

Annual Program Report  
Cover Page

Program Name: AE/HSE/ELA

Institution or Organization: Mesalands Community College

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Fiscal Year: 2018-2019

Submission Date: August 30, 2019

Program Director, Manager, or

Coordinator Name: Beth Sisneros

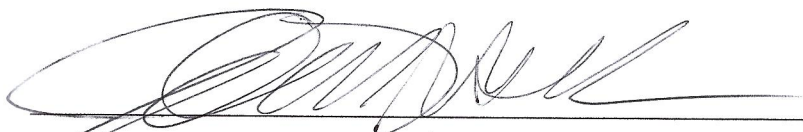
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Dr. John D. Groesbeck, President

8-20-19  
DATE

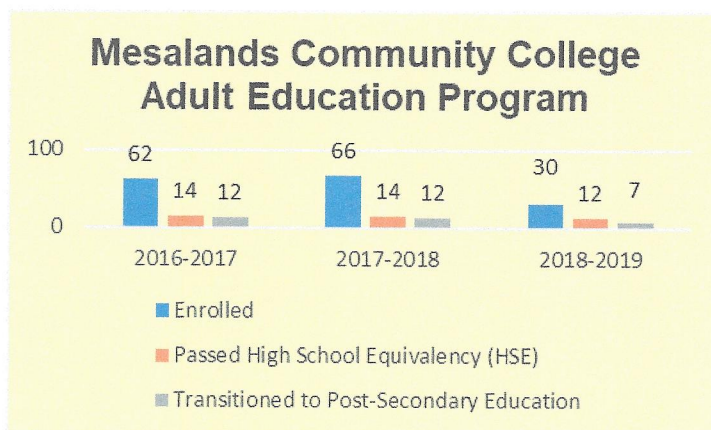
## Section I. Program Narrative Report

**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 Adult Education Program at Mesalands Community College, seeks to assist adult learners in obtaining specific identifiable goals such as: improve skills/performance, prepare for a new job or job advancement, and gain their HSE, transition into college for the purpose of positively contributing to their community and family. Adult learners bring a background filled with life-experiences that can positively add to their education if directed in a positive manner with obtainable goals. Therefore, our goals for fiscal year 18-19 were: Increasing enrollment, graduation rates, and increasing transition to post-secondary.

Student enrollment at mid-year, was at 13 NRS fundable and at the end of the fiscal year, it was at 30. Even though we have 55 students enrolled in LACES, 25 failed to reach 40 hours. In addition, we had 27 students request information about the services we provide. Despite completing the in-take form, these students did not show up for the scheduled orientation. The table below shows the number of students enrolled in our program for the last three years.



Our programs next two goals are to increase graduation rates and college transition rates. The graduation rates for 18-19 fiscal year, is at 40%, in fiscal year 17-18 the graduation rate was at 21% and 16-17 fiscal year it was at 23%. Transition rates for 18-19 was at 58% which is down from the previous two years. The reason for the drop in transition is due to work commitments for three of the students. One student was pursuing his HiSet certificate to keep his job.

Our students are given every opportunity to transition into post-secondary. Upon graduation, each one of our students receives a letter from our President offering them a scholarship for their first 15 credit hours. Our staff administers the ACCUPLACER Placement Test to the HSE graduates at no charge and we assist the students in filling out their FAFSA. Our college advisors enroll the students for their first semester of college. This is a practice that we will continue to have because of the positive nature of the whole program.



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?

Programs within Mesalands Community College are unique and offer hands-on-training. Through the programs offered, various articulation agreements with post-secondary institutions including Amarillo College, Clovis Community College, Eastern New Mexico University, Franklin University, Luna Community College, New Mexico Highlands University, New Mexico State University, University of New Mexico, University of Phoenix, West Texas A&M University, and Southern New Hampshire University reflect the nature, scope, and intended constituents of the College's academic programs.

The partnership programs offered include: Farrier Science, Wind Energy Technology, Certified Nursing Assistant, Phlebotomy, Early Childhood, and Building Trades. Through these programs, partnerships have been formed to provide students with the best possible training organizations to accelerate student learning by attaining adult education support and occupational skills simultaneously.

The partners include: Boy's Ranch-Texas, T-4 Cattle Company, Granite Wind Farms in Oklahoma, Tucumcari Elementary, Eastern Plains Headstart, Dan C. Trigg Hospital, Plains Regional Medical Center-Clovis, Surgical Center-Clovis, OB Clinic-Clovis, Autumn Blessings Assisted Living, Quail Ridge Assisted Living, Sunrise Medical, and Helping Hands Hospice.

Also, our core partners include: The Department of Vocational Rehabilitation (DVR), Temporary Assistance for Needy Families (TANF), New Mexico Works, and Small Business Development Center (SBDC). These partners are committed to providing services to qualified students with special needs in order for them to reach their goals.

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

The New Mexico Distance Education and Learning Technologies (NMDELT) Initiative has provided much support and training to our program. Our Instructor participated in the Teachers Institute Conference. We have received training for PLATO and we utilize the program for our distance education students living out of the area as well as our on-site students that wish to work on additional curriculum.

The New Mexico Adult Education Association (NMAEA) Conference, provides our program staff with outstanding camaraderie as well as professional development that we would not normally receive. The conference provides us with best practices that enable us to expand our knowledge in the teaching programs that we use, our data base (LACES) as well as, updates from the New Mexico Higher Education Department Finance Officer.

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

The AE/HSE/ELA Program at Mesalands Community College has a managed enrollment process that goes along with the college schedule. The managed enrollment process has been a positive transition for our students and instructors. We have two eight week sessions during each semester including the summer semester. By following the college calendar, the scheduling has worked out for our program and the students. Our students are taking advantage of the one-on-one time with the instructor without interruptions. This model has enabled our program to manage the flow of new students without interruptions.

Steps in the enrollment process:

- Eligibility needs to be determined – students must be at least 16 years of age and must be accompanied by a parent or guardian

- Underage students must complete an “Underage Permission Form”
- Orientation held every 8 weeks
  - Go over HSE Packet
  - Purpose of the AE Program
  - Class Attendance Policy
  - Purpose and Use of the Assessment
  - Stepladder to Success
  - TABE Assessment

Upon completion of all previous required forms (if any), the student will sit with a staff member and complete the enrollment packet. Each student will complete a required pre-test for the program they wish to enroll into. Students will then be given books and materials which pertain to their individual needs; they may also be given access to computer programs to assist their learning needs. All students must accomplish the following in order to be successful throughout the program they are enrolled.

- 1) Complete an entry level pre-test and understand their results.
- 2) Complete the required hours for the program they are enrolled.
- 3) Attend class and utilize classroom and online study programs.
- 4) Be responsible for their time, books, and materials.

Our programs attendance policies are as follows: A student is allowed 5 class absences. After 4 consecutive class absences, the instructor or office staff will call to follow-up with the student. On the 6<sup>th</sup> absence, the student will be withdrawn from the enrolled session. Once a student has been withdrawn, for attendance issues, he/she can re-enroll in the program with the start of a new session. Classes begin and end at designated times.



## 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:	Site:	Site:	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	25					
Total count of students with 12 + hours	30					
Total contact hours for students with 12 + hours	1053.2					
Average contact hours for students with 12 + hours	35					
Average contact hours for students with 12 + hours experiencing level gains						
Count of all HSE graduates with 12 + hours	12					
Count of HSE en Español graduates with 12 + hours	N/A					
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	10/25 = 40%					
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	3/5 = 60%					
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column F ABE Total on Table 4 by Column B ABE Total on Table 4)	3/25 = 12%					
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column F ESL Total on Table 4 by Column B ESL Total on Table 4)	0/5 = 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)	5/25 = 20%					
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)	1/5 = 20%					
<b>Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.</b>	0					
<b>Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.</b>	0					



Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
Clayton, New Mexico	Instructor
<ul style="list-style-type: none"> <li>• We are in the process of advertising for part-time instructor in Clayton.</li> </ul>	

### 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?

**Our organization seeks to assist adult learners in obtaining specific identifiable goals such as: Improve skills/performance, prepare for a new job or job advancement, acquire their High School Equivalency (HSE), and assisting each student in their transition into college for the purpose of positively contributing to their community and family. Adult learners bring a background filled with life-experiences that positively add to their education if directed in a positive manner with obtainable goals.**

**The Adult Education program maintains a commitment to recruiting, educating, and transitioning students to post-secondary education. Therefore, our successful HSE students are given the ACCUPLACER exam immediately after they receive their HSE diploma. The college president will send each graduate a congratulatory letter and offers them a scholarship for their first 15 credit hours here at Mesalands. We guide them in submitting their FAFSA, enrolling in classes, purchasing their books, as well as any tutoring they need during their first semester. Our organization has a good relationship with our HSE graduates and we will guide them throughout their Mesalands journey.**

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

**The Adult Education program maintains a commitment to recruiting, educating, and transitioning students to post-secondary education. Therefore, our successful HSE students are given the ACCUPLACER exam immediately after they receive their HSE diploma. The college president will send each graduate a congratulatory letter and offers them a scholarship for their first 15 credit hours here at Mesalands. We guide them in submitting their FAFSA, enrolling in classes, purchasing their books, as well as any tutoring they need during their first semester. Our staff has a good relationship with our HSE graduates and we will guide them throughout their Mesalands journey.**

**In closing out our data, we noticed that there were students that were not post-tested, HSE test results were not entered, and students completing their HSE did not have re-enrollment information for the 18-19 fiscal year. In meeting with our staff, it is our goal to be on the same page when it comes to student enrollment, post-testing, and data tracking. We will be conducting a monthly data audit to make sure that our data is accurate.**

**The table below indicates that our program has met the AE Beginning Basic Functioning Level, the AE Low Intermediate Level, AE High Intermediate as well as ESL Level three.**

Measure	AE Beg Lit	AE Beg	AE Low Int	AE High Int	ASE Low	ESL Beg Lit	ESL Low Beg	ESL High Beg	ESL Low Int	ESL High Int	ESL Low Adv
Annual State Target	38%	37%	34%	28%	34%	37%	46%	45%	34%	29%	18%
Annual Program Performance	N/A	50	54.5	33.3	N/A	N/A	0	100	0	N/A	N/A



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

**In November 2018, our part-time data technician was hired on full-time as an Adult Basic Education and Outreach Education Specialist. She will be working with external stakeholders to develop an ongoing agenda in working with Adult Education programs of the college and help increase the delivery and support of those programs to students in strategically important communities and online. She will be working with the high schools in Guadalupe, Harding, Union, and Quay Counties to recruit students that have dropped out of school. She will also work closely with local churches to increase our ELA enrollment. Our goal is to offer classes off-site to this population. With the Outreach Specialist, our goal will be to reach more individuals in our surrounding area.**

4. Describe program improvement initiatives you plan to pursue.

**The program improvement initiative that we will be pursuing is to hire a part-time instructor in Clayton for the next fiscal year. Our program will continue to conduct an in-house data audit on a monthly basis to ensure that we have accurate data.**

**The Outreach Specialist enrolled eleven students in Clayton the second half of the fiscal year, therefore, it would be very beneficial to our program to hire a part-time instructor. Some students would prefer to have one-on-one instruction and it is a much needed service in the community.**

**Our program will also focus on helping our students reach their 40 hours, post-testing, and graduating. We will continue to guide our students with their FAFSA and transition into college.**

#### **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.

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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 vision of the Eastern Area Workforce Development Board (EAWDB), are outlined in the New Mexico combined state plan and focuses on the provision of foundational education in basic literacy skills, placement and retention in employment and workplace programs, obtaining a High**



School Equivalency (HSE), enrollment in post-secondary, and English Language Acquisition. Below are the activities our organization provides to our students, employers, and community.

The Adult Education Program at Mesalands Community College has a rich history in the College and community. The program provides community members with opportunities to acquire their High School Equivalency (HSE), Literacy, and English Language Acquisition (ELA). The AE/HSE/ELA program maintains a commitment to recruiting, retaining, educating, and transitioning students to post-secondary education.

The ACCUPLACER is used to place students in appropriate math, English and reading classes. Proper placement of students in appropriately challenging courses ensures a greater chance of student success while enrolled at Mesalands Community College. Students who score below prescribed levels are placed in pre-collegiate courses. Students testing below pre-collegiate classes, are placed in Adult Education courses and activities.

The Educational Services Center staff has been trained to proctor the WorkKeys Assessment since the departure of our Job Development Career Coach (JDCC). This assessment consists of three elements: Job skill assessments, job analysis, and skill training. Students taking all three elements qualify for a National Career Readiness Certificate. This assessment is critical to job success.

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.

Our program assisted in the development of the MOU with the EAWDB and the one-stop operator to plan, develop and evaluate Adult Education activities for the area. We have and will continue to participate in the one-stop and/or Youth committees of the board.

The AE 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 AE Directors in the Eastern Area of NM and their local AJC offices.

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

## **Section V. Career Pathways Activities**

For this section, please describe how the program has developed 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.

**Programs within Mesalands Community College that offer "integrated education and training" include: Farrier Science, Wind Energy Technology, Certified Nursing Assistant, Phlebotomy, Early Childhood, and Building Trades. The above mentioned programs offer both a Certificate and Associate degrees. Each program is hands-on and each student is given the opportunity to work with our business partners.**

**The Wind Energy Technology program is offered to meet the growing demands for qualified technicians to provide maintenance on wind turbines. A benefit for our students is the 1.5 megawatt wind turbine also known as the tallest classroom in the world.**

**The Allied Health program at Mesalands Community College will prepare students for a career in healthcare. The program offers an Associate of Applied Science (AAS) degree in Allied Health, as well as a certificate in Nursing Assistant and Phlebotomy.**

**Early Childhood provides students opportunities to bring together subject matter knowledge, appropriate strategies, and interpersonal skills that are essential to provide successful learning experience for children.**

**Building Trades provides a broad education towards entry-level employment opportunities in the construction field. The National Center for Construction Education and Research (NCCER) issues nationally recognized certificates of achievement to all students completing the competency-based training and performance testing.**

**The Farrier Science is primarily a self-employed field, therefore, farriers must be knowledgeable and skilled in all facets of the business. This hands-on program offers practical experience in horsemanship, trimming and shoeing, forging and welding.**

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

**Our institution does not offer IET programs that meet the three requirements. 1.) Each are of sufficient intensity and quality, and based on the most rigorous research available. 2.) The programs occur simultaneously. 3.) Use occupationally relevant instructional materials.**

## **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.

The Adult Education Program at Mesalands Community College, seeks to assist adult learners in obtaining specific goals such as: improve skill/performance, prepare for a new job or job advancement, and gain their High School Equivalency (HSE), transition into college for the purpose of positively contributing to their community and family.

Our managed enrollment program consists of two eight-week sessions during the spring, summer, and fall semesters. By following the college calendar, the scheduling works better for both students and instructor. The students are able to take advantage of one-on-one time with the instructor without interruptions. This managed enrollment model has enabled our program to manage the flow of new students without the interruptions.

The attendance policy for the Adult Education Program, if a student is to benefit and receive credit in an Adult Education (AE) class, a student must attend class sessions regularly, exhibit good conduct, and complete all required class work. Students are expected to be responsible adults and adhere to the attendance policy. After four consecutive class absences, the student will be withdrawn from the program for the enrolled session. The student will be able to re-enroll at the start of the new session.

The Test of Adult Basic Education (TABE) is used to measure the academic level of each student enrolled in our program as well as college students that test into pre-collegiate classes. The reading portion of the TABE measures the following: interpret graphic information, words in context, recall information, construct meaning, and evaluate/extend meaning.

Post-testing is required after 40 hours of instruction and reported in the National Reporting System (NRS) also known as Literacy, Adult and Community Education System (LACES).

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.

Mesalands Community College provides to our students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the College's offerings).

In order to fully support its mission statement of promoting student learning through quality education, the College maintains an appropriate and unique infrastructure and resources to establish a teaching and learning environment conducive to improving student success.

The College maintains the infrastructure to provide a variety of distance learning courses that allow students to take courses at their own convenience. Modes of instruction include Internet, on-line learning (Moodle), video delivery, as well as, lecture capture using Panopto. Plato coursework is a standards-based on-line learning program grounded in tradition of solid research.

## **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.



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(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
Sisneros	Beth	Director	Bachelor's Degree	12 years	SUN PATH Final Meeting	9/2018	Santa Fe
Sisneros	Beth	Director	"	"	NMAEA Conference	9/20-21/2018	Bernalillo
Sisneros	Beth	Director	"	"	COABE Webinar- Utilizing Visual Models to Develop Algebraic Reasoning and Understanding of Functions	10/2018	Webinar
Sisneros	Beth	Director	"	"	COABE Webinar- Breathe Life into Your Social Media Presence	10/2018	Webinar
Sisneros	Beth	Director	"	"	COABE Webinar- What in the World is Going On? A View of Adult Education Around the World	10/2018	Webinar
Sisneros	Beth	Director	"	"	COABE Webinar- Helping Your Adult Learners Beat Test Stress	10/2018	Webinar
Sisneros	Beth	Director	"	"	COABE Webinar- Creating a Career-	10/2018	Webinar

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					infused Continuum for Adult Learners		
Sisneros	Beth	Director		"	COABE Webinar- Preparing Young Adults for Successful Post-secondary Transition	10/2018	Webinar
Sisneros	Beth	Director		"	COABE Webinar- Building Capacity for Quality Adult Career Pathway Programming: Minnesota's Professional Development Model	10/2018	Webinar
Sisneros	Beth	Director		"	COABE Webinar- Integrating Career Awareness into the ABE & ESOL Classroom (LINC'S)	10/2018	Webinar
Sisneros	Beth	Director		"	Ready for What? What Matters for College and Career	10/2018	Webcast
Sisneros	Beth	Director		"	WIOA Opportunities Webinar	11/2018	Webinar
Sisneros	Beth	Director		"	National Career Pathways Network Webinar	11/2018	Webinar
	Beth	Director		"	Integrated Education &	12/2018	Zoom



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Sisneros			Training/Career Pathways		
Sisneros	Beth	Director	Bachelor's Degree 12 years Work Ready of Not Here They Come: A Collaboration Effort to Prepare Out of school Youth for the Work Place	12/2018	Zoom
Sisneros	Beth	Director	" DRC-TABE 11 & 12 Best Practices	12/2018	Webex Webinar
Sisneros	Beth	Director	" TABE On-line Overview	1/2019	Webinar
Sisneros	Beth	Director	" Eastern Area Workforce Development Board Meeting	1/2019	Zoom
Sisneros	Beth	Director	" Reducing Poverty and Building Partnerships with Adult Education Programs, Community Health Centers, Libraries, and Advocacy Groups	2/2019	Webinar
Sisneros	Beth	Director	" Advocacy for the New Year	2/2019	Zoom
Sisneros	Beth	Director	" Launching a Summer Bridge Program: EdReady as a Postsecondary Readiness and	4/2019	Webinar

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Sisneros	Beth	Director	"	"	Transition Tool Summer Math Attack Program: Adjusting Math Attitudes to Build Math Skills	4/2019	Webinar
Sisneros	Beth	Director	"	"	NM AE Directors AEFLA Review Meeting	5/2019	Albuquerque
Sisneros	Beth	Director	"	"	TABE Thursday June: Review and Update	6/2019	Webinar
Garcia	Dean	Facilitator	Bachelor's Degree	3.5 years	Sense Making vs. Answer Getting In Our Math Classrooms	7/2018	Webinar
Garcia	Dean	Facilitator	"	"	Overcoming Math Anxiety	7/2018	Webinar
Garcia	Dean	Facilitator	"	"	NMAEA Conference	9/2018	Bernalillo
Garcia	Dean	Facilitator	"	"	COABE Virtual Conference	10/2018	Webinar
Garcia	Dean	Facilitator	"	"	Adult Education Professional Development Meeting	2/7-8/19	Albuquerque
Garcia	Dean	Facilitator	"	"	NM Algebra (PD follow-up)	3/2019	Webinar
Garcia	Dean	Facilitator	"	"	NMDELT Virtual Conference	4/2019	Webinar
Garcia	Dean	Facilitator	"	"	TABE Thursday June: Review and Update	6/2019	Webinar



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

Position	Professional Development Needed	Delivery Method Preferred
Director/Facilitator	LACES Updates	In person
Director/Facilitator	TABE 11-12 Updates	Webinar
Director/Facilitator	Career Pathways Initiative	In person/Webinar

## 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
		0

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

Total hours contributed	Fair Market Value per Hour	Total
245 hours per year	\$12.00	\$2,940

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

Total hours contributed	Fair Market Value per Hour	Total
		0

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

0

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

0

6. Please indicate total fair market value of donated IT infrastructure and support. (80 hours' x \$50)

\$4,000

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
1,840	140 sq.ft.	\$257,600

### Alternate option:

Please indicate institution's building renewal and replacement allocation

❖ 2018-2019 Mesalands Community College Approved Budget

**IX. Fiscal Survey (Continued)****A. Additional grants, funding from partnerships, etc.**

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

Source	Amount
N/A	

**B. Program Income Activities**

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

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	

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](mailto:adult.education@state.nm.us) no later than 5:00 p.m. on September 3, 2019.



# Student:

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

Select Reporting System:

NRS FY 18-19

Agency: Mesalands Community College

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

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

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

\*\* See definitions for ethnicity/race categories.

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

## Ethnicity/Race:

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

**American Indian / Alaska Native:** The participant indicates that he/she is a member of an Indian tribe, band, nation, or other

organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

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

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

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

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

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

**Sex:**

**Male:** The participant indicates that he is male.

**Female:** The participant indicates that she is female.

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

# Student:

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

Select Reporting System:

NRS FY 18-19 ▼

Agency: Mesalands Community College

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	0	0	0	0	6	2	0	0	4	1	0	0	13
19-24	1	1	0	0	1	0	0	0	0	0	0	0	0	0	3
25-44	0	0	0	0	0	0	3	2	0	0	0	1	0	0	6
45-54	0	0	0	0	0	0	1	0	0	0	1	0	0	0	2
55-59	0	0	0	0	0	0	0	2	0	0	0	1	0	0	3
60+	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
Total	1	1	0	0	1	0	11	8	0	0	5	3	0	0	30

\*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: Mesalands Community College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	0	3	2	0	0	1	1	0	1	8
19-24	0	0	0	0	1	0	6	2	0	0	0	1	0	0	10
25-44	0	0	0	0	0	0	1	1	0	0	0	2	0	0	4
45-54	0	0	0	1	1	0	0	0	0	0	0	0	0	0	2
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	0	0	0	1	2	0	10	6	0	0	1	4	0	1	25

\*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: Mesalands Community College

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)
<b>Adult Basic Education**</b>	13	3	5	2	2	0	25
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Adult Secondary Education***</b>	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>English Language Acquisition****</b>	0	0	1	0	1	3	5
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Integrated English Literacy and Civics Education (Sec. 243)*****</b>	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Total</b>	13	3	6	2	3	3	30

\*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: Mesalands Community College

## 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

Enteri ng Educat ional Functi oning Level (A)	Numb er of Partici pants (B)	Total Numb er of Partici pants Exclud ed from MSG Perfor mance (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 Diplo ma or Its Recogn ized Equiva lent (F)	Numb er Separa ted Before Achiev ing Measu rable Skill Gains (G)	Numb er Remai ning in Progra m Withou t Measu rable Skill Gains (H)	Perce ntage 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 Attaine d (L)	Perce ntage of Period s of Partici pation with Measu rable Skill Gains (M)
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	8	0	262	4	0	2	2	50	8	4	0	50
ABE Level 3	11	0	483.45	5	1	3	2	54.5	11	5	1	54.5
ABE Level 4	6	0	123.75	0	2	3	1	33.3	6	0	2	33.3



ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
<b>ABE Total</b>	25	0	869.2	9	3	8	5	48	25	9	3	48
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	1	0	30	0	0	1	0	0	1	0	0	0
ESL Level 3	2	0	90	2	0	0	0	100	2	2	0	100
ESL Level 4	2	0	64	0	0	2	0	0	2	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
<b>ESL Total</b>	5	0	184	2	0	3	0	40	5	2	0	40
<b>Grand Total</b>	30	0	1053.2	11	3	11	5	46.7	30	11	3	46.7

- 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 System:

NRS FY 18-19

Agency: Mesalands Community College

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.

[illegible]



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 Mathemat ics by pre- posttestin g (E)	Percentag e Achieving Mathemat ics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Cre dits (G)	Percentag e Achieving EFL Gain by Carnegie Units/Cre dits (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	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	2	2	100	0	0	0	0	0	0
Grand Total	11	9	81.8	3	27.3	0	0	2	18.2

#### 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: Mesalands Community College

## 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	0	0	0	0	0	0
ABE Level 2	3	164.75	3	0	0	100
ABE Level 3	7	408.2	5	0	2	71.4
ABE Level 4	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0
<b>ABE Total</b>	10	572.95	8	0	2	80
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	2	90	2	0	0	100
ESL Level 4	1	38	0	1	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
<b>ESL Total</b>	3	128	2	1	0	66.7
<b>Total</b>	13	700.95	10	1	2	76.9

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

- Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.

- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula:  $G = \text{Column D} / \text{Column B}$

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



## Student:

NRS Table 4 C

Select Reporting System:

NRS FY 18-19

Agency: Mesalands Community College

## 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.

[illegible]

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
<b>ESL Total</b>	0	0	0	0	0	0	0	0	0	0
<b>Grand Total</b>	4	68.25	0	1	3	0	25	4	1	25

**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:  $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$

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# Student:

NRS Table 5: Core Follow-up Outcome Achievement

Select Reporting  
System:

NRS FY 18-19

Agency: Mesalands Community College

## 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*	62	28	45.2	62	28	45.2
Employment Fourth Quarter after exit*	77	40	51.9	79	42	53.2
Median Earnings Second Quarter after exit**	28	2319.34		28	2319.34	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	19	6	31.6	19	6	31.6
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	19	6	31.6	19	6	31.6
Attained a Postsecondary Credential while enrolled or within one year of exit ****	25	0	0	25	0	0

### Instructions for Completing Table 5

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

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

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

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

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# Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting  
System:

NRS FY 18-19 ▼

Agency: Mesalands Community College

Participant Status on Entry into the Program (A)	Number (B)		
Employed	12		
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0		
Unemployed	15		
Not in the Labor Force	3		
TOTAL	30		
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling	
No Schooling	0	0	
Grades 1-5	0	0	
Grades 6-8	1	1	
Grades 9-12 (no diploma)	19	0	
Secondary School Diploma or alternate credential	1	1	
Secondary School Equivalent	0	0	
Some Postsecondary education, no degree	0	1	
Postsecondary or professional degree	0	0	
Unknown	2	2	
TOTAL (both US Based and Non-US Based)			28
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



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 11

Select Reporting  
System:

NRS FY 18-19 ▼

Agency: Mesalands Community College

### 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	2	1	50	2	1	50
Employment Fourth Quarter after exit	2	1	50	2	1	50
Median Earnings Second Quarter after exit	1	1769		1	1769	
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	1	0	0	1	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.

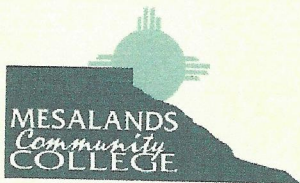
**For reporting MSG via Secondary or Postsecondary Transcript:** Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated progress through a secondary or postsecondary 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.





911 South Tenth Street  
Tucumcari, NM 88401

Phone: (575) 461-4413  
Fax: (575) 461-1901

April 29, 2019

To Whom It May Concern:

Re: Support and collaboration with ENMU Ruidoso

I am writing to express the Adult Education (AE) Program at Mesalands Community College' commitment in support to collaborate and partner to the extent possible in order to eliminate duplication of services with ENMU Ruidoso.

The Eastern Region is working together to provide the best services available to our youth, adults and dislocated workers under the Workforce Innovation and Opportunity Act (WIOA). Adult Education (AE) and its related services are a key component in the success of many participants that are seeking to improve their lives through skills development, education, and employment.

The Adult Education (AE) Program at Mesalands Community College and staff look forward to a strong collaborative and partnership.

Sincerely,

Beth Sisneros  
Adult Education Director  
Mesalands Community College

# 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 schedule the office will work with the customer and the UI division to coordinate the hearing and telephonic meeting if applicable.



## EXHIBIT E – VOCATIONAL REHABILITATION SERVICES

As a core partner Vocational Rehabilitation (VR) provides rehabilitation services for individuals with disabilities. Eligible customers receive multiple services that include but are not limited to: diagnostic, vocational counseling and guidance, vocational evaluation, restoration, training, job placement and employment training services. These individual services are designed to prepare VR customers to become qualified members of the workforce.

VR provides multiple services to the business community designed to assist businesses with onboarding pre-screened qualified employees with disabilities. VR supports for a new hire can include; reasonable assistance accommodation consultation, and referral on tax credits or deductions. VR also offers no-cost consultation on the American with Disability Act (ADA), accessibility standards and helping a business to retain current employees following an accident, injury or disability. Business services can help identify resources to assist organizations on how to improve access compliance and steps to diversify their workforce to include individuals with disabilities.

As a Core partner VR will provide access to a staff liaison for each office that will be the lead point of contact for referrals to VR for individuals that may qualify for or be receiving services from VR.

## EXHIBIT F – ADULT EDUCATION AND LITERACY

The Adult Education and Literacy program provides academic and vocational training opportunities to adults that as appropriate include but are not limited to:

- Academic instruction and education services below the postsecondary level that include an individual's ability to read, write, speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its equivalent with a transition to postsecondary education and training;
- Provide services to improve literacy levels to increase the ability to read, write, speak English, compute and solve problems at levels of proficiency necessary to function on the job, in the family and in society;
- Workplace adult literacy activities that integrate the following:
  - ✓ Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
  - ✓ Interactive literacy activities between parents or family members and their children;
  - ✓ Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and
  - ✓ Age appropriate education to prepare children for success in school and life experiences.
- English Language Acquisition activities;
- Integrated English literacy and civics;
- Workforce preparation activities; and
- Integrated education and training.

## EXHIBIT G – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

The SCSEP program is administered by the Aging and Long-Term Services Department and in the Eastern area through Goodwill. SCSEP provides employment and training services to older New Mexicans. The program assists individuals, 55 or older, to obtain employment and providing community service through paid part-time training positions. Enrolled participants receive work experience and on-the-job training to develop new or improved skills; and support to overcome barriers to employment.

The SCSEP program will work with the local offices for referrals for potentially eligible individuals and for placement assistance as appropriate.



## EXHIBIT I – TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)

The TANF program's function at its core is to low income families with being able to maintain food and necessities during difficult times. The goal once those basic needs are met it to assist individuals with entering the workforce and decrease dependency on public assistance. Services provided include but are not limited to: access to education, training, placement and counseling services. They also provide resume assistance, workshops, job clubs, access to educational services, work experience and on the job training assistance.

The TANF program participants register with the NMWCC offices in the Workforce Connection Online System (WCOS). This creates a natural avenue for partnership. Local offices work with TANF where possible to align workshops to provide more access to individuals in need.

## EXHIBIT J – CARL PERKINS CAREER AND TECHNICAL EDUCATION PROGRAM

Career Technical Education (CTE) provides students of all ages with academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. The program focuses heavily on workplace competencies and career pathways to create the opportunity for individuals to progress along career ladders to continuously improve their skills based on a National Career Clusters Framework. These services in the Eastern Area are provided in community colleges.

## EXHIBIT K – MESCALERO APACHE RESERVATION

The WIOA program funded on the Mescalero Reservation provides residents access to job search and placement assistance, linkages to training, case management, career counseling, supportive services, classroom training, work experience to that are available to youth and adults as appropriate. The program refers individuals to the closest NMWCC office for additional information on local labor market information, testing as appropriate and specific job referrals as needed.

In cases of dual enrollment between Title I and the Mescalero WIOA program service delivery is coordinated, collaborative and non-duplicative.



Judith Cooper, Chair  
EAWDB

Date

Celina Bussey, Secretary  
Secretary, NM DWS

Date

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

\_\_\_\_\_  
Date



\_\_\_\_\_  
Dr. Rebecca Rowley, President  
Clovis Community College

\_\_\_\_\_  
Date

Eric Erickson, Operations Manager  
New Mexico Corrections Dept.

Date

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

Date



Amy Briggs, Center Director  
Roswell Job Corps Center

Date

Adrian Apodaca, Deputy Director  
NM Division of Vocational Rehabilitation

Date

\_\_\_\_\_  
Mary Best, CEO  
Goodwill Industries of NM

\_\_\_\_\_  
Date



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

\_\_\_\_\_  
Date

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

Date

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

10/3/18  
Date

Amanda Hammer  
Amanda Hammer, VP of Business & Auxiliary  
Mesalands Community College

10/8/18  
Date

Ricky Serna, President  
Luna Community College

Date



Kelvin W. Sharp, President  
New Mexico Junior College

Date

Brent Earnest, Secretary  
Human Services Department

Date

\_\_\_\_\_  
Ken Van Winkle, President  
New Mexico State University-Alamogordo

\_\_\_\_\_  
Date

Brian Dooley, Executive Director  
Region IX Education Cooperative

Date



Angelita Burma  
Mescalero Apache Reservation

Date

\_\_\_\_\_  
Mayor Gary Williams  
EAWDB Lead CEO

\_\_\_\_\_  
Date

# New Mexico Workforce Connection

***A Proud Partner of the American Job Center Network***

Eastern Area Workforce Development Board Workforce Connection  
Center Operating Budget

PY 18 Infrastructure Funding Agreement

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

## **NMWCC ONE-STOP OPERATING BUDGET**

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

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

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

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

- Infrastructure/Facilities Cost
- Shared Costs

## **INFRASTRUCTURE/FACILITIES COSTS**

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

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

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



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

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

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

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

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

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

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

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

- Lincoln County – Ruidoso – Attachment G

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

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

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

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

### **SHARED COSTS**

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

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

The Division of Vocational Rehabilitation 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.