final signatory below and must terminate on June 30, 2020, 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 recertify 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 scheduled the office will work with the customer and the UI division to coordinate the hearing and telephonic meeting if applicable.

EXHIBIT E – 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 assistance 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 F – ADULT EDUCATION AND LITERACY

The Adult Education and Literacy 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.

EXHIBIT G – 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 low income families with being able to maintain food and necessities during difficult times. The goal once those basic needs are met it 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 where possible to align workshops to provide more access to 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 – 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, work experience to that are available to youth and adults as appropriate. The program refers individuals to the closest NMWCC office for additional information on local labor market information, 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.

Judith Cooper, Chair
EAWDB

Date

Celina Bussey, Secretary
Secretary, NM DWS

Date

Dr. D Ryan Carstens, President
Eastern New Mexico University Ruidoso

Date

Dr. Rebecca Rowley, President
Clovis Community College

Date

Eric Erickson, Operations Manager
New Mexico Corrections Dept.

Date

Dr. Steven Gamble, Interim President
Eastern New Mexico University, Roswell

Date

Amy Briggs, Center Director
Roswell Job Corps Center

Date

Adrian Apodaca, Deputy Director
NM Division of Vocational Rehabilitation

Date

Mary Best, CEO
Goodwill Industries of NM

Date

Dr. John Gratton, President
New Mexico State University-Carlsbad

Date

Dr. Kelvin W. Sharp, President
New Mexico Junior College

Date

Ms. Natalie Gillard, VP of Academic Affairs
Mesalands Community College

Date

Amanda Hammer, VP of Business & Auxiliary
Mesalands Community College

Date

Ricky Serna, President
Luna Community College

Date

Kelvin W. Sharp, President
New Mexico Junior College

Date

Brent Earnest, Secretary
Human Services Department

Date

Ken Van Winkle, President
New Mexico State University-Alamogordo

Date

Brian Dooley, Executive Director
Region IX Education Cooperative

Date

Angelita Burma
Mescalero Apache Reservation

Date

Mayor Gary Williams
EAWDB Lead CEO

Date

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

Eastern Area Workforce Development Board Workforce Connection
Center Operating Budget

PY 18 Infrastructure Funding Agreement

EAWDB
New Mexico Workforce Connection
P. O. Box 70503
Albuquerque, NM 87197

NMWCC ONE-STOP OPERATING BUDGET

The one-stop operating budget is used to establish estimated annual costs for the NMWCC's American Job Centers' operations. These costs are to fund services and operations, and are shared across the partners as outlined below. The parties to this MOU agree that joint funding is required for the efficient operation of an integrated service delivery system and to meet the requirements of the WIOA.

The goal of the operating budget is to establish the budgets for the operations of the American Job Center System as well as to develop a local funding mechanism for the Comprehensive Center that:

- Establishes and maintains the local workforce delivery system at a level that meets the needs of the job seekers and businesses throughout the Eastern Area;
- Reduces or eliminates duplication of services and maximizes program impact through the sharing of services, resources and technology among the partners;
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement and facility costs, and;
- Ensures that costs are appropriately shared by New Mexico Workforce Connection Center (NMWCC) American Job Center (AJC) partners by determining contributions based on the proportionate use of the centers and system and the relative benefits received, and requiring that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including Uniform Guidance.

The NMWCC and its partners consider this one-stop operating budget the master budget that is necessary to maintain the American Job Centers including the comprehensive center in Clovis. It includes the following cost categories:

- Infrastructure/Facilities Cost
- Shared Costs

INFRASTRUCTURE/FACILITIES COSTS

Infrastructure costs will be allocated to -co-located partners primarily on a square footage basis and partner supplies that are specifically for a partner program will be charged to the appropriate partner. Infrastructure costs for each center are included as attachment A to this agreement.

Infrastructure and facilities cost categories may include any/all of the following:

- Building lease
- Utilities
- Janitorial
- Pest Control
- Security
- Maintenance
- Telephone
- Building Alteration (if required by ADA)
- Telephone and Fax
- Internet

- Postage & Mail Services
- Subscriptions and Dues
- It Maintenance and Support
- Financial/Property management
- Copier lease and supplies
- Office Supplies
- Printed Materials
- Equipment
- Receptionist

All costs included within the operational budgets for the centers are allocated according to partner's proportionate use. The estimated costs will be established each year based on annual budgets and all cost considerations are to be reconciled on a quarterly basis against actual costs incurred and invoiced to each partner quarterly. Co-located partners may request an adjustment to allocations based on permanent staff increases/decreases and changes to the square footage occupied in the centers. The request for adjustment should be made at a minimum (when possible) of 30 days before the start of the new quarter.

Required partners that are non-participating (not co-located) will contribute a proportionate share of shared costs based on relative benefit (number of potential clients served versus total individuals served).

Invoicing for the following counties will be billed by EAWDB fiscal staff as board held leases:

- Curry County – Clovis (Comprehensive center with shared costs) -Attachment A
- Chaves County – Roswell – Attachment B

Invoicing for the following offices will be billed by the Department of Workforce Solutions as state owned buildings:

- Otero County – Alamogordo – Attachment C
- Eddy County – Carlsbad – Attachment D
- Eddy County – Artesia – Attachment E
- Lea County – Hobbs – Attachment F

Invoicing for Lincoln County will be maintained by Eastern New Mexico University Ruidoso (ENMU-R) as the Workforce Connection Center is located on that campus:

- Lincoln County – Ruidoso – Attachment G

Partners identified within the Memorandum of Understanding (MOU) between the eastern area's New Mexico Workforce Connection centers and partners physically located in the American Job Center are designated as "Participating Partners". Other partners are designated as "Non-Participating Required Partners" and must contribute to the Infrastructure Funding Agreement. Partners identified as non-participating may provide access to the one-stop via automated online systems or telephone customer service with resources available within the center. Also, those partners will train center staff on basic programmatic and eligibility requirements for their respective programs in to provide better and more accurate information to the shared customer pool.

All non-participating partner programs, excluding Native American programs, must contribute to the cost of the infrastructure for the NMWCC comprehensive Job Center located in Curry County – Clovis. Non-Participating program customers utilize the Job Center network to access a variety of services such as:

- Using resource room computers to conduct work searches and access employment information;
- Using resource room staff assistance for the above-mentioned services as well as for general employment and career information;
- Assessment of skill levels, aptitudes, abilities and supportive service needs;
- Comprehensive and specialized assessments;
- Use of other center equipment such as fax lines, scanners, copiers or phone lines;
- Obtaining local labor market information;
- Employment services;
- Career Counseling;
- Referral and access to training services such as college or on the job training; and
- Access to employment events sponsored by the AJCs.

Proportionate share for non-participating partners is based on the completion rates for the most recent reporting year and an anticipated co-enrollment potential. The department of corrections numbers are reported statewide and the majority of those individuals are not served in the Eastern Area. Therefore, their proportionate share is calculated based on 10% of their numbers served.

SHARED COSTS

The Shared costs for the comprehensive center to be disturbed across all required partners include:

• Site Manager – 20%	\$1,600.00
• One Stop Operator at 20% of Clovis portion	\$1,776.00
• IT Support and supplies	\$2,000.00
• Printed Materials	<u>\$ 750.00</u>
	\$6,126.00

The Department of Vocational Rehab will provide sign language interpreters for the job fairs conducted across the AJC system and this will be counted as an in-kind contribution. All other non-participating required partners will be charged based on the relative benefit proportions as established in attachment A.

The Unemployment Insurance (UI) program, in seeing the value of the Job Centers to the system, has elected to contribute the maximum cap of the 1.5 % to be utilized as a contribution to the shared and infrastructure costs of the centers. Their contribution was calculated based on the number of UI applicants per county to establish relative benefit to the system.

They will continue to provide additional funding to support locations where UI Employer tax reps are to be housed.

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