

Annual Program Report
Cover Page

Program Name: South-Central Mountain Adult
Education Program

Institution or Organization: ENMU--Ruidoso

Address: 709 Mechem Drive

City: Ruidoso

County: Lincoln

Zip: 88345

Main Phone: 575-258-1730

Fax: 575-258-4781

Website: [https://ruidoso.enmu.edu/academics/adult-
basic-education/](https://ruidoso.enmu.edu/academics/adult-basic-education/)

Fiscal Year: 2018-2019

Submission Date: September 3, 2019

Program Director, Manager,
or Coordinator Name: John Hemphill

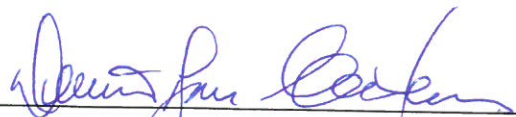
Contact Information: Phone: 575-258-1730

Email: John.hemphill@enmu.edu

Alternate Contact Name: _____

Contact Information: Phone: _____

Email: _____



Signature of the Chief Executive Officer or Designee

3 Sep 2019

DATE

Dr. D. Ryan Carstens, President ENMU Ruidoso

Typed Name and Title:

Section I. Program Narrative Report

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

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

The mission of South-Central Mountain Adult Education Program, a division of ENMU Ruidoso is to educate, counsel, and empower adult learners, 16 years of age and older, who live in Lincoln and Otero counties and are no longer attending the local public school systems. Based on each participant's goals, needs and learning preferences, the program provides opportunities for individuals to enhance their reading, writing, and math computational abilities; improve their English language skills; obtain a High School Equivalency Credential; and transition to post-secondary and skills training or careers.

Our program's three highest priority goals for the 2018-2019 program year were:

- To train and certify staff to implement TABE 11 and 12 assessment procedures
- To hire and train new staff for both the ESL program and adult education site in Capitan
- To increase community awareness of ENMU Ruidoso's educational services in the local area

FY 2019 witnessed a soft transition from the use of Wonderlic's GAIN assessment tool to the use of TABE 11 and 12 as the primary assessment and placement tool for our program. Several instructors obtained their certification to administer the TABE and participated in the "TABE Thursdays" monthly webinars provided by DRC. As of the new program year, only TABE 11/12 will be used, and instruction will be geared not only to help students obtain their HSE diploma, but also to increase measurable skill gains. The ESL component will continue to use TABE CLAS-E. To accommodate the additional time needed for testing, we plan to enhance our registration and on-boarding process by spreading out the required program orientation over several days and include such topics as self-exploration, career and educational goal setting, and work-readiness skills.

After 20 years of teaching ESL for ENMU Ruidoso, our experienced ELL instructor retired. We needed to recruit and train a new instructor to teach classes both in Ruidoso and off-site in Tularosa. A new staff member was hired and classes were started in late September. She participated in several online professional development opportunities and was trained in-house on registration procedures, FERPA regulations, how to administer and interpret the TABE CLAS-E assessment tools, and Adult Education Theory and Best Practices. The instructor also attended the NMHED intensive ESL Teacher Institute in Albuquerque in February.

Our expansion of services to Capitan to address the transportation issues of our students began with ten students attending the first session at the Capitan Library. Classes were scheduled one evening a week and on Saturday mornings. Although attendance was minimal by the end of June,

we feel that the availability of classes in Capitan helped four students to complete their HSE Certificate.

To increase community awareness of our program, we expanded the use of social media to publicize the program by updating information on our ENMU webpage; posting class schedules on the Workforce Connection Facebook page and Twitter; increasing distribution of our brochure and flyers throughout Lincoln and Otero Counties; and making presentations at public forums, job fairs, work-sites, and community meetings. We also relied on present and former students to help us “spread the word” about our services. Although our total number of NRS participants served dropped by about 18%, we assisted 18 students in obtaining their HSE diploma.

2. 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?

We rely on the resources of ENMU and our WIOA partners to help participants overcome the barriers and stresses in their daily lives and to increase student persistence and motivation in reaching their educational and career goals. Many of our WIOA partners have representatives co-located on the ENMU campus. As the need arises, we often make referrals between agencies for such services as job search, counseling and case management services, emergency food assistance, and housing.

ENMU issues student IDs to all Adult Education students, which allows them to use the university library and computer lab as well as enjoying discounts at local businesses. As students identify themselves as part of the college community, they appear to become more open to continuing their education. Student services staff have been very helpful in explaining college entrance requirements and procedures, assisting with financial aid, conducting campus tours, and discussing other appropriate topics to ensure student success. The college is also providing scholarships for GED and HiSET exam fees for those students wanting to continue their college education at ENMU Ruidoso.

We also work closely with other local social service agencies such as Lincoln County Literacy Program, which provides tutors to low literacy participants; the Juvenile Court system; local school districts, homeless shelters, and counseling centers that can provide additional wrap-around support services for our program participants.

3. Describe your participation in any statewide initiatives and how that participation has supported your program’s goals.

Our program strongly supports professional development opportunities for all staff members. Staff has participated in trainings and professional development provided by the NMDELT team to keep updated with PLATO software and other on-line resources. Staff has also attended the NMHED Teacher Institutes and annual NMAEA and COABE conferences. We have shared the

information and “best practices” learned from these events with colleagues and incorporated some of the lessons learned into our program to improve our service delivery.

4. Describe your program’s enrollment and attendance policies and procedures and how these practices impact your program goals.

When an individual comes into the Adult Education office inquiring about how to obtain their high school equivalency diploma or what other services are available, we provide general information about the program, determine eligibility, and arrange a follow-up appointment to begin the enrollment process. Each prospective student meets with the Assistant Director or an instructor to complete the intake paperwork, attend a mandatory orientation, and take a placement assessment. All intake materials are available to students with low levels of English proficiency either in their native language or through translation.

The orientation explains the attendance policy, grievance procedures, student rights and responsibilities (including FERPA), goal setting, and the general rules and regulations of the program. Individuals also learn about the opportunities available to HSE graduates of New Mexico, i.e., scholarships or career training, and begin to explore “next steps”.

After the individual has completed the assessment test and the results are processed, we review them with the student and identify the areas that need to be improved upon in order to obtain the HSE or improve their English language skills. Next, an individual educational plan is developed and the student is assigned to a class.

Upon enrollment, students sign a participant agreement that stresses student commitment and the importance of lifelong learning. Throughout their tenure in the program, the participants receive intrusive counseling to prevent “stopping-out” and ensure student success. Teachers continuously stress the importance of attendance for learning English and obtaining their HSE diploma and transitioning to post-secondary education.

We found that all of these measures are helpful for improving student retention. Nevertheless, students are often conflicted between work and family responsibilities. Sometimes, they are forced to reduce their studies to a lower priority. We try to help students identify achievable goals and tailor learning activities toward an individualized study model. These efforts are aimed at making more efficient use of their time and focusing on their specific learning needs to increase motivation. We believe these actions have contributed to the success of our students obtaining their diplomas, pursuing post-secondary education, training opportunities, and attaining family supporting jobs.

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: Ruidoso	Site: Tularosa	Site: IMG- Mescalero	Site: Carrizozo	Site: Capitan
Total count of students with fewer than 12 hours (Table 2A)	71	61	5	1	2	1
Total count of students with 12 + hours	125	114	6	1	2	2
Total contact hours for students with 12 + hours	7211.75	6537.75	511.5	74.75	29	58.75
Average contact hours for students with 12 + hours	57.69	57.35	85.25	82.5	14.5	29.38
Average contact hours for students with 12 + hours experiencing level gains	77.7	78.1	115.5	74.75	30	77.13
Count of all HSE graduates with 12 + hours	11	11				
Count of HSE en Español graduates with 12 + hours	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)	43	41.4		100	50	100
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	78.1	74.1	100			
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column G ABE Total on Table 4 by Column B ABE Total on Table 4)	32.3	37.9		0	50	0
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total on Table 4)	25	33.3	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)	47.3	48.3		100	50	0
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)	62.5	55.6	100			
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0	0	0	0	0	0
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	0	0	0	0	0	0

Adult Education Local Provider Annual Report**2018-2019**

Please provide a list of communities or organizations requesting services or additional service from your program.		Service Requested
Hondo		ESL classes
Lincoln County Detention Center		HSE Classes

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?

So that our students can have a relatively successful experience while attending our program, we try to be extremely responsive to the individual needs of our students by providing instructional activities from the most basic skill levels to post-graduate assistance in a safe and comfortable learning environment.

Our program has had a great deal of success by tailoring learning activities toward an individual study model with more one-on-one contact time for students. We schedule classes at times and locations that are most convenient for our participants. HSE classes are held on the main campus in Ruidoso and at our satellite sites in Mescalero, Capitan, and Carrizozo in the mornings, afternoons, evenings, and Saturdays. The ESL component provides services four days a week at two locations—evenings in Ruidoso and mornings/afternoons in Tularosa. Being more efficient with a student's time and focusing on one's specific needs has increased motivation and persistence. The use of peer-teaching strategies and specialized mini-modules for difficult subjects such as math and reading, have also produced excellent results.

A review of our most recent data shows that a majority of our student population is between the ages of 16 and 44 years of age. Students come to us wanting to make a better life for themselves and their families. They now realize that education or training is a way to reach that goal, but they need that high school diploma and better basic literacy, math, and computer skills. We have been able to provide additional support for those with reading challenges by offering access to ReadingPlus software that helps improve comprehension, fluency and vocabulary skills. ReadingPlus student data for this program year indicated that there were 22 students in the database. Of those students, only 17 were consistently active and their Silent Reading Average Reading Rate gain was 47 words per minute.

In the ESL classes, a Ventures textbook is given to each participant, which covers a variety of topics relevant to the everyday lives of the students as well as audio/visual materials that can be computer accessed. The classes are more discussion-based than lecture-based to encourage students to speak more English individually or in small groups. The program also hosts informal monthly “conversation hours” in English for students who cannot regularly attend evening classes and for those who want extra practice. The ESL instructor and native English speakers from the community facilitate these sessions. Students have the opportunity to meet community members, practice their English outside of class, and get to know a popular local hangout spot. These activities helped our English language learners build confidence in their language skills and encouraged them to find employment, grow within their current place of employment, and become naturalized citizens. One student obtained a full-time job with the U.S. Postal Service and another found full-time employment with the Inn of the Mountain Gods.

One of our goals for the program was to foster community engagement and cultural understanding. We wanted students to have the opportunity to explore new adventures,

socialize, and create memories outside the classroom. We organized cultural field trips to the Spencer Theater to attend the performances of Ballet Folklorico and the *Wizard of Oz*. Seventeen students travelled to Sante Fe, many for the first time, to visit the State Capitol and other points of interest including Meow Wolf, Loretto Chapel, Santa Fe Plaza, and San Miguel Chapel. The ESL program participated in intramural leagues sponsored by Ruidoso Parks and Recreation. Our Adult Ed volleyball team, which included five ESL students and two ENMU college students, won the Adult Co-Ed 2019 Championship.

This year ENMU Ruidoso held its first Student Awards Banquet on May 3, which was attended by more than 100 community members, students, faculty and staff. Eight of our students, both ESL and ABE, were inducted into the ENMU Adult Education Honor Society, including our "Outstanding Adult Education Student of the Year". The college also recognized one of our ESL students with the "Community Impact Award" for leadership.

The ENMU Ruidoso Adult Education graduation ceremony was held jointly with the college's graduation at the Inn of the Mountain Gods on May 9. Seventeen of our graduates proudly walked across the stage to receive their "Certificate of Completion" of their HSE Credential. Several of our students are continuing their education at ENMU and many others have obtained full-time employment in the local area.

Many of our efforts are focusing on building collaborative efforts with our WIOA partners and other local social service agencies and businesses. Since we are a small rural community of predominately low-income people, it is important that we make the linkages necessary to help our students find employment and the support services necessary to keep a job, meet family responsibilities, and pursue their educational goals. An example of this is our close collaboration with the WIOA Youth Program that not only provides a stipend to students while studying for their HSE exams, but also provides a work experience and funds for educational supplies for training programs or college classes. We also work closely with ENMU student services who have worked with our students to provide dual enrollment opportunities and financial aid assistance when appropriate.

Additionally, we are continuing to develop syllabi for each subject area that emphasizes a common core basis of instruction and an integration of workforce skills and career pathways activities. The intent is to help prepare our students to become highly effective members of the local workforce as well as competent learners.

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

During FY 2019, we served 125 NRS eligible participants (93 ABE and 32 ESL; 41.6% of these students achieved measurable skill gains. We pre- and post-tested 65 participants and 38 of those tested achieved an EFL gain (58.5%). There were 13 HSE graduates (11 NRS eligible, 2 non-NRS). Six students were concurrently enrolled in the WIOA Youth program.

From analyzing the NRS Tables, we observed an 18% decrease in NRS eligible students from the previous fiscal year. We believe that our numbers are affected by the improved local economy, which encourages participants to "stop-out" and seek employment in our local Leisure

and Hospitality job sector for much needed income. In addition, our ESL population has expressed concerns about unsettling news of the border crisis, fears of immigration raids and concern for family members.

A major challenge to program success is having students who start the program and do not complete it or make sufficient gains. Our students are highly motivated, but most of the time it is the barriers and stresses from everyday life that keeps them away from focusing on their goals. That is why we feel it is so important to establish a network of support services to help our students address these issues.

Our programming at the Inn of the Mountain Gods had limited participation this year. Although participants were paid incentives and able to attend classes while on the clock, supervisors did not let employees go to class until their work assignments were completed. Additional hours were scheduled to provide more study time for students, but this did not change the situation. In addition, there were several technology challenges – either insufficient access or no technology available. The instructor could not use ReadingPlus software or access Khan Academy for math tutorials or schedule GAIN assessments as needed. Due to a reorganization of the Human Resources Unit at the Inn, classes have not been active since the end of June, and we are reconsidering our on-site relationship with the organization. The two regularly attending students have been invited to continue their studies at the main ENMU campus.

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

The Assistant Director meets with individual staff members at least once a week to share updates and important changes that might affect program performance. Additionally, we use emails or telephone communication as needed to share timely information. We also have scheduled mandatory staff meetings attended by staff from the main campus and our satellite sites to keep staff up-to-date on program activities and to share best practices and information learned through individual research, webinars, or attendance at conferences.

4. Describe program improvement initiatives you plan to pursue.

Some of the program continuous improvement initiatives we have identified for the next fiscal year are:

- The AE program will introduce more robust tracking procedures by instituting digital records for time-keeping and attendance
- We will be working with many first semester general education course instructors to provide integrated instruction of basic skills to improve retention and student success
- Our aim is to return to the I-BEST model in EMS and provide a tested integrated teaching model and employability readiness skills for our students

- We will expand our hours of operations to Monday-Thursday 8am-8pm, Friday 8am-5pm, and Saturday 10am-3pm to meet student availability needs
- We will strengthen our WIOA Youth partnership due to our new in-house contract by including their workshops in the AE classroom through regularly scheduled career-readiness programming
- We plan to prioritize dual enrollment to AE students with academic support services of the “Success Emporium” and foster the feeling of involvement in the ENMU college community
- We intend to increase the AE staff to provide more one on one instruction based on varied student needs and goals

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.

0

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

The Eastern Area Workforce Development Plan recognizes that individuals in the region lack the knowledge and skills needed to meet the existing or emerging employment needs of our local employers. It identifies low levels of reading, writing and computational skills, lack of job-readiness skills, and limited English proficiency as barriers to employment. To overcome these skill limitations, ENMU Ruidoso’s Adult Education Program works closely with local employers and our WIOA partners to leverage existing resources, eliminate duplication of services, encourage concurrent enrollment, and develop career pathway programming that leads to industry-recognized credentials. Since we are located in the AJC offices with other WIOA partner agencies, referrals and concurrent enrollments are commonplace.

An example of this collaboration is the strong working relationship we have with the WIOA Youth Program. We continue to have an increase in enrollment of students with lower basic skill levels and behavioral or health issues that interfere with their success. Many students are recent dropouts from the local public schools. Some students are referred by the juvenile justice

system. Others struggle to stay motivated to finish the program. We strongly encourage all of our program participants between the ages of 16 and 24 to co-enroll in the WIOA Youth Program to access additional counseling and supportive services in hopes that they would stay longer in the program. WIOA Youth helped with transportation costs, paid for GED or HiSET exam vouchers, assisted in obtaining New Mexico drivers' licenses, provided a work experience opportunity in the student's identified field of interest, and assisted with job-search activities. As a result, five concurrently enrolled students attained their High School Equivalency Credential.

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.

ENMU Ruidoso has entered into an MOU with the Eastern Area Workforce Development Board. The long-term vision of this agreement is to create a system that aligns a wide range of employment, education and training programs with the needs of job seekers, workers, and regional business while providing high quality customer service.

As previously mentioned, our program is co-located in the NM Workforce Connection Lincoln County One-Stop Center at ENMU Ruidoso. The Adult Education Director is also Director of Title 1 A/DW services throughout the twelve eastern counties of NM and serves on the One-Stop Committee for the Board. He attends all Eastern Area Workforce Development Board meetings and continues to foster the relationship between the Adult Education Directors in the Eastern Area of New Mexico and their local AJC offices.

Representatives of WIOA-Adult/Dislocated Worker, WIOA Youth, Wagner-Peyser, Division of Vocational Rehabilitation, Region IX, Veteran's Services, and Southeast NM Community Action have co-located at the AJC on a regular basis to serve clients. Within this administrative structure, the Adult Education program and the AJC have occasional joint staff meetings to discuss the changes needed for implementing WIOA; explore ways in which to collaborate to serve our clients; and evaluate the effectiveness of adult education programming as it relates to the local plan. We also share information about the needs of local employers; review labor market data; and design future activities such as career-readiness workshops and job fairs.

Upon enrollment into the AE program, we ask participants to sign a General Release of Information and Sharing Agreement form that allows us to share information with any of our Workforce partner organizations. This sharing of employment and training information provides better and more efficient access to services that would increase the individual's employability skills and improve their ability to become economically self-sufficient.

Workforce Connection employment services are available to all our adult education students. Participants can use office computers and phones to register on the Workforce Connection website to search for jobs, apply for jobs, and obtain job referrals. Students can receive assistance in resume preparation, practice interview techniques, and attend local job fairs.

Depending upon program eligibility requirements, they can work with a Career Coach to obtain training and support services or a work experience in their chosen career field.

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.

See attached copies of the IFA and MOU

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.

Our program continues to be invested in the I-BEST education model. Students who participate in health-related college classes, such as Principles of Biology: Cellular and Molecular Biology, Human Anatomy and Physiology, Emergency Medical Services, and Certified Nursing Assistant learn successful study habits and career-readiness skills such as critical thinking, problem-solving and other soft skills as they master the content-based material.

The I-BEST instructor and the content instructor continuously discuss different strategies to incorporate additional reading, writing, and math instruction into the lessons taught. The I-BEST instructors created a "Menu" of lesson plans that include: building vocabulary skills, group work, exploring plagiarism issues, making presentations, research, and basic math skills as well as reading comprehension. These plans are used as 20 minute mini-lessons which the I-BEST instructor uses in the college courses. The I-BEST instructor also worked in groups with the students to accomplish assignments. Because of these activities, ten students are continuing on to Nursing School – 4 at ENMU-Roswell and 7 at NMSU-Alamogordo. Five students are working at the hospital in Ruidoso and several others are working at the hospital in Alamogordo.

I-BEST co-instruction in the Certified Nursing Assistant classes consists of multifaceted aspects. One aspect includes facilitation of study groups determined by student availability and what was being taught in the course content. The focus of these groups tended to be analytic reading. Another aspect of instruction concentrates on report writing – the nature of writing an informative report, the dynamics of research, and the various formats of citation. Students either decided on or were assigned a topic involved in the CNA field and learned how to use the ENMU Golden Library academic journal database. Using this resource, students were eventually able to produce informative, researched reports using the Microsoft Office Word program. Yet another aspect of I-Best instruction focuses on oral presentations. Students learned how to make Power Point slide presentations using the most effective text formatting and graphic image concepts. Other points of presentation instruction included discussion of posturing, projecting, hand gestures, pacing, and more. Finally, the CNA students learn career-readiness skills ranging from soft skills of hygiene and appearance to resume writing and interviewing practice. The I-BEST instructor guided and then reviewed students' resumes providing key notes and tips. Students thus had polished, if not full, resumes because of the course and I-BEST instruction.

With the Emergency Medical Services program, we find that integration of I-BEST practices can be a challenge. Two instructors were co-teaching the program as content experts, and the primary profession of one was in education. Consequently, the implementation of I-BEST practices was not of immediate interest. Students in the Emergency Medical Services program

also had overwhelming time commitments outside of class, so efforts to organize study groups became futile. Moving forward, the IBEST program will focus on integration and determining times for students' dedicated studies.

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

N/A

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.

As many of our students study to obtain their HSE Diploma and prepare for success in college/training programs or entering the workforce, we found it necessary to integrate many of the CCRS standards into our classroom activities. Classroom instruction is individualized in a multi-level classroom, which includes mini-lessons, student practice, discussions, small group projects, research projects, and computer-assisted learning. Based on the essential components of reading instruction, (alphabets, fluency development, vocabulary development, and comprehension strategies), students are taught how to read passages and identify the main idea, to examine how details and examples support the main idea, how to analyze fact or opinion, how to obtain the meaning of words from context, and to use their critical thinking skills. With regard to writing, these skills are applied to creating a well-organized essay, which can support their opinions.

The focus in math is to build a foundation in math concepts that increases fluency in math skills and enables the application of those skills to solve everyday problems. Our program follows a progressive instructional format that allows students to develop skills relative to the properties of numbers and the connections between mathematic operations. The application of these skills helps the student to deal with new concepts and apply prior learning to solve new kinds of mathematical problems. The rigor of the progression increases as the student develops additional skills and eventually applies these skills in context by performing calculations in geometry, measurement, probability, and algebraic thinking.

Students in the ESL component of our program use the Venture series as their primary text. These books are aligned with CCRS, WIOA, ELP and NRS standards. The topics covered are geared to life experiences.

We have also developed a CCRS based syllabus for each subject area covered within our AE instructional program in both the ESL and AE strands. Each student follows a structured program of skill development from the basic skills that they lack to more complex and rigorous tasks and skill acquisition.

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.

Our program provides participants with various opportunities for technology-based instruction both in and outside of classes. Such activities increase the rigor of the overall learning process, intensify student interest, help to promote workforce development skills, and encourage the development of skills that are extremely valuable for students who are considering going on to a post-secondary educational program in their chosen career field.

The program uses several online and computer-based testing sites such as Wonderlic for GAIN, DRC for TABE, and WorkKeys to evaluate student academic skill levels or career interests. This assists in developing an instructional plan to efficiently assist students in test preparation, post-secondary education and training programs, and workforce readiness. WorkKeys also awards the National Career Readiness Certificate which employers often use as a tool for screening, training, and advancement purposes.

Students can access PLATO and ReadingPlus either on campus or at home. Students are encouraged to use these online learning systems to strengthen and supplement classroom instruction. Both PLATO and ReadingPlus allow students to develop their academic skills at their own pace.

In the ABE classroom, students perform a series of online activities at a variety of websites that allow for practice and review of instructional material that directly relates to testing for their HSE diploma such as GED, McGraw Hill and HiSET. Additional instruction can be obtained through other online resources such as YouTube, EdReady, Khan Academy, and Desmos – a free online graphing calculator.

In the ESL classes, students have access to “Ventures Arcade” and other technology aids related to the Ventures text. They utilize several interactive websites such as Khan Academy, Newsela, ReadWorks, Freerice, and Cambridge English. They also watch CNN10 which informs them of current events and provides group discussion about the information they received. A discussion blog was created for students to share their experiences and questions about news articles provided by the instructor. This is used by the students and monitored by the instructor. Students who prefer not to participate in the discussion, can still view the information posted. Students are able to provide answers and clarification for their classmates and not only be the learner, but also the teacher. TedTalks has stimulated conversation around art, technology, and the humanities. These online tools help educate students on topics that they find most interesting.

In our I-BEST classes, the internet is used for research. Students learn how to use Power Point software and Microsoft Word for presentations. The EMS students use Fisdap, an on-line study tool for EMS and healthcare education.

In the career preparation aspect of the program, students use computers for career exploration on O-NET and the NM Workforce Solutions website. They learn how to create a resume, perform job searches, and fill out job applications.

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:

N/A

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

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
Gonzalez	Monica	I-BEST/Advocate	Masters of Science	17	TABE 11&12 Certification Training Part 1 & 2	6-1-2018	Online
					Master Trainer 1	6-20-2019	Online
					Quality Matters		Online
Prelo	Ashley	Advocate	Masters of Business Administration	2	TABE 11&12 Certification Training Part 1 & 2	8-16-2019	Online
					Work Ready or Not Here They Come	12-4-2018	Online
					Teaching the Right Thing	11-5-2018	Online
					English Language Proficiency Standards & Career Pathways	2-5-2019 to 2-6-2019	Albuquerque, NM
Waldo	Daniel	Advocate	Masters of Education	10	TABE 11&12 Certification Training Part 1 & 2	4-4-2019	Online
					Quality Matters		Online
Hemphill	John	Adult Education Director	Masters of Science	20	TABE Administrator Certificate	6-13-2016	Online
					NMAEA	9-21-2019 to 9-23-2019	Albuquerque, NM

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)

0

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

0

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

0

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
2076	\$6./sq. ft.	\$12,456

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
ENMU Ruidoso	\$80.00 scholarships to students attending ENMU full-time for GED/HiSET exam fees
1 st National Bank	\$300.00
Walmart	\$200.00

B. Program Income Activities

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

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

Adult Education Local Provider Annual Report

2018-2019

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.

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 pro-active approach to planning for and managing economic transitions. At its best, Rapid Response assist 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 helps workers and employers navigate the NMWCC system of resources and information to help transition workers into reemployment and assist businesses.

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

In accordance with the WIOA, the Unemployment Insurance Program is responsible to provide assistance to individuals seeking assistance in filing an unemployment claim in NMWCC offices. The meaningful assistance will be provided in the offices by offering claimants access to the website to file a claim and dedicated staff to be available by phone with dedicated call in numbers for participants to contact UI staff for questions or information regarding claims.

Eastern Area NMWCC offices do not have dedicated on site UI staff therefore, NMWCC staff provide some direct assistance to claimants and employers at NMWCC Centers. NMWCC staff are required to provide access to phones and computers to allow customers access to UI claim services. Staff also may provide limited assistance to help an individual file their claims or re-certify by assisting them with accessing and navigating the website or phone system.

Offices are also required to provide access to a space with a telephone for UI hearings. In the event a hearing is 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.

Student:

NRS Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and SexSelect Reporting
System:

NRS FY 18-19 ▼

Agency: ENMU-Ruidoso

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	(B)	(C)	(D)	(E)	(F)	(G)	M (H)	F (I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
ABE Level 2	0	1	0	0	0	0	0	7	0	0	1	5	0	0	14
ABE Level 3	1	2	0	0	0	0	6	9	0	0	3	9	0	0	30
ABE Level 4	1	0	1	0	0	0	5	9	0	0	9	6	1	0	32
ABE Level 5	1	0	0	0	0	0	0	2	0	0	3	8	0	0	14
ABE Level 6	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2
ESL*** Level 1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
ESL Level 2	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
ESL Level 3	0	0	0	0	0	0	0	3	0	0	0	0	0	0	3
ESL Level 4	0	0	0	0	0	0	4	7	0	0	1	0	0	0	12
ESL Level 5	0	0	0	0	0	0	1	10	0	0	0	0	0	0	11
ESL Level 6	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	3	3	1	0	0	0	18	51	0	0	18	29	2	0	125

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:**Hispanic / Latino:** The participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.**American Indian / Alaska Native:** The participant indicates that he/she is a member of an Indian tribe, band, nation, or other

Student:

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

Select Reporting
System:

NRS FY 18-19 ▼

Agency: ENMU-Ruidoso

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	0	0	1	0	0	0	7	8	0	0	10	12	2	0	40
19-24	1	1	0	0	0	0	2	6	0	0	3	5	0	0	18
25-44	2	1	0	0	0	0	3	22	0	0	4	11	0	0	43
45-54	0	1	0	0	0	0	4	9	0	0	0	0	0	0	14
55-59	0	0	0	0	0	0	0	3	0	0	0	1	0	0	4
60+	0	0	0	0	0	0	2	3	0	0	1	0	0	0	6
Total	3	3	1	0	0	0	18	51	0	0	18	29	2	0	125

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

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

Select Reporting
System:

NRS FY 18-19 ▼

Agency: ENMU-Ruidoso

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	1	1	0	0	0	0	2	1	0	0	8	2	0	0	15
19-24	1	2	0	0	0	0	1	3	0	0	1	1	0	0	9
25-44	0	3	0	0	0	0	2	9	0	0	1	3	0	0	18
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55-59	0	1	0	1	0	0	0	0	0	0	0	0	0	0	2
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	7	0	1	0	0	5	13	0	0	10	6	0	0	44

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 18-19

Agency: ENMU-Ruidoso

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**	31	13	23	6	2	2	77
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	9	2	5	0	0	0	16
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	3	15	8	2	4	32
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	40	18	43	14	4	6	125

*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.

Student:

NRS Table 4

Select Reporting
System:

NRS FY 18-19 ▼

Agency: ENMU-Ruidoso

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

Enterin g Educat ional Functi oning Level (A)	Numb er of Partici pants (B)	Total Numb er of Partici pants Exclud ed from MSG Perform ance (C)	Total Attend ance Hours for All Partici pants (D)	Numb er Who Achiev ed at Least One Educat ional Functi oning Level Gain (E)	Numb er Who Attain ed a Secon dary School Diplom a or Its Recogn ized Equiva lent (F)	Numb er Separ ated Before Achiev ing Measu rable Skill Gains (G)	Numb er Remai ning in Progra m Withou t Measu rable Skill Gains (H)	Percen tage Achiev ing Measu rable Skill Gains (I)	Total Numb er of Period s of Partici pation (J)	Total Numb er of Period s of Partici pation in Which Partici pants Achiev ed at Least One Educat ional Functi oning Level Gain (K)	Total Numb er of Period s of Partici pation in Which a Secon dary School Diplom a or Its Recogn ized Equiva lent Was Attain ed (L)	Percen tage of Period s of Partici pation with Measu rable Skill Gains (M)
ABE Level 1	1	0	30	1	0	0	0	100	2	1	0	50
ABE Level 2	14	0	865.75	4	0	6	4	28.6	15	4	0	26.7
ABE Level 3	30	0	1744.5	4	2	14	10	20	30	4	2	20
ABE Level 4	32	0	1835.25	8	5	8	11	40.6	32	8	5	40.6
ABE Level 5	14	0	716.5	7	2	2	3	64.3	14	7	2	64.3
ABE Level 6	2	0	32.25	0	2	0	0	100	2	0	2	100

ABE Total	93	0	5224.25	24	11	30	28	37.6	95	24	11	36.8
ESL Level 1	2	0	85	1	0	1	0	50	2	1	0	50
ESL Level 2	3	0	129	2	0	1	0	66.7	3	2	0	66.7
ESL Level 3	3	0	157.25	3	0	0	0	100	3	3	0	100
ESL Level 4	12	0	777.25	7	0	3	2	58.3	12	7	0	58.3
ESL Level 5	11	0	763.5	4	0	3	4	36.4	11	4	0	36.4
ESL Level 6	1	0	75.5	0	0	0	1	0	1	0	0	0
ESL Total	32	0	1987.5	17	0	8	7	53.1	32	17	0	53.1
Grand Total	125	0	7211.75	41	11	38	35	41.6	127	41	11	40.9

- 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 Reporting

NRS FY 18-19 ▼

Agency:

ENMU-Ruidoso

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 Education Functional Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre- posttesting (C)	Percentag e Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre- posttesting (E)	Percentag e Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentag e Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentag e Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	1	1	100	1	100	0	0	0	0
ABE Level 2	4	4	100	1	25	0	0	0	0
ABE Level 3	5	0	0	5	100	0	0	0	0
ABE Level 4	8	2	25	5	62.5	0	0	4	50
ABE Level 5	7	3	42.9	4	57.1	0	0	3	42.9
ABE Level 6	2	0	0	0	0	0	0	0	0
ABE Total	27	10	37	16	59.3	0	0	7	25.9
ESL Level 1	1	1	100	0	0	0	0	0	0
ESL Level 2	2	2	100	0	0	0	0	0	0
ESL Level 3	3	3	100	0	0	0	0	0	0
ESL Level 4	7	7	100	0	0	0	0	0	0

Entering Education al Functionin g Level (A)	Number of Participan ts (B)	Number with EFL Gain For ELA/Litera cy or ELP by pre- posttestin g (C)	Percentag e Achieving ELA/Litera cy or ELP EFL Gains (D)	Number with EFL Gain for Mathemati cs by pre- posttestin g (E)	Percentag e Achieving Mathemati cs EFL Gains (F)	Number with EFL Gain by Carnegis Units/Cred its (G)	Percentag e Achieving EFL Gain by Carnegie Units/Cred its (H)	Number with EFL Gain by Transition to Postsecon dary Education (I)	Percentag e Achieving EFL Gain by Transition to Postsecon dary Education (J)
ESL Level 5	4	3	75	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	17	16	94.1	0	0	0	0	0	0
Grand Total	44	26	59.1	16	36.4	0	0	7	15.9

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 Reporting
System:

NRS FY 18-19 ▼

Agency: ENMU-Ruidoso

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	1	30	1	0	0	100
ABE Level 2	7	604.75	4	1	2	57.1
ABE Level 3	11	1022.5	5	3	3	45.5
ABE Level 4	13	1221	6	4	3	46.2
ABE Level 5	8	598.25	6	1	1	75
ABE Total	40	3476.5	22	9	9	55
ESL Level 1	1	71	1	0	0	100
ESL Level 2	3	129	2	1	0	66.7
ESL Level 3	3	157.25	3	0	0	100
ESL Level 4	9	713	7	1	1	77.8
ESL Level 5	8	703.5	3	1	4	37.5
ESL Level 6	1	75.5	0	0	1	0
ESL Total	25	1849.25	16	3	6	64
Total	65	5325.75	38	12	15	58.5

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.

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

<https://laces.literacypro.com/laces/Detail/PrintFriendly>

- 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 Reporting
System:

NRS FY 18-19 ▼

Agency: ENMU-Ruidoso

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 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	0	0	0	0	0	0	0	0	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: $(\text{Column H}) = (\text{Column D} + \text{Column E}) / (\text{Column B})$
- 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 Reporting

NRS FY 18-19 ▼

Agency:

ENMU-Ruidoso

System:

Periods of Participation

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	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*	24	7	29.2	24	7	29.2
Employment Fourth Quarter after exit*	29	14	48.3	34	16	47.1
Median Earnings Second Quarter after exit**	7	1356.09		7	1356.09	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	4	0	0	4	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	4	0	0	4	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	1	0	0	1	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,

** 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 EducationSelect Reporting
System:

NRS FY 18-19 ▼

Agency: ENMU-Ruidoso

Periods of Participation

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	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
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 Reporting

NRS FY 18-19 ▼

Agency:

ENMU-Ruidoso

System:

Participant Status on Entry into the Program (A)	Number (B)
Employed	64
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	36
Not in the Labor Force	25
TOTAL	125

Highest Degree Level of School Completed***US Based
Schooling****Non-US Based
Schooling**

No Schooling	0	0
Grades 1-5	2	0
Grades 6-8	6	2
Grades 9-12 (no diploma)	55	16
Secondary School Diploma or alternate credential	2	3
Secondary School Equivalent	4	0
Some Postsecondary education, no degree	17	4
Postsecondary or professional degree	1	5
Unknown	1	2
TOTAL (both US Based and Non-US Based)		120

Program Type**

In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	0

Institutional Programs (section 225)

In Correctional Facility	0
In Community Correctional Program	0
In Other Institutional Setting	0

Participant Status on Entry into the Program
(A)

Number
(B)

TOTAL Institutional

0

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

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

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

Employment Status definitions:

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

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

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

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

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

Student:

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

Select Reporting
System:

NRS FY 18-19 ▼

Agency: ENMU-Ruidoso

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	0
Employment Second Quarter after exit*	0	0	0	0	0	0	0
Employment Fourth Quarter after exit*	0	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	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	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				

LACES <https://laces.literacypro.com/laces/Detail/PrintFriendly>

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 Reporting
System:

NRS FY 18-19 ▼

Agency: ENMU-Ruidoso

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	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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting

NRS FY 18-19 ▼

Agency:

ENMU-Ruidoso

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	0
Employment Second Quarter after exit	0	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	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	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	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 Reporting System:

NRS FY 18-19

▼

Agency: ENMU-Ruidoso

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	0	0	0	0	0	0
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	0	0	0	0	0	0
MSG via Secondary or Postsecondary Transcript	0	0	0	0	0	0
MSG via Progress Toward Milestones	0	0	0	0	0	0
MSG via Passing Technical/ Occupational Skills Exam	0	0	0	0	0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
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 11

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

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

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

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

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

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

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

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

Student:

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

Select Reporting System:

NRS FY 18-19 ▼

 Agency: ENMU-Ruidoso

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races	
Age Group (A)	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

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.

PY 2018

PY 2018

Comprehensive

MAXIMUM FUTURE CASH				
Costs are for non-fixed items such as utilities and supplies are projections only and will be billed to partners based on actual costs incurred.				