

**Annual Program Report
Cover Page**

Program Name: New Mexico Corrections Education
Bureau
Institution or Organization: New Mexico Corrections
Department

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Fiscal Year: 2018-2019

Submission Date: _____

Program Director, Manager, or

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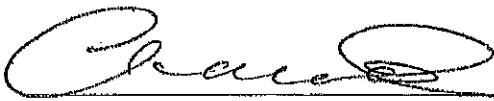
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Signature of the Chief Executive Officer or Designee

8/29/18
DATE

Brian Clark, Superintendent of Education

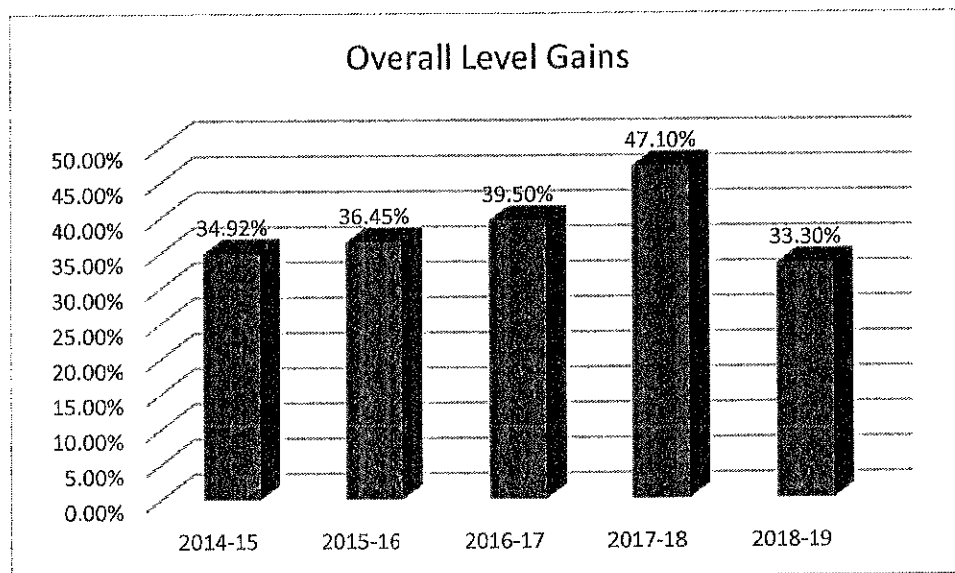
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Section I. Program Narrative Report

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 major challenge for NMCD was to implement and have the educators make a successful transition to the new TABE assessment. This was a primary focus across all eleven facilities during the first half of the year. . All staff members, who could be utilized to administer TABE assessments, completed the online training and certification by the end of July or early August 2018. Most facilities were able to administer and scan/score TABE 11/12 within the July-August timeframe, but there were a few facilities that encountered obstacles such as obtaining corporate approval to purchase the needed scanners, having to reorder scanners after initial orders were routed incorrectly, or getting the scoring site cleared through firewalls. Unfortunately, these delays did have a negative impact of our ability to track measureable skill gains for students by reducing the number of students who completed pre and posttests within the same test version. Despite the difficulties encountered during the first six months, all eleven facilities did successfully transition to administering and scoring the updated version of TABE. However, due to the change in TABE and some unforeseen obstacles we were not successful in maintaining or improving on our level gains through the transition as hoped. Unfortunately, the overall percentage of measureable skills gain for the program year dropped to 33.3%, which was a significant reduction over the previous year, and represents the lowest of the past five years (see table below). We do recognize the data for this year represents the baseline for the updated TABE assessments, so comparison to previous year outcomes lacks some validity.



The next highest priorities were linked to increasing and improving the aspects of Career Pathways. The greatest need was how to support inmates in achieving their educational and career goals through effective counseling and support. Incarcerated offenders who qualify for AE services often have life experiences impede their ability to recognize areas in which they need to develop a better support system which can assist them in overcoming obstacles. To meet this need, the program adopted *Getting Ahead While Getting Out*, which is designed to help participants build a relationship-based approach to reentry and to provide long-term support as they learn to understand hidden societal rules. The initial staff training for this resource was completed near the end of the previous fiscal year, and facilities began to implement it during the early months this fiscal year. However, some facilities were initially more successful than others, and a few continue to struggle. Reports indicated that facilities with the most successful implementation of “Getting Ahead While Getting Out” indicated improved student engagement in developing life plans, as well as, academic lessons. Since some facilities and staff continue to struggle, further training and support is scheduled for FY20.

The next priority was to improve development of employability skills, and two other resources were adopted to meet this need: Mockingbird Education, which is a contextualized curriculum that utilizes simulated work experiences to teach the academic skills while providing additional exposure for

career exploration. Another program that will be implemented is “Bring Your A-Game to Work” which provides specific instruction to help improve soft skills such as understanding the importance of attitude and appearance in the workplace. Both of these resources were obtained and made available to all program sites in the last few months of the fiscal year, and professional development for both resources is scheduled during the first few months of FY20.

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?

Since the prison environment limits the ability of other agencies, institutions or organizations to provide assistance with delivery of AE activities within the prison, the AE program recently developed a partnership with HOPE for Tomorrow. Through this partnership, HOPE for Tomorrow will assist NMCD Adult Education to create a system that supports inmates’ transition from incarceration to the community. The executive director of HOPE for Tomorrow participates in regular meetings with the Returning Citizens Collaborative and the organizations in the collaborative. With the assistance of this network of organizations, the transition of students to community is more fluid and efficient with the connection of former inmates to community services. In addition, this partnership will help build a shared resource network around justice involved individuals and their unique needs.

3. Describe your participation in any statewide initiatives and how that participation has supported your program’s goals.
 - The program has two members on the PD Design team, and participation on the team has helped us develop the vision for long-term program PD plans to support needed initiatives
 - The staff at the Springer Correctional Center participated in C3 during the year, and they will assist with training staff at other facilities throughout the current fiscal year to create sustainability to the program and provide much needed instructional design and delivery of the content. The impact statement from the facility regarding the C3 participation is below:

C3 is a unique professional development initiative based on a “professional learning community” model that builds the capacity of New Mexico adult education programs to establish Career Pathway programming, Competencies, and Collaborative partnerships.

Participation in the 10-month long C3 program (October 2018 to June 2019) helped strengthened my commitment to providing quality education, career, and technical services through teamwork, dedication, and collaboration with colleagues and other agencies.

What have we learned in C3?

- *How to be a Highly Effective Team.*
- *To use the College and Career Readiness (CCR) standards and Key Shifts in planning, writing, and teaching.*
- *Incorporating the Socio Emotional Learning (SEL) in dealing with staff and students.*
- *To be more like a coach or mentor rather than be the “traditional teacher” by implementing the best practices like Brain-based Teaching and Learning (Training from the back of the room), Universal by Design, Project-based Learning.*
- *Technology use in Corrections is challenging but doable.*
- *Onboarding class where we incorporate Career Pathways and leveling of students.*
- *Demonstrating the progress/success of class/program through evidences.*

Cynthia Aguila

August 26, 2019

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

Internal and External policy and procedures directly affect enrollment and attendance within the programs. Although some of policies and/procedures may have a positive and/or negative impact on individual student participation, these tend to be on a situational basis. The first, mandatory enrollment and attendance, does ensure full classes and the opportunity to connect with some participants who would never enroll otherwise, but often it also leads to very negative attitudes, which tend to be transmitted to other students and can be very difficult to overcome. One strategy the program employs to improve student motivation is incorporating an approach to setting goals in which students are encouraged to link daily lessons and efforts to a better or easier

life after they are released from prison, and although this does help with some students, apathy continues to be the primary struggle in many classrooms.

The second institutional policy that tends to have a negative impact on classrooms and student outcomes is open enrollment. Since open enrollment leads to weekly roster changes in most classes, effective cohorts are rarely formed plus it places one more distraction as a central element of classroom management. Two facilities are currently developing pilot programs to help alleviate these difficulties. They are developing different versions of hybrid enrollment procedures in which the open enrollment requirement can be met by providing a class in which new students can be enrolled at any time to complete orientation, begin career exploration, and build rapport with the group including instructors and peer mentors. Then students from these initial classes move into the longer term classes as a cohort group through a managed enrollment system. Although these pilot programs are still being developed, early indicators reveal reason to expect substantial improvement over the current practice.

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: CNMCF	Site: GCCF	Site: LCCF	Site: NENMDF	Site: NWNMCC
Total count of students with fewer than 12 hours (Table 2A)	364	15	39	61	24	41
Total count of students with 12 + hours	1403	149	47	262	95	24
Total contact hours for students with 12 + hours	192,082	21,068	5,190	46,501	2,500	7,357
Average contact hours for students with 12 + hours	127	137	71	140	64	67
Average contact hours for students with 12 + hours experiencing level gains	207	155	156	201	99	123
Count of all HSE graduates with 12 + hours	102	4	1	22	3	3
Count of HSE en Español graduates with 12 + hours	1	0	0	0	0	0
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	54.5%	63.8%	40.4%	53.8%	46.3%	29.7%
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	N/A	N/A	N/A	N/A	N/A	N/A
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)	32.1%	31.5%	19.1%	24.8%	72.6%	35.1%
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)	N/A	N/A	N/A	N/A	N/A	N/A
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)	82.8%	83.2%	78.7%	99.6%	69.5%	86.5%
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)	N/A	N/A	N/A	N/A	N/A	N/A
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	N/A	N/A	N/A	N/A	N/A	N/A

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Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	N/A	N/A	N/A	N/A	N/A	N/A
Total count of students with fewer than 12 hours (Table 2A)	Site: OCPF	Site: PNM	Site: RCC	Site: SCC	Site: SNMCF	Site: WNMCF
Total count of students with 12 + hours	11	32	30	21	50	21
Total count of students with 12 + hours	191	155	127	175	174	111
Total contact hours for students with 12 + hours	58,017	12,564	9,266	17,599	18,877	9,704
Average contact hours for students with 12 + hours	277	72	63	101	109	87
Average contact hours for students with 12 + hours experiencing level gains	322	62	117	71	93	131
Count of all HSE graduates with 12 + hours	8	15	12	17	9	6
Count of HSE en Español graduates with 12 + hours	1	0	0	0	0	0
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	82.2%	52.9%	48.8%	70.9%	45.4%	38.7%
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	N/A	N/A	N/A	N/A	N/A	N/A
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)	14.1%	31.0%	43.3%	28.6%	32.8%	30.6%
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)	N/A	N/A	N/A	N/A	N/A	N/A
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)	100%	69.7%	64.6%	80%	76.4%	79.3%
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)	N/A	N/A	N/A	N/A	N/A	N/A
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	N/A	N/A	N/A	N/A	N/A	N/A
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	N/A	N/A	N/A	N/A	N/A	N/A

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?

In order to consistently work toward continuous program improvement, the program utilizes the plan-do-study-act model, and the implementation of the model within the program focuses on three components: policy and procedure development, training and implementation, and evaluation through data and research. The beginning phase of new initiatives is to develop the first version of procedures or changes to existing procedures that may lead to achieving the objective. When possible, the new or adjusted procedures are implemented at one or two sites as pilot projects to provide opportunity to modify initial plans if needed before moving forward. When the pilot projects attain effectiveness, the most effective version of the procedures is then published in the form of policy or standard operating procedure. Then staff are trained at remaining facilities/sites followed by implementation and evaluation to ensure the program initiatives are implemented with fidelity at all facilities. The next step is evaluation of program data to determine whether procedures are having the intended outcome, and if the objective is not achieved, determine whether the procedure needs further adjustment or the implementation needs to be improved. This determination leads to the last step in the cycle by returning the results for further development or adjustment of the procedure or for further training/retraining for improved implementation.

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

With the drop in level gains, which is linked to the change in assessments as discussed earlier, we did use data to help determine other factors that may have contributed to this outcome with the focus on facility comparisons. The comparison supported previous reviews which revealed those facilities that diligently follow enrollment, testing, and data entry procedures do produce the highest percentages of measureable skill gains, and it also revealed the facilities with the lowest percentages this year were those at which there was a roll-over in key staff positions, especially the supervisor position. As a result, we plan to ensure more training for new supervisors that is specific to AE procedures.

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

Until recently, the program has relied on group emails or meetings, online or in-person, to share information and promising practices. Fortunately, through the cooperative agreement and partnership with H.O.P.E for Tomorrow, we were able to gain access to a collaboration tool, Basecamp, near the end of the fiscal year. Basecamp provides online project management and team collaboration, and the first big project is the current training and implementation of Mockingbird curriculum. It has been exciting to see instructors from different facilities helping each other through the online discussions directed at implementing Mockingbird, and even more exciting when some took the initiative to begin a new discussion on utilizing the Smartboards to present and facilitate Mockingbird lessons. Instructors

are sharing how helpful it has been to load all lesson plans, including Mockingbird and instructor developed lessons. As the discussion continued, questions on how to load and save the lessons arose, so they also started helping each other gain more knowledge and skills in using available resources. With this much needed collaboration tool in place, current and future initiatives should be much easier to achieve.

4. Describe program improvement initiatives you plan to pursue.

The program is working toward two initiatives to improve program performance: full implementation of Career Pathways, and incorporating brain-based learning strategies in all classrooms. Although some portions of both initiatives have already been introduced or implemented, progress has been a bit slower than expected, so additional resources were obtained to help advance the initiatives more quickly. Mockingbird Education will play a primary role in both initiatives, since it provides contextualized curriculum needed for Career Pathways and includes brain-based learning strategies in the lesson plans. Another resource that is expected to help improve quality and implementation in classes is the Basecamp collaboration and project management tool discussed earlier. Robust professional development is also planned throughout the next fiscal year using a combination of webinars, gathering for in-person resource specific training, and Community of Practice in Basecamp.

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 I WIOA related activities and services through the One-Stop system.

\$100.00

2018-2019 fiscal year to support Title

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 procedures in place to ensure NMCD AE program services are aligned with WIOA plan is to focus on utilizing as many features of the individualized career services as possible so that each incarcerated participant reenters the community with a developed individual employment plan (IEP). This plan, which is known in corrections as the life plan, will be one of the first activities new students will complete. Once the academic and employment goals are set, students will then work to complete as many goals as possible prior to release so that as program participants release back to communities are better prepared to be effective employees. If these participants still need to complete portions of the transition plan after release, they could easily transfer into WIOA partner programs with as many elements of the individualized career services as possible already in place along with their portfolio documenting their previous work. In order to better facilitate transition into partner programs after release, the program will utilize the partnership with H.O.P.E for Tomorrow network, and the planned ECHO system of video conferences is expected to improve the transition process as soon as it is implemented.

In order to ensure each participant completes as many goals associated with the transition plan as possible before release, the projected release date will be a factor in prioritizing goals and determining appropriate concurrent enrollment in multiple programs and services as needed. Since NMCD program resources are limited, the transition plan will also provide a means through which NMCD program providers may justify prioritization for those inmates with a lesser amount of time remaining before release to complete needed programs before those participants with longer sentences. Another benefit to setting employment goals with the projected release date as a primary factor, is that it provides the opportunity to ensure that when there will not be enough time before the participant's release to complete other employability or vocational programs, shorter-term projects or classes can be included to ensure that pre-vocational skills such as communication and professional conduct and

workforce preparation activities such as digital literacy and understanding systems are addressed to the greatest degree possible given the time available.

Another factor that will be incorporated into the development of the life plan is the results of the offender risk and needs assessment that is currently provided by the NMCD for all incarcerated offenders. This risk and needs assessment helps to determine presence of risk factors which indicate the probability of the offender returning to prison and the degree to which the offender is affected by them. With this information, students may include participation in programs such as therapeutic community to address addiction issues since the inability to obtain or retain employment is a common effect of addictions. Since most incarcerated offenders who meet the requirements for Adult Basic Education services and who do experience multiple barriers to employment, the self-assessments completed for the development of the transition plan will also ask participants to consider whether other services beyond educational services that are provided by WIOA partners could be necessary to help them obtain self-sufficiency after release. When other services are indicated, recommendations from those service providers will be included in the goal-setting procedures.

- 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.

Since students enrolled in the NMCD AE program do not have access to the one-stop centers during incarceration, the program will prioritize services provided to align with the funding priorities:

- 1) Basic Literacy
- 2) HSE instruction
- 3) Workforce/Life Skills (Including Career Readiness Certificate)
- 4) Family Literacy
- 5) Citizenship

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In order to provide smooth transition upon release and to prevent duplication of effort, the AE program students will develop and maintain release readiness portfolios that include individual employment plan history and goals aligned with Workforce center procedures. Regional occupational needs based on the region and community to which the individual offender expects to release as well as any employment limitations due to the specific felony shall be taken into consideration for determining appropriate employment goals. NMCD will start the One-Stop process while the inmate students are incarcerated, designating time and resources to the program. Additional financial arrangements will be discussed with NMCD administration

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.

There have been no changes or updates during this fiscal year. The Eastern board is still the only region with which the NMCD has successfully entered into MOU and IFA. Agreements are attached.

Section V. Career Pathways Activities

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

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

Since the need to maintain a secure environment in the prison facilities results in limitations that make fully integrated education and training very difficult to provide to most AE students, the program is working toward ensuring that all student's instruction is founded on a fully contextualized curriculum to help build employability soft skills to the greatest extent possible. Some students are able to be concurrently enrolled in AE and vocational programs, but vocational programs vary by facility, and participation requirements and/or wait lists often limit students from enrolling in the vocational training program during the same time frame as the AE enrollment.

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

No programs fulfill all three requirements for an IET program.

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.

Intensity of instruction varies with the security level in which the enrolled students are housed playing the largest role in the amount of instructional hours available per week. Students housed in the highest security settings have the least access to instructors or class time with as little as one hour per week. For these students, technology is helpful at times, but since access to it is also limited, instructional packets are still the most practical means of increasing the amount of time these students participate in some form of instruction. Fortunately, these students only represent a small percentage of NMCD AE students, approximately 10%. In addition, many of these students are able to transfer to lower security settings over time and are then able to participate in classes with far higher intensity of instruction. For the students housed at the lowest two security levels, instructional hours are normally ten to twelve hours per week, and are limited by facility schedules and the requirement that inmates maintain facility jobs. Students housed at security level three facilities experience twelve to fifteen hours of instruction per week. Given that students generally need approximately 60-80 hours of instruction in a given subject to achieve measureable skills gain, the vast majority of the program's student are able to participate in sufficient instruction to achieve one or more measureable skill gains in semester timeframes.

Quality of instruction is difficult to maintain over time, especially during periods when facilities experience a high staff turnover rate. Evidence that program procedures are effective is revealed in annual audits which consistently show that facilities with the highest ratings for following procedure also have the highest ranking for percentage of students achieving measureable skill gains, but there is far more to quality instruction than following procedures. To maintain high quality instruction, the program coordinator focuses on providing

professional development and effective instructional resources, and utilizes data reviews plus facility audits to determine instructional areas or locations that need more attention.

Reading Horizons is a reading program for lower level readers, and it utilizes brain-based instructional strategies in lesson plans that begin with phonemic awareness and continues into phonics and fluency. As readers progress, there are two programs by Scholastic Education that build on fluency plus provide reading material and activities to improve comprehension. Several facilities are also utilizing classic novels for reading and discussion to increase comprehension as well as critical thinking skills.

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.

Although distance education through technology is not possible or needed, the program is utilizing technology to improve service and delivery in two ways. One is utilizing computers with instructional programs available in classrooms to help meet the needs of students who need the visual aids or immediate feedback available in computer-based instruction programs. More recently, the interactive panels, also known as Smartboards, were purchased and instructors use them to increase student participation and engagement in instructional activities.

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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
Steen	Sharon	Program Coordinator/SOE RCC	MA Organizational Development	17 years	Adult Education Conference	9/21-21/2018	Tamaya
Morales	Carlos	Instructor	BS Economics	9 years	Adult Education Conference	9/21-21/2018	Tamaya
Denning	Dink	Instructor	MA + 45	31 year	Why Try Adult Education Conference	7/10-12/2018 9/21-21/2018	online Tamaya
Jennings	Dan	Registrar/Data Tech	HSD	21 years	Adult Education Conference	9/21-21/2018	Tamaya
Walsh	Michael	Registrar	MBA	8	NIMAEA Conference	20-21 Sep 2018	Tamaya
Stromei	Shannon	AE Instructor	BA	28	NIMAEA Conference	20-21 Sep 2018	Tamaya
Montoya	Aaron	AE instructor	BA/Sped	13	NIMAEA		

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		Sped Instructor	Conference	20-21 Sep 2018	Tamaya
Dias	John	AE Instructor	MA 13		
Wrightson	Kimberly	AE instructor	Ed.D 5		
Pompeo	Larry	Test Administrator	BA 19 NMAEA Conference	20-21 Sep 2018	Tamaya
Williams	Robert	Supervisor	MS 17 NMAEA Conference	20-21 Sep 2018	Tamaya
Martocci	Pamela	RDC Test Administrator	BA 6 Getting Ahead While Getting Out	11 Jan 19	Online
JOHNSON	CONNIE	AE INSTRUCTOR	BACHELORS 9 NMAEA	09/20/18	NENMDF
JOHNSON	JASON	AE INSTRUCTOR	MASTERS 20 AE TRAINING	01/04/19	NENMDF
NICHOL	TODD	AE INSTRUCTOR	BACHELORS 2 AE TRAINING	09/20/18	NENMDF
PETERSEN	SATINKA	AE INSTRUCTOR	MASTERS 1 AE TRAINING	01/04/19	NENMDF
			AE TRAINING	09/20/18	NENMDF
			GETTING AHEAD	01/11/19	NENMDF
			SPED/LITERACY	01/16-17/19	NENMDF
CHALOUPEK	SHEILA	REGISTRAR	ADVANCED LITERACY	02/07/19	NENMDF
MONTOYA	CHARLES	DIRECTOR	MASTERS 1 NONE		NENMDF

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Aguila	Cynthia	AE Instructor	MS Chemistry	20	Transgender 101, Communicating Effectively with LGBTI Offenders	7/18/2018	SWF
					Webinar: Sense-Making vs Answer-Getting in our Math Classrooms	7/19/2018	Webinar
					C3-Career Pathways Collaboration	9/19/2018	Tamaya Resort
					NMAEA 2018 Conference	9/19/2018	Alb
					NMAEA Math Webinar #1-Signed Numbers	10/12/2018	Webinar
					NMAEA Math Webinar #2-Pre-Algebra	10/26/2018	Webinar
					NMAEA Math Webinar #3-Exponents	11/16/2018	Webinar
					C3 Ongoing Program	Oct 2018 to June 2019	Various
Ortiz	Maria	AE Instructor	Bachelor's - K-12 Education Assistance	7	C3 Ongoing Program	Oct 2018 to June 2019	Various
					C3 Career Pathways Collaboration	9/19/2018	Alb
					NMAEA 2018 Conference	9/19/2018	Alb
Adkins	William	AE/SPED	BS+45	32	NMAEA	9/20-	Tamaya

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Camargo	Sergio	GED	BS BA	8	None	NA	NA
Macias	Deborah	ABE	Masters in Counseling	16	None		
Jones	Elizabeth	ABE	Masters in Justice and Security	11			
Zambrano	Cynthia	ABE	BA in Interdisciplinary Studies	4	Getting Ahead while Getting Out	May 2018	Albuquerque, NM
Frankowski	Amy	Adult Educator	MS of ESOL	25	Adult Education Conference TABE Certification	9/20-21/2018 July 20, 2018	Tamaya Webinar
Palenzuela	Della	Adult Educator	PHD of Education	31	Adult Education Conference TABE Certification	9/20-21/2018 7/20/18	Tamaya Webinar
Palenzuela	Ross	Adult Educator	BS of Electronics and Communication Engineering	4	Adult Education Conference TABE Certification	9/21/2018 7/20/2018	Tamaya Webinar
Roehr	John	Adult Educator	Bachelor of Music Education	7	Adult Education Conference TABE Certification	9/21/2018 7/20, 2018	Tamaya Webinar
Weed	Leah	Adult Educator	MS of Liberal Arts	20	Adult Education Conference TABE Certification	9/21/2018 7/20, 2018	Tamaya Webinar

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Renken	Kelli	Adult Educator	MS of Liberal Arts	4	Adult Education Conference	9/21/2018	Tamaya
Darnell	Francis	Instructor	BA	16	TABE Certification	7/20/2018	Webinar
Weir	Geraldine	Instructor	BA	18	Getting Ahead	July 2018	Online
Marks	Lesli	College Facilitator/ Test Administrator	MS curriculum and Instruction and literacy	2	Adult Ed Conference	1/11/19	Online
Mulvihill	Nancy	AE/Cognitive Instructor	BA degree	14	TABE Certification	9/20-21/2018	Tamaya
Carrejo	Angela	Supervisor	MPA	5	TABE 11/12	9/21/2018	Tamaya
Roach	Elizabeth	Re-entry/ AE Instructor	BA degree	15	none	7/20/2018	Webinar
Doshier	Sharon	AE Instructor	BA degree	26.5	Intro to Workforce and Employability Skills	7/2/18	online
						10/15/18	LINCS
					Communicating Effectively and Professionally with LGBTI Skills	10/15/18	National Institute of Corrections online
					Motivational Interviewing Overview	12/19/18	NIC
					Communication Skills w/ Correctional	1/8/19	NIC

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			Offenders		
			Culture and Communication	1/8/19	NIC
			How to work with Manipulative People	1/9/19	NIC
			Positive Work Environment	4/16/19	NIC
Toledo	Eulynnda	SPED/ AE Instructor	PHD	8	IEP training
				1/? /19	Alb

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
All	Brain based instruction (through Mockingbird Education)	Conference

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
NONE		

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

Total hours contributed	Fair Market Value per Hour	Total
NONE		

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

Total hours contributed	Fair Market Value per Hour	Total
NONE		

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

NONE

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

NONE

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

NONE

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
State operated facilities: 20,346 square feet of space utilized for AE program services		
Privately operated facilities: 17,017 square feet of space utilized for AE program services		

Alternate option:

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Please indicate institution's building renewal and replacement allocation

NA

(Please cite the source document for the amount)

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

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

Source	Amount
NONE	

B. Program Income Activities

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

NONE

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
NA	

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

Student:

NMCO

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

Select Reporting
System:

NRS FY 18-19

Agency: NM Corrections Education Bureau Agency

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	(B)	(C)	(D)	(E)	(F)	(G)	M (H)	F (I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
ABE*** Level 1	2	0	0	0	3	0	95	6	0	0	8	0	0	0	114
ABE Level 2	11	4	2	0	19	2	233	27	2	0	34	3	1	0	338
ABE Level 3	25	15	0	0	23	7	284	104	1	1	68	25	1	0	554
ABE Level 4	6	6	3	0	14	1	171	43	2	0	46	15	1	1	309
ABE Level 5	2	2	0	0	3	0	20	6	1	0	14	1	0	0	49
ABE Level 6	0	0	0	0	5	0	25	1	0	0	8	0	0	0	39
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	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	46	27	5	0	67	10	828	187	6	1	178	44	3	1	1403

*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.

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

Select Reporting
System:

NRS FY 18-19 ▼

Agency: NM Corrections Education Bureau Agency

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)	
16-18	1	0	0	0	0	0	0	0	0	0	1	0	0	0	2
19-24	5	1	1	0	8	2	103	21	1	0	24	6	0	0	172
25-44	30	23	4	0	48	7	547	148	5	1	115	29	2	0	959
45-54	6	2	0	0	5	1	118	14	0	0	20	8	0	0	174
55-59	3	1	0	0	3	0	33	2	0	0	8	1	1	1	53
60+	1	0	0	0	3	0	27	2	0	0	10	0	0	0	43
Total	46	27	5	0	67	10	828	187	6	1	178	44	3	1	1403

*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.

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

Select Reporting System:

NRS FY 18-19

Agency: NM Corrections Education Bureau Agency

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)	
16-18	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
19-24	1	0	0	0	4	0	37	4	0	0	6	0	0	0	52
25-44	7	0	0	0	15	0	172	25	2	0	37	9	0	0	267
45-54	1	0	0	0	5	0	18	3	0	0	5	1	0	0	33
55-59	0	0	0	0	1	0	3	1	0	0	1	0	0	0	6
60+	1	0	0	0	0	0	1	0	0	0	3	0	0	0	5
Total	10	0	0	0	25	0	232	33	2	0	52	10	0	0	364

*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

NRS Table 3: Participants by Program Type and Age

Select Reporting

NRS FY 18-19

Agency: NM Corrections Education Bureau Agency

System:

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	1	158	897	164	52	43	1315
Integrated Education and Training Program	0	0	1	1	0	0	2
Adult Secondary Education***	1	14	62	10	1	0	88
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	2	172	959	174	53	43	1403

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

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

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

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

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

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

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

NRS Table 4

Select Reporting
System:

NRS FY 18-19 ▼

Agency: NM Corrections Education Bureau Agency

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 Parti cipants (B)	Total Numb er of Parti cipants Exclud ed from MSG Perform ance (C)	Total Attend ance Hours for All Parti cipants (D)	Numb er Who Achiev ed at Least One Educat ional Functi oning Level Gain (E)	Numb er Who Attain ed a Secon dary Diplo ma or Its Recogn ized Equiva lent (F)	Numb er Separ ated Before Achiev ing Measu rable Skill Gains (G)	Numb er Remai ning in Progra m Withou t Measu rable Skill Gains (H)	Percen tage Achiev ing Measu rable Skill Gains (I)	Total Numb er of Period s of Parti cipation (J)	Total Numb er of Period s of Parti cipation in Which Partici pants Achiev ed at Least One Educat ional Functi oning Level Gain (K)	Total Numb er of Period s of Parti cipation in Which a Secon dary School Diplom a or Its Recogn ized Equiva lent Was Attaine d (L)	Percen tage of Period s of Parti cipation with Measu rable Skill Gains (M)
ABE Level 1	114	0	22283.9	44	0	25	45	38.6	115	44	0	38.3
ABE Level 2	338	0	50084	123	1	106	108	36.7	346	123	1	35.8
ABE Level 3	554	0	69856.63	131	24	189	210	28	563	131	24	27.5
ABE Level 4	309	0	42340.73	57	41	105	106	31.7	314	57	41	31.2
ABE Level 5	49	0	4488.07	8	16	11	14	49	49	8	16	49

ABE Level 6	39	0	3028.25	2	20	15	2	56.4	40	2	20	55
ABE Total	1403	0	192081.58	365	102	451	485	33.3	1427	365	102	32.7
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	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
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	1403	0	192081.58	365	102	451	485	33.3	1427	365	102	32.7

- 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.

[illegible]

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Total	0	0	0	0	0	0	0	0	0
Grand Total	408	248	60.8	235	57.6	0	0	8	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

NRS Table 4 B

Select Reporting
System:

NRS FY 18-19 ▼

Agency: NM Corrections Education Bureau Agency

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	68	17998.6	44	5	19	64.7
ABE Level 2	190	40594.84	123	24	43	64.7
ABE Level 3	325	56609.6	144	49	132	44.3
ABE Level 4	170	33823.44	64	42	64	37.6
ABE Level 5	12	2505.35	6	0	6	50
ABE Total	765	151531.83	381	120	264	49.8
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0
Total	765	151531.83	381	120	264	49.8

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: $G = \text{Column D} / \text{Column B}$

[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 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0
Grand Total	0	0	0	0	0	0	0	0	0	0

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

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

- Column K is calculated using the following formula: $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$

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

NRS Table 5: Core Follow-up Outcome Achievement

Select Reporting
System:

NRS FY 18-19

Agency: NM Corrections Education Bureau Agency

Periods of Participation

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

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

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

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

Select Reporting
System:

NRS FY 18-19 ▼

Agency: NM Corrections Education Bureau Agency

Periods of Participation

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

Instructions for Completing Table 5a

Include only participants who are counted as distance education participants. Distance education participants are included in Table 5
Follow instructions for completing Table 5.

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

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

NRS Table 6: Participant Status and Program Enrollment

Select Reporting
System:

NRS FY 18-19 ▼

Agency: NM Corrections Education Bureau Agency

Participant Status on Entry into the Program
(A)

Number
(B)

Employed	11
Employed, but Received Notice of Termination of Employment or Military Separation is pending	2
Unemployed	0
Not in the Labor Force	1390
TOTAL	1403

Highest Degree Level of School Completed*

US Based
Schooling

Non-US Based
Schooling

No Schooling	8	3
Grades 1-5	101	15
Grades 6-8	298	25
Grades 9-12 (no diploma)	854	16
Secondary School Diploma or alternate credential	12	1
Secondary School Equivalent	2	0
Some Postsecondary education, no degree	1	0
Postsecondary or professional degree	1	0
Unknown	61	3
TOTAL (both US Based and Non-US Based)		1401

Program Type**

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

Institutional Programs (section 225)

In Correctional Facility	1402
In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	1402

* 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.

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

Select Reporting

NRS FY 18-19 ▼

Agency: NM Corrections Education Bureau Agency

System:

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0	0	0	0
Employment Second Quarter after exit*	0	0	0	0	0	0
Employment Fourth Quarter after exit*	0	0	0	0	0	0
Median Earnings Second Quarter after exit**	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome			
Increased Involvement in Children's Education	0	0	0			

Helped more frequently with school		0		
Increased contact with children's teachers		0		
More involved in children's school activities		0		
Increased Involvement in Children's Literacy Activities	0	0		0
Reading to children		0		
Visiting library		0		
Purchasing books or magazines		0		
Left Public Assistance	0	0		0

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

Enter in column B the total number of Family Literacy program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma. Enter only one of these achievements, if attained, per participant in column C.

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

NRS Table 9

Select Reporting
System:

NRS FY 18-19 ▼

Agency: NM Corrections Education Bureau Agency

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation		All Periods of Participation				
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome			
Achieved Citizenship Skills	0	0	0			
Voted or Registered to Vote	0	0	0			

Increased Involvement in Community Activities	0	0	0
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Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting
System:

NRS FY 18-19 ▼

Agency: NM Corrections Education Bureau Agency

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	1402	467	33.3	1426	467	32.7
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

NRS Table 11

Select Reporting
System:

NRS FY 18-19 ▼

Agency: NM Corrections Education Bureau Agency

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	2	0	0	3	0	0
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	2	0	0	3	0	0
MSG via Secondary or Postsecondary Transcript	2	0	0	3	0	0
MSG via Progress Toward Milestones	2	0	0	3	0	0
MSG via Passing Technical/ Occupational Skills Exam	2	0	0	3	0	0
Employment Second Quarter after exit	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 Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

[illegible]

NRS Table 14: Local Grantees by Funding Source

Select Reporting

Agency: NM Corrections Education Bureau Agency

System:

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

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

Instructions for Completing Table 14

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

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.

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

*** Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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

NMCO 4

Final Report of Participants

All Periods of Participation

Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	114	0	22283.9	44	0	25	45	38.6	115	44	0	38.3
ABE Level 2	338	0	50084	123	1	106	108	36.7	346	123	1	35.8
ABE Level 3	554	0	69856.63	131	24	189	210	28	563	131	24	27.5
ABE Level 4	309	0	42340.73	57	41	105	106	31.7	314	57	41	31.2
ABE Level 5	49	0	4488.07	8	16	11	14	49	49	8	16	49
ABE Level 6	39	0	3028.25	2	20	15	2	56.4	40	2	20	55
ABE Total	1403	0	192081.58	365	102	451	485	33.3	1427	365	102	32.7

CUMC 4

First Period of Participation

All Periods of Participation

Entering Educational Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	23	0	2935.5	7	0	5	11	30.4	23	7	0	30.4
ABE Level 2	46	0	7628.2	25	0	9	12	54.3	47	25	0	53.2
ABE Level 3	53	0	6920.3	17	1	19	16	34	54	17	1	33.3
ABE Level 4	22	0	3333	3	1	12	6	18.2	22	3	1	18.2
ABE Level 5	3	0	193	1	1	1	0	66.7	3	1	1	66.7
ABE Level 6	2	0	58	0	1	1	0	50	3	0	1	33.3
ABE Total	149	0	21068	53	4	47	45	38.3	152	53	4	37.5

Page 4

Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	4	0	375.75	0	0	0	4	0	4	0	0	0
ABE Level 2	11	0	1431.5	5	0	1	5	45.5	12	5	0	41.7
ABE Level 3	18	0	1728.94	1	1	5	11	11.1	18	1	1	11.1
ABE Level 4	6	0	933.6	0	1	1	4	16.7	6	0	1	16.7
ABE Level 5	4	0	215	0	3	0	1	75	4	0	3	75
ABE Level 6	4	0	505.45	0	1	2	1	25	4	0	1	25
ABE Total	47	0	5190.24	6	6	9	26	25.5	48	6	6	25

ACC 4

Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or its Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or its Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	13	0	3688.75	4	0	1	8	30.8	13	4	0	30.8
ABE Level 2	48	0	9149	13	0	12	23	27.1	50	13	0	26
ABE Level 3	86	0	17223.45	17	2	16	51	22.1	88	17	2	21.6
ABE Level 4	81	0	13127.81	13	10	24	34	28.4	83	13	10	27.7
ABE Level 5	14	0	1620.95	1	2	3	8	21.4	14	1	2	21.4
ABE Level 6	20	0	1690.9	1	9	9	1	50	20	1	9	50
ABE Total	262	0	46500.86	49	23	65	125	27.5	268	49	23	26.9

NEUMDE 4

First Period of Participation

All Periods of Participation

Entering Educational Functional Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functional Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functional Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	2	0	224	1	0	1	0	50	2	1	0	50
ABE Level 2	32	0	2144.5	7	0	24	1	21.9	32	7	0	21.9
ABE Level 3	40	0	2947.4	3	1	32	4	10	41	3	1	9.8
ABE Level 4	19	0	2037.2	2	1	11	5	15.8	20	2	1	15
ABE Level 5	1	0	85.5	0	0	1	0	0	1	0	0	0
ABE Level 6	1	0	61.8	0	1	0	0	100	1	0	1	100
ABE Total	95	0	7500.4	13	3	69	10	16.8	97	13	3	16.5

ALUMMEE 4

Entering Educational Functional Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functional Level Gain (E)	Number Who Attained a Secondary School Diploma or its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functional Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	4	0	530	2	0	0	2	50	4	2	0	50
ABE Level 2	22	0	2492.42	3	0	10	9	13.6	24	3	0	12.5
ABE Level 3	25	0	2532.25	3	2	9	11	20	25	3	2	20
ABE Level 4	16	0	1613.7	2	1	6	7	18.8	16	2	1	18.8
ABE Level 5	2	0	48	0	2	0	0	100	2	0	2	100
ABE Level 6	5	0	141	1	3	1	0	80	6	1	3	66.7
ABE Total	74	0	7357.37	11	8	26	29	25.7	77	11	8	24.7

QAPF 4

Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	33	0	11630	21	0	4	8	63.6	34	21	0	61.8
ABE Level 2	60	0	19441.5	34	0	11	15	56.7	61	34	0	55.7
ABE Level 3	49	0	14823.45	29	2	4	14	63.3	49	29	2	63.3
ABE Level 4	40	0	10855.25	17	5	4	14	55	40	17	5	55
ABE Level 5	5	0	1062	3	0	1	1	60	5	3	0	60
ABE Level 6	4	0	204.75	0	1	3	0	25	4	0	1	25
ABE Total	191	0	58016.95	104	8	27	52	58.6	193	104	8	58

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First Period of Participation

All Periods of Participation

Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	13	0	1357.75	6	0	4	3	46.2	13	6	0	46.2
ABE Level 2	43	0	3789.3	20	0	12	11	46.5	43	20	0	46.5
ABE Level 3	60	0	4809.24	12	4	18	26	26.7	63	12	4	25.4
ABE Level 4	32	0	2250	5	6	14	7	34.4	33	5	6	33.3
ABE Level 5	4	0	130.41	1	2	0	1	75	4	1	2	75
ABE Level 6	3	0	227.25	0	3	0	0	100	3	0	3	100
ABE Total	155	0	12563.95	44	15	48	48	38.1	159	44	15	37.1

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Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	9	0	371.8	0	0	5	4	0	9	0	0	0
ABE Level 2	35	0	2883.95	14	1	15	5	42.9	35	14	1	42.9
ABE Level 3	59	0	3859.09	10	3	29	17	22	61	10	3	21.3
ABE Level 4	21	0	1881.3	2	6	6	7	38.1	22	2	6	36.4
ABE Level 5	1	0	30.5	0	1	0	0	100	1	0	1	100
ABE Level 6	2	0	239.7	1	1	0	0	100	2	1	1	100
ABE Total	127	0	9266.34	27	12	55	33	30.7	130	27	12	30

5004

Entering Educational Functional Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functional Level Gain (E)	Number Who Attained a Secondary School Diploma or its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functional Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	1	0	62.6	1	0	0	0	100	1	1	0	100
ABE Level 2	17	0	1333.51	6	0	5	6	35.3	17	6	0	35.3
ABE Level 3	114	0	11438.52	29	8	31	46	32.5	115	29	8	32.2
ABE Level 4	39	0	4487.03	9	7	13	10	41	40	9	7	40
ABE Level 5	3	0	251.66	1	1	1	0	66.7	3	1	1	66.7
ABE Level 6	1	0	26	0	1	0	0	100	1	0	1	100
ABE Total	175	0	17599.32	46	17	50	62	36	177	46	17	35.6

SAME

First Period of Participation				All Periods of Participation								
				Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained	Percentage of Periods of Participation with Measurable Skill Gains						
Entering Educational Functioning Level	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for All Participants	Number Who Achieved at Least One Educational Functioning Level Gain	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program Without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total Number of Periods of Participation	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)
ABE Level 1	8	0	900	1	0	2	5	12.5	8	1	0	12.5
ABE Level 2	46	0	4344.19	16	0	12	18	34.8	50	16	0	32
ABE Level 3	68	0	7674.68	15	1	31	21	23.5	71	15	1	22.5
ABE Level 4	42	0	5222.06	6	6	9	21	28.6	44	6	6	27.3
ABE Level 5	8	0	478.3	2	1	2	3	37.5	8	2	1	37.5
ABE Level 6	2	0	257.85	0	1	1	0	50	2	0	1	50
ABE Total	174	0	18877.08	40	9	57	68	28.2	183	40	9	26.8

Volume 4

ring Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	5	0	437.25	1	0	1	3	20	5	1	0	20
ABE Level 2	20	0	2071.05	4	0	3	13	20	21	4	0	19
ABE Level 3	51	0	4343.88	10	1	16	24	21.6	51	10	1	21.6
ABE Level 4	29	0	2537.08	4	2	12	11	20.7	30	4	2	20
ABE Level 5	6	0	314.9	0	3	2	1	50	6	0	3	50
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	111	0	9704.16	19	6	34	52	22.5	113	19	6	22.1

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-K 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-K 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 fulfill this function. The Operator for the area will ensure that the NMWCC job centers provide accessible, seamless, customer-driven services to job seekers, employers and other stakeholders in a professional, courteous, timely and efficient manner. Major components of the work involve engaging and expanding the network of partners participating in the system, leading efforts to improve customer outcomes and customer satisfaction by enhancing, coordinating and integrating service delivery within the local area; and assisting with the development of innovative strategies and technologies to assist in improving the public workforce system in the local area, while ensuring such developments are not of duplicative of existing technologies and resources.

KEY TASKS AND RESPONSIBILITIES OF THE OPERATOR

Partner Collaboration and Coordination

- Develop strategies to improve coordinated service delivery and client outcomes
- Ensure roles and responsibilities of partners are well-defined, integrated and aligned
- Implement and monitor the negotiated one-stop partner MOU
- Act as an intermediary and facilitate meaningful collaboration and communication among EAWDB partners

One-stop Operations

- Develop and implement policy changes, process enhancements, customer service standards and plans for continuous improvement that reflect an integrated system, efficient use of resources and minimized duplication of efforts
- Ensure effective administration of day-to-day operations in partnership with the Site 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 for the board, and
- Oversee negotiations and maintenance of MOUs and IFAs with One-stop partners.

TERMINATION

This MOU will remain in effect until the end date specified in the *Effective Period* section unless:

- All Parties mutually agree to terminate this MOU prior to the end date.
- Federal oversight agencies charged with the administration of WIOA are unable to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this MOU succeeding the first fiscal period. Any party unable to perform pursuant to MOU due to lack of funding shall notify the other Parties as soon as the party has knowledge that funds may be unavailable for the continuation of activities under this MOU.
- WIOA is repealed or superseded by subsequent federal law.
- Local area designation is changed under WIOA.

In the event of termination, the Parties to the MOU must convene within thirty (30) to discuss the formation of the successor MOU.

EFFECTIVE PERIOD

This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 2020, unless any of the reasons in the Termination section above apply.

AUTHORIZATION

Each person signing this MOU represents and warrants that he or she is duly authorized to execute this MOU.

PARTNER SERVICES EXHIBITS

EXHIBIT A – DEPARTMENT OF WORKFORCE SOLUTIONS (DWS) AND WIOA TITLE I

The DWS administers many of the required partner programs including Wagner Peyser, Jobs for Veterans State Grants (JVSG), Unemployment Insurance (UI), and TAA. These programs along with WIOA Adult, Dislocated Worker and Youth (WIOA Title I) are co-located in all Eastern Area NMWCC offices. Services available through those programs are detailed above. Additional required partner services available under this MOU are detailed in pages of these exhibits.

EXHIBIT B — TRADE ADJUSTMENT ASSISTANCE ACTIVITIES

Trade Act programs are focused on getting customers reemployed and ensuring those individuals maintain employment. The TAA program includes but is not limited to: training, employment and case management services, job search allowances, and relocation allowances.

Individual workers who are members of a certified worker group apply for benefits and services at the NMWCC offices. Individual workers who meet the qualifying criteria may receive: job training, job-search, and relocation assistance. Additionally, all workers covered by a certification are eligible for employment and case-management services, including basic and individualized career services either through the TAA program or through and in coordination with the WIOA Title I and Wagner Peyser programs.

EXHIBIT C – RAPID RESPONSE ACTIVITIES

Rapid Response is an early intervention business service that assists workers and employers during the entire business cycle. Rapid Response coordinates layoff aversion and outplacement services for employers and workers affected by layoffs, plant closures, or natural disasters. It is not always event-driven; it is pro-active approach to planning for and managing economic transitions. At its best, Rapid Response assist employers with their layoffs by coordinating outplacement services prior to layoff, while supporting the business by working with other state and local stakeholders who can then assist in job expansion. Rapid Response services provide an introduction to workforce systems and helps workers and employers navigate the NMWCC system of resources and information to help transition workers into reemployment and assist businesses.

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

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

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

Offices are also required to provide access to a space with a telephone for UI hearings. In the event a hearing is scheduled the office will work with the customer and the UI division to coordinate the hearing and telephonic meeting if applicable.

EXHIBIT E – VOCATIONAL REHABILITATION SERVICES

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

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

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

EXHIBIT F – ADULT EDUCATION AND LITERACY

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

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

EXHIBIT G – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

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

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

EXHIBIT I – TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)

The TANF program's core function is to serve low income families to help meet the family's ongoing basic needs such as food and clothing. One of the four goals of the TANF program is to help end the dependency of public assistance by preparing the individuals to enter the workforce. Some of these families have barriers that prevent them from obtaining employment. Referrals are provided to families to help overcome the barriers to obtaining employment. The referrals include help with child care assistance and transportation vouchers. Services that are provided include but are not limited to: access to education, training, placement, and counseling services. For those individuals who are having difficulty obtaining employment because they do not have enough experience, the program can offer work experience and on the job training assistance. They also provide technical assistance with resume building, workshops, job clubs, and access to educational services.

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.

D. Jablonski
David Jablonski, Secretary
New Mexico Corrections Dept.

12/5/18
Date

Dr. Rebecca Rowley, President
Clovis Community College

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 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

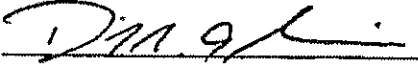
The Shared costs for the comprehensive center to be disturbed across all required partners include:

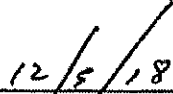
• Site Manager – 20%	\$1,600.00
• One Stop Operator at 20% of Clovis portion	\$1,776.00
• IT Support and supplies	\$2,000.00
• Printed Materials	<u>\$ 750.00</u>
	\$6,126.00

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.


David Jablonski, Secretary
New Mexico Corrections Dept.


Date

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

Date