New Mexico State University Carlsbad
Adult Education Program
ANNUAL REPORT

NM STATE UNIVERSITY

Congraulations Class of 2019
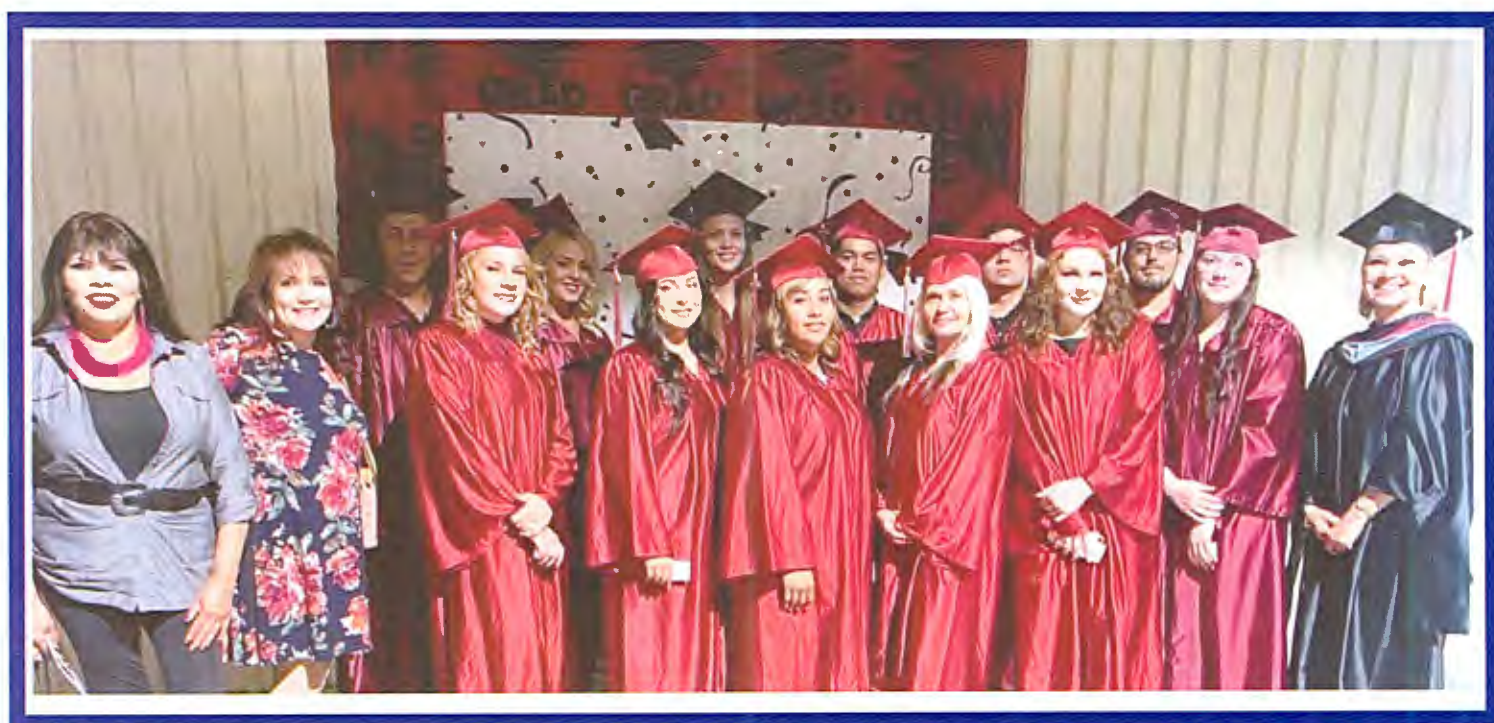
Program Year
July 1, 2018 – June 30, 2019
Reporting Deadline September 3, 2019

Annual Program Report
Cover Page

Program Name: Adult Education

Institution or Organization: New Mexico State University Carlsbad

Address:	**1500 University Drive**
City:	**Carlsbad, NM**
County:	**Eddy**
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Website:	**https://carlsbad.nmsu.edu/departments/adult-education-department/**

Fiscal Year: 2018-2019

Submission Date: 8-27-2019

Program Director,
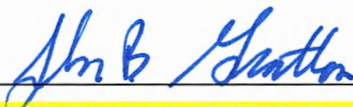Manager, or Coordinator
Name: Bertha Alicia Jasso

Contact Information: Phone: **575-234-9254**

Email: **bjasso@nmsu.edu**

Alternate Contact Name: Joyce Griego

Contact Information: Phone: **575-234-9252**

Email: **ftgbjm@nmsu.edu**

_____   _8/27/19_
==Signature of the Chief Executive Officer or Designee==   DATE

Dr. John B. Gratton, President at NMSU Carlsbad

Typed Name and Title:

Section I. Program Narrative Report

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

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

   The following are the three highest priority goals for 2018-2019 program year.

   ➢ *Level gains of AE students are the programs first priority. We are continuously working to strengthen our students' (and teachers' ability to teach) soft skills such as punctuality, cooperatively working in teams, responding positively to supervision and constructive criticism, professionalism/work ethic, oral and written communication, critical thinking/problem solving. AE policies are clear to all students prior to entering the classroom. They are expected to abide by these polices as they also pertain to college readiness and appropriate workforce behaviors. The students' response to these new methods have been positive and they are very responsive to learning strategies that pertain to school and workplace readiness. In order for AE students to be successful, they must be proficient in technology since we live in a world of technology.*

   ➢ *Transition AE students into College and/or Career Readiness by incorporating and promoting more technology into course work and online resources, which will be helpful in student retention and progress in addition to better preparing them for college (online learning) and workplace readiness. AE has already had a very positive and enthusiastic response from the students as they are gathering information from a variety of resources, which is enabling them to be better prepared for college coursework and the workforce. We provide guidance to AE students who express interest in post-secondary education by setting appointments with the TRIO Program specialist this person provide college transition and career readiness pretty smooth for the AE students.*

   ➢ *Professional Development and training teachers to monitor/measure skill gain, train or encourage teachers in building more innovate, exciting and relevant coursework and class environment (helpful with progress/retention of students). We are working with other departments on campus to develop mind/memory developing assessments via Aquos Boards and the students' cell phones. This will not only provide a more interactive learning experience, students will be able to utilize learning tools they already use on a daily basis. Teachers are to make sure to monitor students who demonstrate readiness for post-testing.*

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?

   The NMSU Carlsbad Adult Education program continues to develop strong relationships amongst the Eddy County community. These relationships consist of the following agencies:

   ✓ *Ann Wood Literacy Center; a local literacy center in which the AE program partners to refer students who need a one-on-one tutoring to build literacy skills up to 6th grade level.*

   ✓ *The Eddy County Municipal Public Schools: (4 high schools) the AE director and the Superintendents have a partnership creating a seamless transition for the underage students. The AE office staff closely monitor the under-age student referrals from the superintendents' office. The underage student enrollment, assessment, activities and progress of the underage students are reported to the superintendent's staff.*

    ✓ ***Grammy's House;*** *a social service provider in the Artesia community has had a partnership since 2007. The AE program director has a memorandum of understanding (MOU) with Grammy's House. ESL and GED® classes are offered Monday – Friday 9-noon; and Mondays and Wednesdays evening 6-8.*

    ✓ ***Workforce Solution Youth Program Coordinator;*** *participates and provides information to AE students taking the GED® Ready Practice Test. Client referrals to the AE and to the Workforce Solution have been established and are monitor. Student/s assessments, attendance and progress are reported in a timely matter.*

    ✓ ***TRIO;*** *this program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of the postsecondary education. The TRIO specialist participates in the GED® Ready Practice Test, scheduling appointments with interested students who are expressing interest in the postsecondary education. In addition, the TRIO specialist provides admission and financial aid guidance.*

    ✓ ***Local Business Employers;*** *have been referring employees to AE program to enroll in the ELA classes to improve their Literacy skills.*

    ✓ ***NMSU Carlsbad;*** *the AE program has a transition rate of 50% or more of the GED® graduates into the NMSU Carlsbad.*

    ✓ ***Division Vocational Rehabilitation (DVR);*** *the AE program are establishing partnership with DVR, some clients are referred to the AE program.*

    ✓ ***Local Workforce Solution Board;*** *the AE director is active in the Youth committee, this committee meets quarterly, the director has/will participate in board meetings. Meetings have been held with the local Employment Specialist-Staff Supervisor at NM Workforce Connection Eastern Region. The WIOA Act focuses on the renewed engagement of the adult education and literacy providers, employers and occupational trainers to assist adults in becoming literate and obtaining the knowledge and skills essential for employment and self-sufficiency.*

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

    Professional development *it is priority. Incorporating more technology into coursework using computers, laptops, cell phone and iPads are critical for AE student success. The AE program at NMSU Carlsbad has 2 Aquos boards in two classrooms this technology (STEM program director provided 2 Aquos board to the AE program 2017) teachers are using this technology in class, students and as well as teachers are excited.*

    *Although not all teachers are able to attend conference, I bring information back to all to share what I have learned; teachers are encouraged to attend webinars as offered by COABE; NMDELT; NMAEA and other resources. Teachers also must meet quarterly to share BEST Practices and brain storm for ideas on retaining students. The NMAEA program offered a **teachers institute** in which the Math instructor participated and share the information with instructors who did not attend.*

    The AE Director and staff provided a semester meeting provide information about funding, conferences, teachers institute and any other training that may be offered by the state or other organizations.

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

> ***At the time of registration***, *students must make time to take the assessment it is part of the enrollment. If they do not have time to take the test, we ask them to come back when they have time. When the test is completed we run results and and we explain the results to the student and provide them an option to attend morning or evening classes. The student is given a **code of conduct** to read and review. Student who enroll in our program know that **attendance is mandatory**. They sign the code of conduct and acknowledge responsibility to attend classes and to apply their effort toward successfully improving in the lowest area reflected on their pre-assessment. All students enrolling are aware of the consequences should they stop attending without notification to the instructor or the AE office staff. Students are advised at they must take an exit assessment before they stop attendance or it too will result in their being placed on a waiting list to attend classes in the future. Follow-up calls and/or emails are done on a regular basis and through this action many students who stopped attending return to class/es. We also present students who attend during the two-week class periods each month with a "Prefect" attendance certificate to recognize their effort. The AE staff and director monitor the data in Laces regularly this provides information needed to improve the outcomes and performance of the students and program success. Data drives improvements and so we are always looking at the data to see how and where we can make improvements in order to enhance better outcomes. This is a strong team dedicated to the Eddy County student's success.*

> ***See Attachments at the end of the report: the intake form, code of conduct and other forms; ESL forms are in Spanish***

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: NMSU Carlsbad	Site: Grammy's House Artesia	Site:	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	0	0	0			
Total count of students with 12 + hours	246	197	49			
Total contact hours for students with 12 + hours	11,450.5	8,818.5	2,632			
Average contact hours for students with 12 + hours	46.6	44.8	53.7			
Average contact hours for students with 12 + hours experiencing level gains	76.5	72.9	53.7			
Count of all HSE graduates with 12 + hours	22	16	6			
Count of HSE en Español graduates with 12 + hours	1	1	0			
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	38.74	27.03	11.71			
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	62.96	51.85	11.11			
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)	68.47	53.15	15.32			
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)	38.52	32.59	5.93			
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)	36.94	26.13	10.82			
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)	61.48	50.37	11.11			
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.						
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.			1			

Adult Education Local Provider Annual Report   2018-2019

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
Loving	25
Artesia Head-Start	20
NMSU Carlsbad	25

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?

    The program year started with big plans to increase the posting-testing weeks for the fiscal year. This worked very well and plans are to continue in the post-testing efforts in future years. At the time of enrollment, each student has been informed the importance of their education and of their efforts in the AE program. If a student enrolls and does not meet the required hours and post-testing and advancement it is very likely that they will put on a waiting list to prevent enrollment until a 6-8 week waiting period has elapsed and they have attended on a regular basis a basic class of lowest level area instruction. If they do not commit to their educational goal's they will not be allowed to attend the classes in our program. The AE staff expresses the importance of commitment from all AE students at the time of enrollment. If they do not commit to their educational goal's they will not be allowed to attend the classes in our program (up to a year). The AE staff expresses the importance of commitment from all AE students at the time of enrollment. If student cannot commit they are to let us know immediately in order for students to avoid serious consequences.

Adult Education Data
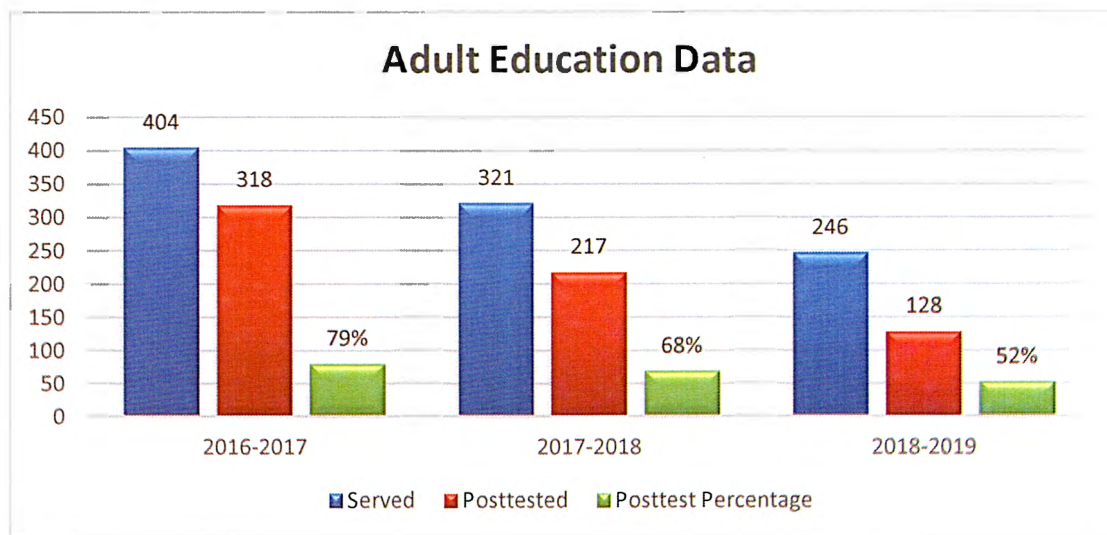
2. Describe notable outcomes, both positive and negative, you have observed in your program data.
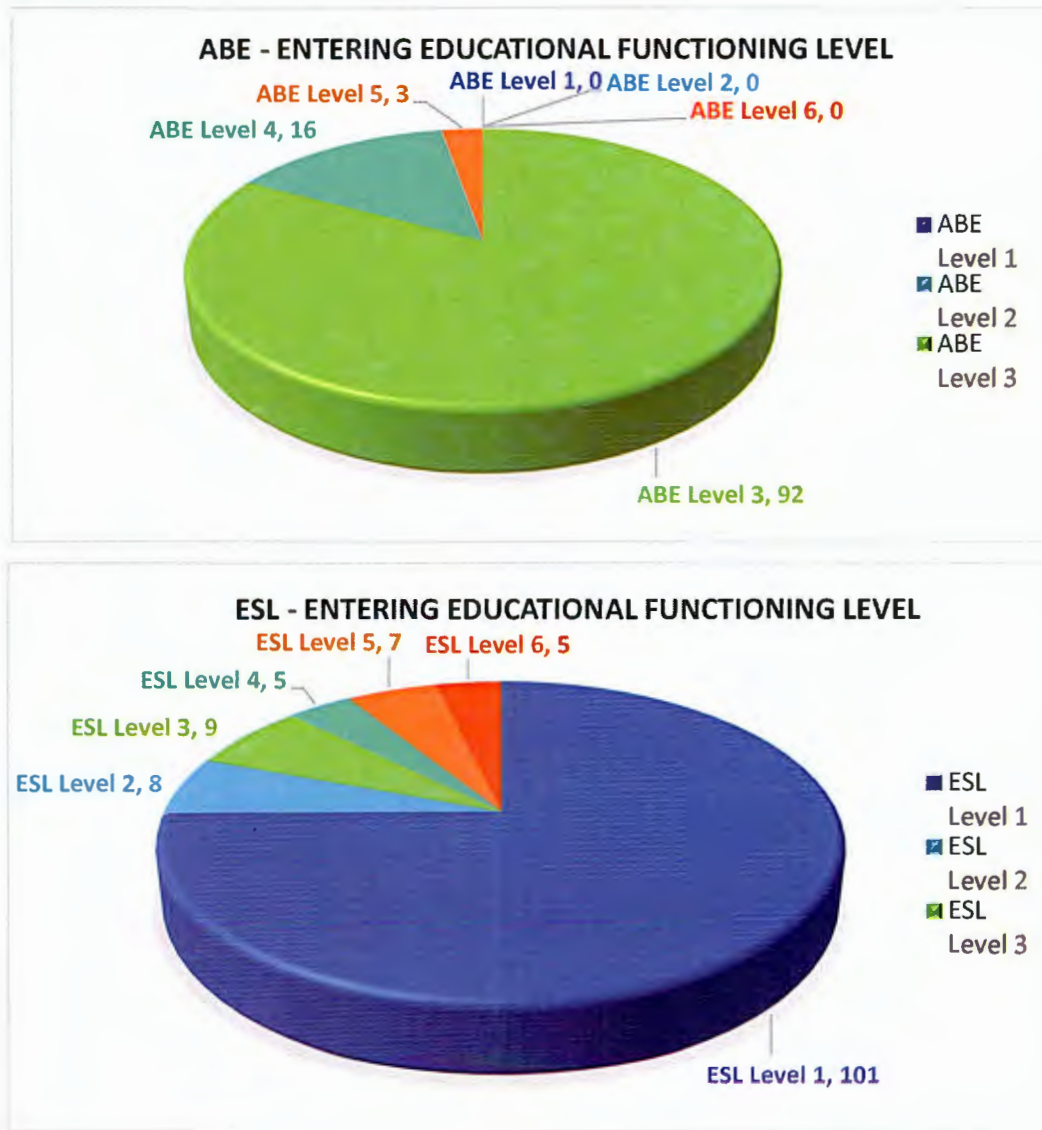
    *In looking at the data we noticed that the number of high school equivalency students in the program decreased from last year; serving **111 GED®/HSE** students this year compare to **185** last years. The ESL population was about the same this is year we served **135 ESL** students and last*

*year we served **136** ESL students. The outcomes **22** obtained HSE and first **(1) ESL** student took and passed the HSE en Español. **Seventeen (17) HSE** students passed partial and **2 HSE** partials en Español. Although the total students served, was **246** we are very proud of the outcomes.*

The oil and gas industry continues to grow strong in the Eddy County therefore many students who have taken partial GED®/HISET tests however they continue to have a hard time taking off from work to complete the GED®/HISET.

In conclusion, the AE program at NMSU Carlsbad is very excited with this year's results. The retention and post-testing rates are good. We look forward to improving the retention and post-testing there is always room for improving in these two areas. We look forward to 2019-20 year.

ABE - ENTERING EDUCATIONAL FUNCTIONING LEVEL

ABE Level 5, 3
ABE Level 1, 0 ABE Level 2, 0
ABE Level 6, 0
ABE Level 4, 16

Legend:
- ABE Level 1
- ABE Level 2
- ABE Level 3

ABE Level 3, 92

ESL - ENTERING EDUCATIONAL FUNCTIONING LEVEL

ESL Level 5, 7   ESL Level 6, 5
ESL Level 4, 5
ESL Level 3, 9
ESL Level 2, 8

Legend:
- ESL Level 1
- ESL Level 2
- ESL Level 3

ESL Level 1, 101

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

The director has an open door policy so teachers, staff and students know that the director will make time to listen to ideas, issues and/or suggestions. The AE staff and director hold two formal teacher orientation one in the Fall and Spring, at these orientations the director provides an update of any changes mandated by the AE State Director; updates on funding is addressed at the time. At the orientation, we have break out sessions to allow teachers the opportunity to share best practices. During the semester, letters and/or calls are make to individual teachers to touch-base on issues or items that need to be addressed. Teachers keep in touch with each others providing support to each other.

4. Describe program improvement initiatives you plan to pursue.

The AE program at NMSU Carlsbad is committed to improving, expanding and providing college career readiness to adult education students in the Eddy County. Our goal is to increase the number and percentage of adult education students who enter college/postsecondary education a smooth and transparent process. As of 2010, the AE program adopted the National Governors Association, council of Chief State School Officers' Common Core State Standard at educational levels (P-12k), postsecondary and adult education. We recognize the critical need for aligning adult education curricula to meet the higher demands of College and Career Ready Standards (CCRS) a subset of state standards recognized by the Office Of Career, Technical and Adult Education (OCTAE). CCRS is designed to be robust and relevant to real-world expectations, offering the adult students the foundational knowledge, skills, and the abilities to pursue a college education and training as well as career aspirations

The AE program will offer core adult education services concurrently with occupational training. It will provide the opportunity for adult education to collaborate with training organizations to accelerate student learning by attaining adult education support and occupational skills. The importance of the college and career readiness for adult students cannot be overstated. Adults entering the workforce are discovering that they need critical knowledge and basic skills in their daily lives. It is crucial that adult education programs provide students the opportunity to acquire skills in order to pursue their long-term career aspirations and goals. The director of this Adult Education program serves on the LWDB

local board and in doing so will be working closely to keep the program activities aligned with the plan identified by the LWDB.

It is and has been exciting and thrilling to see the students so eager to learn and to see them become productive citizens of the Eddy County. The AE staff, teachers and tutors look forward to providing the services to both ELA and GED®/HSE students for the years to come.

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

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

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

   $15,000

   Thirty seven (37) to fifty (50) clients are provided AE services such as:
   - *Assessments*
   - *Instruction to meet the students needs*
   - *Practice GED®/HiSET test $6.00 each Practice test*
   - *Assistance on transition to college*

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.

   Specialized workshops focused on job and job readiness trainings; Communication between prepared GED®/HSE students to obtain application for resources to pay for the HSE test; assistance college enrollment advisement is already in place. The local workforce youth coordinator is active and provides information of the youth program to all student during new student orientation and to all students who take the GED® Ready Practice Test.
   A total of 37 AE students were referred to the WIOA Youth Program. At this time, I do not know how many from the Carlsbad community actually obtained their high school equivalency with the assistance of the WIOA Youth Program however I'm sure there were many out of the 37students.

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.

The AE program director is committed with the WIOA partners she will continue to improve and scale up its career training programs. The AE program would like to offer core adult education services concurrently with occupational training. Cooperation with the One-stop Center will provide an opportunity for with the AE program has resulted in extending GED® fee payment and college tuition funding. Thankfully many of our students need this opportunity offer and take advantage of this process. We assess our enrolling students and if any of them meet the criteria that is needed for the opportunities offered by the One-stop their detailed assessment is e-mailed to the supportive staff member and the student is given an appointment to meet with the one-stop agent. This agent then goes through the process and the students get the assistance that is needed to complete their GED®/HiSET test. E-mails and local and state meetings are held and a united successful relationship is developed. The WIOA partners participate by presenting the type of services and opportunities provide by there programs during the AE student orientations held twice a year.

We assess the WIOA referrals, clients by providing TABE results. The AE staff works closely with the youth program coordinator by referring students who have take a Practice GED®/HiSET and who met the required scores in each subject area of the test. In which the youth program coordinator can provide resource assistance to those who submit required application and documents.

Strong linkages have been established and maintained with the Local Workforce Solution and local business agencies in our community. The AE director is part of the local Youth Program Committee and attends quarterly meetings on a regular basis. In addition, this year the AE director attended a (5-day) conference that will assist in working closer with the local workforce connection in the Eddy County.

Of course, there is always more for improvement to continue to serve the Eddy County community.

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

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.

   *Enhancing **job development skills** such as resume format based on student needs and work history, proper email protocol (technical writing helpful for college and work), enhancing networking skills online and face-to-face, mock interviews to develop and/or enhance reading, writing, conversation/communication skills for ESL and GED®/HiSET students. Incorporate more activities that will benefit GED completion, college readiness, life skills, and career readiness i.e. emphasis on charts/graphs, as they will develop mathematical, analytical, and writing skills.*

   Promote more cohesiveness with NMSU Carlsbad, promote and create more 'bridge' opportunities/programs to help retain and smoothly transition students into college or vocational school.

   Promote and be consistent with more online learning in conjunction with face-to-face classes. This will be extremely helpful in retention and progress of those students in independent study and those with heavy workloads/kids/barriers i.e. Edready.gov, Learning express (NMSU), PLATO even YouTube. This will also prepare students for computer/online course work in college.

   Network and partner with the oil and gas industry to refer employees, possibly provide teacher if needed to increase student count, build skills and help with the development of their employees.

   Continue to incorporate and build upon and surpass WIOA standards by collaborating with NM Workforce Solutions, DVR, ISD, and continuously Develop staff by attending conferences/meetings/fairs.

2. If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)
   The AE Program at NMSU Carlsbad is not providing an I-BEST however, we go beyond to provide a smooth transition to College or Employment by preparing the students with soft skills, as well as resume, interview and dress for success in order for the students to be ready for the workforce. Every effort is made to provide AE students direction and guidance towards career or college readiness.

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.

   To address the English Language Arts and Literacy in Social Studies, Science and English as a Second Language (ESL) the standard focus is the comprehension of text and acquisition of knowledge. Teachers are exposing students to the complexity of reading text it is not just reading words it is making sure that students understand what they reading. Expanding the academic vocabulary as well. Teachers are making sure that students have the ability to cite evidence form the texts in order to present analyses, clear information in order for the student to write. Teaching students how to do research. Students are required to answer questions based on their understanding of they read in the text. All AE teachers are staving to prepare students to enter college and careers with the ability of critical thinking.

   When reading for understanding students learn to take task, purpose and they learn take into consideration the audience. Learning to design/craft arguments, writing to inform and explain is vital especially for those who express interest in entering college.

   The NMSU Carlsbad STEM program is also offering summer preparation camps such as English and math camps at no cost to the students.

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

   The AE program at NMSU Carlsbad has a computer lab equipped with 21 computers and an Aquos board. The computer lab is used primarily by the Language and ESL teachers both morning and evening classes. We all know technology help students and teachers develop the competencies needed for the twenty-first century. Although technology does not guarantee effective learning, it helps students interact in class activities. Research, math exploring just about everything and anything is possible and it is all at your figure tips with technology. We use the AE computer lab daily. Practice GED®/HiSET test are provided to student who demonstrate readiness to take the the test. Other student use it to improve the keyboard skills. Both students and teacher enjoy using technology. It gives them the self-confidence, provide assistance in problem solving, and team work.

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

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

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

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

N/A

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

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

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
Jasso	Bertha	AE Director	Masters Edu	23	NMHED Confer	9-18-22-18	ABQ
					WIOA	12-14-18	Roswell
					PD Design Team	2-28-3-2-19	ABQ
					MPAEA Confer	3-3-8-19	NV
					COABE	3-31-4-3-19	NO
					NMAEA Retreat	5-27-28-19	ABQ
					Director Mtg	5-29-31-19	ABQ
					Webinars	7-1-18 6-30-19	Web
Longoria	Linda	Adm. Assistant	GED 36 college credits	6	All Monitory training	7-1-18 -6-30-19	web
Griego	Joyce	Data Coordinator	High School 50 college credit	2	All Monitory training	7-1-18 -6-30-19	web
					NMHED Confer	9-18-22-18	ABQ
Lopez	Edwardo	Instructor	Bachelors Engineering	2	Teachers Institute	4-19-19	ABQ

*** *All AE teachers Must do 8 or 9 Mandatory training on-line per NMSU Las Cruces*** *

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

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
AE Director	Career Pathways & Career Readiness	Face to Face
AE Director	Curriculum	Face to Face
AE staff	Career Pathways & Career Readiness	Face to Face
AE Instructors	Career Pathways & Career Readiness	Face to Face
AE Instructors	Curriculum	Face to Face

IX. Fiscal Survey

1. Please indicate Total hours contributed – Volunteer Tutors

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

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

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

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

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

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.
    Aquos Board form STEM Program

$10,000

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

$15,000

IT Support for staff and computer lab services and updates

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
2732 sq ft at NMSU Carlsbad	$35	$95,620

Alternate option:

Please indicate institution's building renewal and replacement allocation

None

(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
Bertha Alicia Jasso	$500 Donation to pay for meals in the fall and Spring semester for teachers orientation
Grammy House in Artesia NM; Partnership with Executive Director	720 sq ft to provide AE instruction free rent and utilities; estimated value $25, 200

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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

See Attachment

Student:

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

Select Reporting System: NRS FY 18-19   ▶   Agency: NMSU-Carlsbad

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 3	1	1	0	0	0	2	24	31	0	0	12	20	0	0	92
ABE Level 4	2	0	0	1	1	0	2	2	0	0	1	8	0	0	16
ABE Level 5	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	1	27	70	0	0	0	2	0	1	101
ESL Level 2	0	0	0	0	0	0	1	7	0	0	0	0	0	0	8
ESL Level 3	0	0	0	1	1	0	0	8	0	0	0	0	0	0	9
ESL Level 4	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
ESL Level 5	0	0	0	0	0	0	0	7	0	0	0	0	0	0	7
ESL Level 6	0	0	0	0	0	0	1	3	0	0	0	1	0	0	5
Total	3	1	0	2	2	2	57	134	0	0	13	31	0	1	246

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

Student:

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

Select Reporting System:	NRS FY 18-19 ▶	Agency:	NMSU-Carlsbad

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	0	0	0	0	0	0	13	8	0	5	8	0	0	35
19-24	1	0	0	0	1	1	1	13	26	0	5	10	0	0	58
25-44	1	0	1	0	1	1	1	27	78	0	3	11	0	1	125
45-54	0	0	0	0	0	0	0	4	18	0	0	2	0	0	24
55-59	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
60+	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Total	3	1	1	0	2	2	2	57	134	0	13	31	0	1	246

*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

Student:

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

Select Reporting System: NRS FY 18-19 ▶   Agency: NMSU-Carlsbad

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

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

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System: NRS FY 18-19 ▶   Agency: NMSU-Carlsbad

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**	32	41	32	2	0	1	108
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	1	0	2	0	0	0	3
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	2	17	91	22	2	1	135
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	35	58	125	24	2	2	246

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

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

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

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

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

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

Student:

NRS Table 4

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.

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	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 3	92	0	2901	5	13	66	8	19.6	93	5	13	19.4
ABE Level 4	16	0	520.5	1	6	9	0	43.8	16	1	6	43.8
ABE Level 5	3	0	107.5	0	2	1	0	66.7	3	0	2	66.7
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	111	0	3529	6	21	76	8	24.3	112	6	21	24.1
ESL Level 1	101	0	5203.5	55	1	44	1	55.4	103	56	1	55.3
ESL Level 2	8	0	444	7	0	1	0	87.5	8	7	0	87.5
ESL Level 3	9	0	650.5	4	0	4	1	44.4	9	4	0	44.4

First Period of Participation

All Periods of Participation

Entering Educational Functioning Level	B	C	D	E	F	G	H	I	J	K	L	M
ESL Level 4	5	0	473.5	3	0	1	1	60	6	3	0	50
ESL Level 5	7	0	663	6	0	0	0	85.7	8	7	0	87.5
ESL Level 6	5	0	487	4	0	0	0	80	5	4	0	80
ESL Total	135	0	7921.5	79	1	1	3	59.3	139	81	1	59
Grand Total	246	0	11450.5	85	22	22	11	43.5	251	87	22	43.4

- 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 year 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.

Student:

NRS Table 4a - Educational Functioning Level Gain

Select Reporting System: NRS FY 18-19 ▶   Agency: NMSU-Carlsbad

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	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 Carnegis 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)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0	0	0	0
ABE Level 3	14	4	28.6	10	71.4	0	0	0	0
ABE Level 4	2	1	50	1	50	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	16	5	31.3	11	68.8	0	0	0	0
ESL Level 1	57	57	100	0	0	0	0	0	0
ESL Level 2	7	7	100	0	0	0	0	0	0
ESL Level 3	4	4	100	0	0	0	0	0	0
ESL Level 4	3	3	100	0	0	0	0	0	0
ESL Level 5	6	6	100	0	0	0	0	0	0
ESL Level 6	4	4	100	0	0	0	0	0	0
ESL Total	81	81	100	0	0	0	0	0	0
Grand Total	97	86	88.7	11	11.3	0	0	0	0

Instructions for Completing Table 4A

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

Student:

NRS Table 4 B

Select Reporting System: NRS FY 18-19   ▶   Agency: NMSU-Carlsbad

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0
ABE Level 3	33	1870	14	13	6	42.4
ABE Level 4	8	387.5	2	6	0	25
ABE Level 5	2	95.5	0	2	0	0
ABE Total	43	2353	16	21	6	37.2
ESL Level 1	58	4271.5	57	0	1	98.3
ESL Level 2	7	428	7	0	0	100
ESL Level 3	5	558.5	4	0	1	80
ESL Level 4	4	395.5	3	0	1	75
ESL Level 5	6	649	6	0	0	100
ESL Level 6	5	487	4	1	0	80
ESL Total	85	6789.5	81	1	3	95.3
Total	128	9142.5	97	22	9	75.8

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 = Column D / Column B

Student:

NRS Table 4 C

Select Reporting System: NRS FY 18-19 ▶ Agency: NMSU-Carlsbad

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	0	0	0	0	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0	0	0	0	0
ABE Level 3	0	0	0	0	0	0	0	0	0	0
ABE Level 4	0	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0
ABE Total	0	0	0	0	0	0	0	0	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0
Grand Total	0	0	0	0	0	0	0	0	0	0

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

- Use participant's pretest score for initial placement in this table.

- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.

- Count each participant only once in columns D through G.

- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units: or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

- Column E is the number of participants who attained a secondary school diploma or its equivalent.

- Enter only the most recent achievement, if attained, per participant in column D or column E.

- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

- Column G is number of participants who remain enrolled and achieved no measurable skill gain.

- Column D + E + F + G should equal the total in column B.

- Column H is calculated using the following formula: (Column H) = (Column D + Column E) / (Column B)

- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.

- Column K is calculated using the following formula: (Column K) = (Column J) / (Column I)

Student:

NRS Table 5: Core Follow-up Outcome Achievement

Select Reporting System: NRS FY 18-19 ▶   Agency: NMSU-Carlsbad

(A) Core Follow-up Outcome Measures	(B) Number of Participants who Exited	(C) Number of Participants who Exited Achieving Outcome or Median Earnings Value	(D) Percent Achieving Outcome	Periods of Participation		
				(E) Total Periods of Participation	(F) Number of Periods of Participation Achieving Outcome or Median Earnings Value	(G) Percent of Periods of Participation Achieving Outcome
Employment Second Quarter after exit*	40	5	12.5	44	7	15.9
Employment Fourth Quarter after exit*	22	9	40.9	23	10	43.5
Median Earnings Second Quarter after exit**		4197.89		6	5030.84	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	5	0	0	5	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	5	0	0	5	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 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.

Student:

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

Select Reporting System: NRS FY 18-19 ▶ Agency: NMSU-Carlsbad

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

Instructions for Completing Table 5a

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

Follow instructions for completing Table 5.

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

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

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 18-19 ▶ Agency: NMSU-Carlsbad

Participant Status on Entry into the Program (A)	Number (B)
Employed	130
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	28
Not in the Labor Force	88
TOTAL	246

Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	1	0
Grades 6-8	10	12
Grades 9-12 (no diploma)	66	96
Secondary School Diploma or alternate credential	35	2
Secondary School Equivalent	7	1
Some Postsecondary education, no degree	7	0
Postsecondary or professional degree	9	0
Unknown	0	0
TOTAL (both US Based and Non-US Based)	246	

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

Institutional Programs (section 225)	
In Correctional Facility	0

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

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

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

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

Employment Status definitions:

Employed: The participant, at program entry, (a) is currently performing any work at all 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.

Student:

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

Select Reporting System: NRS FY 18-19 ▶ Agency: NMSU-Carlsbad

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	All Periods of Participation		
				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	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	0
Increased contact with children's teachers		0	0
More involved in children's school activities		0	0
Increased Involvement in Children's Literacy Activities	0	0	0

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)
Reading to children		0				
Visiting library		0				
Purchasing books or magazines		0				
Left Public Assistance	0	0	0			

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Student:

NRS Table 9

Select Reporting System: NRS FY 18-19 ▶   Agency: NMSU-Carlsbad

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	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

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: NRS FY 18-19 ▶ Agency: NMSU-Carlsbad

	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	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.

Student:

NRS Table 11

Select Reporting System: NRS FY 18-19   ▶   Agency: NMSU-Carlsbad

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	0	0	0	0	0	0
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	0	0	0	0	0	0
MSG via Secondary or Postsecondary Transcript	0	0	0	0	0	0
MSG via Progress Toward Milestones	0	0	0	0	0	0
MSG via Passing Technical/ Occupational Skills Exam	0	0	0	0	0	0
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	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)
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 C the number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) an EFL gain may be measured by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

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

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

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

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

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

Student:

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

Select Reporting System: NRS FY 18-19   Agency: NMSU-Carlsbad

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

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 by 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		
Basic Career Services	**Individualized Career Services**	**Training**
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,

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- 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 authoried 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. Addtionally, all workers covered by a certification are eligible for employment and case-management services, including basic and indivualized career services either through the TAA program or through and in coordination with the WIOA Title I and Wagner Peyser programs.

EXHIBIT C – RAPID RESPONSE ACTIVITIES

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

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

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

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

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

EXHIBIT E – VOCATIONAL REHABILITATION SERVICES

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

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

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

EXHIBIT F – ADULT EDUCATION AND LITERACY

It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to:

(1)   assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self- sufficiency;

(2)   assist adults who are parents or family members to obtain the education and skills that:
     (A) are necessary to becoming full partners in the educational development of their children; and
     (B) lead to sustainable improvements in the economic opportunities for their family;

(3)   assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and

(4)   assist immigrants and other individuals who are English language learners in:
     (A) improving their:
     (i)   reading, writing, speaking, and comprehension skills in English; and
     (ii)   mathematics skills; and
     (B)   acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

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.

Jh B Gratton

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

_8|27|19_
Date

Returning Student ☐ yes   ☐ no   **Lowest Area:**_____

Program Enrollment Type: ☐ AE ☐ ASE ☐ ELA ☐ Family Literacy ☐ Workplace Literacy ☐ Work-based Project Learners
☐ Correctional Facility ☐ Community Correctional Program ☐ Other Institutional Setting ☐ Program for the Homeless

Date Enrolled_____   **Site:** _____

Last/*Apellido* Name_____First/ *Nombre* Name_____M/I_____

Mailing Address_____
Dirección   Street/*Calle*   City/*Ciudad*   State/Zip Code *Estado/Código*

Home/*Teléfono*	Cell/*Celular*	Emergency/*emergenica*	Email/*Dirección*

SSN#_____ Date of Birth_____/_____/_____ Age_____ Gender ☐ Male   ☐ Female
Seguro Social   *Fecha de nacimiento*   *Edad*   sexo   *Hombre*   *Mujer*

☐ **U/A Paper Work**   ☐ **New Mexico Driver's License/ID**   ☐ **Social Security Card**
Submitted   Submitted   Submitted

Have you taken the High School Equivalency Test? If yes where	Was education completed in the USA?	Did you Graduate from High school?	Highest Grade Completed/*Ultimo grado que completo*	Last School Attended/*Ultima escuela que atendio*	City/State *Ciudad/Estado*
☐ yes ☐ no	☐ yes ☐ no	☐ yes ☐ no			

Referred by *Referido por*	Ethnicity *Étnico*	Life Experience *Experiencia de la vida*	Life Experience *Experiencia de la vida*	Public Assistance *Ayuda Publica*
☐ Family/Friend ☐ *Familia/Amigo* ☐ Advertisement/ *Anuncio* ☐ Social Services/ *Servicios Sociales* ☐ Other/*Otros* **Family Information** *Información de Familia* ☐ Single/*Soltero* ☐ Married/*Casado* _____ Number of people in household/¿*Cuántos de el hogar?* _____ Number of dependents/¿*Cuántos dependientes?*	Choose One Only ☐ Hispanic/Latino ☐ Not/Hispanic/Latino ☐ American Indian ☐ *Indio Americano* ☐ Alaska Native ☐ *Nativo de Alaska* ☐ Asian/*Asiático* ☐ Black/African American ☐ *Negro/Africano Americano* ☐ Native Hawaiian/Other Pacific Islander ☐ *Nativo Hawaiano/Otro Isleño Pacifico* ☐ White/*Caucásico*	☐ Cultural Barriers/*Barreras Culturales* ☐ Disabled /*Discapacidad* ☐ Displaced Homemaker/*Ama de casa desplazada* ☐ Eco Disadvntage/*Desventaja Eco* ☐ ELL/ELA/*Aprendar Ingles Desempleo de largo plazo* ☐ Ex-Offender/*Ex-delincuente* ☐ Exiting TANF w/in 2 yrs/ *Salir de TANF w/en 2 años* ☐ Transportation/*Transporte* ☐ Child Care/*Cuidado de niños*	☐ Foster Care Youth Juventud/ *De cuidado de crianza* ☐ Homeless/*Sin Hogar* ☐ Long Term Unemployment/ *Desempleo de largo plazo* ☐ Low Literacy Levels/ *Bajos niveles de lectura* ☐ Migrant Farmworker/ *Trabajadores agrícolas migrantes* ☐ Seasonal Farmworker/ *Trabajadores agrícolas de temporada*	☐ None/*No* ☐ TANF/ATFN ☐ *Ayuda temporaria para familia necesitada* ☐ Public Assistance/*Ayuda Publica* ia **Disability** *Discapacidad* ☐ yes ☐ no **Would you like to request accommodation for any type of disability?** *Quieres solicitar alojamiento para cualquier tipo de discapacidad* ☐ yes ☐ no

Work Status/*Estado de empleo*	Annual Family Income/*Ingresos Anuales de Familia*

Work Status/*Estado de empleo*

☐ Employed/*Empleo*　　☐ Full-Time　☐ Part-Time

Employer:──────────────────

Donde Trabaja

☐ Not in the Labor Force **not seeking a job**

No trabajo

☐ Unemployed **actively seeking a job**

No trabajo pero solicito trabajo

Annual Family Income/*Ingresos Anuales de Familia*

☐ $0-12,060　　　　　　☐ $28,781-32,960

☐ $12,061-16,240　　　　☐ $32,961-37,140

☐ $16241-20,420　　　　☐ $37,141-41,320

☐ $20,421-24,600　　　　☐ $41,321-45,501

☐ $24,601-28,780　　　　☐ >45,502

** **For Program Use ONLY**

☐ Rural (≤ 49,999　☐ Urban ($50,000+)

Educational Goals *For Office Use ONLY*	Educational Goals *For Office Use ONLY*

Economic/*Económico*:

☐ Obtain a job/*Obtener Trabajo*

☐ Retain current job (employed students)

60 days after student exit program/*Retener su trabajo*

Educational/*Educativo*:

☐ Complete educational functional level
(Level gains in TABE)/*Avanzar a un nivel educativo*

☐ Earn a High School Equivalency Test/*Obtener mi diploma de escuela secundaria*

☐ Place in postsecondary education/*Entera a la universidad*

☐ Place in Vocational Training/*Entera a una escuela de vocación*

University/*Universidad*:

──────────────────────

What degree are you seeking:
¿Que título desea?

Economic/*Económico*::

☐ Leave Public Assistance (TANF)

☐ *Dejar la ayuda temporaria para familia necesitada*

Educational/*Educación*:

☐ Placed in training program

☐ *Entera a un entrenamiento*

Community/*Comunidad*:

☐ Voted/Register to Vote

☐ *Votar/Registrarse para votar*

☐ Achieve citizenship/*Obtener la ciudadanía*

☐ Increased involvement in community activities

☐ *Participara mas en la comunidad*

Family/*Familia*:

☐ Help my child with homework

☐ *Ayudar a mis hijos con la tarea*

☐ Increase involvement in children's education

☐ *Participara mas en la educación de mis hijos*

☐ Read to children

☐ *Leer con mi hijos*

☐ Visit library with Child(ren)

☐ *Visitar la biblioteca con mis hijo(s)*

Release of Information

I give my permission to the Adult Education Program at the NMSU Carlsbad to use the information on this intake form, placement test, as well as test scores from the High School Equivalency to be shared with college officials, the AE external agency representatives for official purposes, official reporting and referral uses. I agree and understand that photos, and/or statement for promotion and/or graduation publications. /***Divulgación de información***

Doy mi permiso para al programa de Educación de Adultos en la NMSU Carlsbad para utilizar la información en esta forma de admisión, examen de colocación, así como resultados de los exámenes de la preparatoria para ser compartida con funcionarios del colegio, los representantes de la agencia externa de AE para fines oficiales, informes oficiales y usos referidos. Estoy de acuerdo y entiendo que fotos o declaración para publicaciones de promoción o graduación.

Agency Release of Information

I give the Adult Education at NMSU Carlsbad permission to release information of my progress and time schedule to
*Doy permiso que AE en NMSU Carlsbad, de la información de mi progreso y el tiempo escolar a*_Agency/*Agencia*.

─────────────────────── 　　　 ────/──/────

Student's Signature/ *Firma de el estudiante* 　　　　 **Date/ *Fecha***

Política de progreso y asistencia
NMSU Carlsbad Adult Education
1500 University Drive
Carlsbad, NM 88220

Progresso del estudiante

El programa de educación para adultos está aquí para preparar a las personas para los caminos académicos y profesionales; por lo tanto, se espera la plena cooperación y participación del alumno. Este programa proporciona servicios basados en la capacidad del estudiante adulto para demostrar el avance en el aprendizaje y el logro de objetivos educativos y profesionales. Las referencias a agencias externas se abordan en los niveles adecuados, en función de la incorporación, los resultados de las pruebas previas y el progreso del aprendizaje.

Se requiere que los estudiantes completen un examen posterior después de 40 horas de instrucción en clase para permanecer en el programa, *y no pueden continuar asistiendo a clase hasta que se haya completado un examen posterior.*

Los estudiantes deben demostrar y mantener el progreso, como se evidencia en las pruebas posteriores. Si un estudiante no muestra y mantiene el progreso, se revisará la inscripción del estudiante en el programa y el personal de educación de adultos apropiado hará una recomendación.

Politica de asistencia

La asistencia regular es necesaria para el éxito académico y profesional del estudiante. Llegar a clase a tiempo también es necesario para ayudar a iniciar la sesión de clase con una nota positiva. Llegar a tiempo y estar preparado cuando comienza la clase es una cortesía para el maestro y para los demás estudiantes.

1. Se permiten dos (2) ausencias - **3ra ausencia**, se le pedirá al estudiante que entre y tome un examen posterior. Esto se ingresará en la base de datos y el estudiante saldrá del programa. El estudiante tendrá que esperar hasta el próximo semestre para volver a inscribirse.
2. Si un estudiante que ha regresado ha salido previamente del programa debido a ausencias y tiene tres (3) ausencias en el nuevo período de inscripción, el estudiante debe tomar un examen posterior. Esto se ingresará en la base de datos y el estudiante saldrá del programa. El estudiante estará en *"lista de espera"* y no podrá volver a inscribirse en el programa de educación para adultos durante un año.

Política de tardanzas

3. Si un estudiante llega a la clase 1 con 15 minutos de retraso, se contabilizará como tarde.
4. Si un estudiante sale de la clase 15 minutos antes, se considerará que llega tarde.
5. Si un estudiante sale de la clase 15 minutos antes, se le contará como tarde.
6. Si un estudiante sale de la clase 16 minutos o más antes de tiempo, se contará como ausente.
7. Dos (2) llegadas tarde contarán como una (1) ausencia
8. Acumulación de seis (6) llegadas tarde, se le pedirá al estudiante que asista a un examen posterior y que siga el número 1 o el número 2 (según corresponda) desde arriba.

He leído, entiendo y acepto la Política de progreso y asistencia y el cronograma de compromiso.
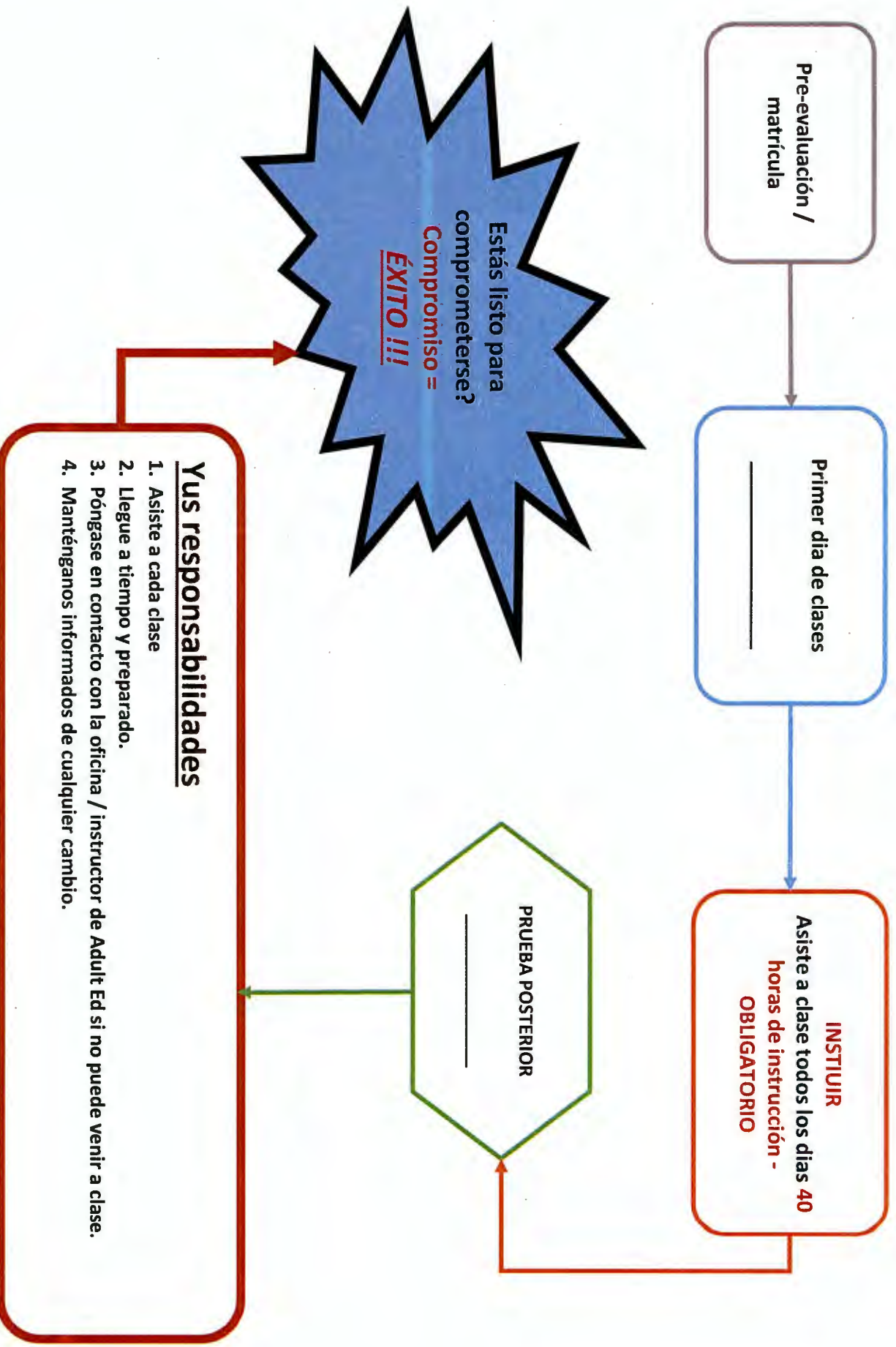
_____
(firma del alumno)

_____
(fecha)

Su línea de tiempo de compromiso

Pre-evaluación / matrícula

Primer día de clases
_____

INSTIUIR
Asiste a clase todos los días **40 horas de instrucción - OBLIGATORIO**

PRUEBA POSTERIOR
_____

Estás listo para comprometerse?
Compromiso = *ÉXITO !!!*

Yus responsabilidades

1. Asiste a cada clase
2. Llegue a tiempo y preparado.
3. Póngase en contacto con la oficina / instructor de Adult Ed si no puede venir a clase.
4. Manténganos informados de cualquier cambio.

Universidad Estatal de Nuevo México en Carlsbad
Educación para Adultos (AE)
CÓDIGO DE CONDUCTA

Para garantizar un buen aprendizaje, se espera que los estudiantes se comporten como adultos maduros. Las siguientes directrices ayudarán para asegurar un ambiente seguro de aprendizaje para todos los estudiantes y personal en el aula y sala de tutoría.

1. Debe ser por lo menos 16 años de edad para ser inscritos en el AE programa y **no** estar inscritos en las escuelas públicas. Personas menos de 18 años tendrán que entregar una **forma de dificultades para menores de edad.**
2. Un buen aprendizaje requiere silencio para permitir a los estudiantes a concentrarse. Por lo tanto, **no se aceptan niños en el aula de AE ni en AE tutoría sala.**
3. Fumar, alimentos, bebidas y música no se permiten en las aulas AE ni la AE tutoría habitación.
4. Necesita dejar todas las áreas de trabajo limpias antes de salir.
5. **Para minimizar interrupciones, por favor mantengan su celular en modo silencioso y no manden texto durante las clases. Si tiene que tomar una llamada o devolver un texto, pasen afuera de la clase.**
6. Comportamiento de cualquier individuo que interfiera con, interrumpir, perjudicar u obstruir el normal educativo procesos procedimientos o funciones de la sala de clase o tutoría de AE está prohibido.

   Éstos incluyen pero no se limitan a:
   a. **Uso de lenguaje grosero o abusivo.**
   b. **Comportamiento irrespetuoso, grosero, agresivo o abusivo hacia el personal, profesores y otros estudiantes.**
   c. **Mala conducta sexual de cualquier tipo.**
   d. **Venir a la clase AE o tutoría bajo la influencia de drogas o alcohol.**
   e. **Llevar armas de cualquier tipo.**
   f. **Uso de personal de CD de música o juegos en equipos AE.**

Específicas a los equipos de laboratorio de tutoría:
1. **Solamente los estudiantes trabajando en programas informáticos educativos o con un tutor son permitidos en el área de la computadora. El laboratorio de computación de AE se controla si abusan de su privilegio de no podrá utilizar el ordenador AE laboratorio niños, alimentos y bebidas están estrictamente prohibidas en esta área.**
2. **Si deja su computadora durante más de 10 minutos, automáticamente se dará a alguien que puede estar esperando a utilizar uno.**
3. **Deben seguirse procedimientos apropiados en relación con el uso y cuidado del software y los equipos de computadoras.**

Entiendo y seguiré todas las políticas, directrices y procedimientos del programa de educación básica para adultos. Yo entiendo que **violación de lo anterior puede ser causa de mi restricción o exclusión del programa y servicios de.**

_____   _____
Firma del estudiante   Fecha

INDEPENDENT STUDY FORM
2019-2020 Fall Semester / NMSU-C Adult Education

Student's Name: _____

(LAST NAME)   *(FIRST NAME)*   *(M.I.)*

DATE	STUDENT SIGNATURE	SUBJECT OF STUDY	TIME IN	TIME OUT	TOTAL HOURS

TEACHER and/or STUDENT - Complete if applicable:

HAS STUDENT LEFT PROGRAM? Reason: _____

TEACHERS: Before signing, please verify the following:
- Date(s) are correct and all attended dates entered.
- **NO** dates are overlapping a period (1st – 15th or 16th – last day of class in month).
- Student signed for all dates attended.
- Subject of Study completed.
- Time IN/OUT filled in **_and_** correct.
- **Turn in to the AE office ASAP.**

I certify that the information contained on this form is true and correct.

Teacher's signature: _____ **Date:** _____

(15th or last day of class in month ONLY)

ESTUDIANTES

Necesitamos tu ayuda!

Para que tengamos la información más actualizada y para mantener nuestra base de datos precisa, POR FAVOR, infórmenos si ALGUNO de los siguientes cambios:

- Cambio de nombre
- Cambio de dirección
- Cambio de número (s) de teléfono
- Cambios en la situación laboral (por ejemplo, de desempleados a empleados, de desempleados, de medio tiempo a tiempo completo, de tiempo completo a tiempo parcial, cambio de empleador, etc.
- Matrimonio
- Divorcio
- Nacimiento de un niño
- No se puede continuar con las clases / programa debido al cuidado de niños y / o transporte

Llame al (575-234-9250) o visítenos en cualquier momento en la oficina de Educación de Adultos para informarnos sobre cualquiera de estos cambios.

Adult Education Confidential Enrollment Form   Class AM ☐ Class PM ☐
NMSU Carlsbad

Returning Student ☐ yes   ☐ no   **Lowest Area:**_____

Program Enrollment Type: ☐ AE ☐ ASE ☐ ELA ☐ Family Literacy ☐ Workplace Literacy ☐ Work-based Project Learners
☐ Correctional Facility ☐ Community Correctional Program ☐ Other Institutional Setting ☐ Program for the Homeless

Date Enrolled_____   **Site:** _____

Last/*Apellido* Name_____First/ *Nombre* Name_____M/I_____

Mailing Address_____
Dirección   Street/*Calle*   City/*Ciudad*   State/Zip Code *Estado/Código*

Home/*Teléfono*	Cell/*Celular*	Emergency/*emergenica*	Email/*Dirección*

SSN#_____ Date of Birth_____/_____/_____Age_____Gender ☐ Male ☐ Female
Seguro Social   *Fecha de nacimiento*   *Edad*   sexo *Hombre*   *Mujer*

☐ **U/A Paper Work**   ☐ **New Mexico Driver's License/ID**   ☐ **Social Security Card**
     Submitted   Submitted   Submitted

Have you taken the High School Equivalency Test? If yes where	Was education completed in the USA?	Did you Graduate from High school?	Highest Grade Completed/*Ultimo grado que completo*	Last School Attended/*Ultima escuela que atendio*	City/State *Ciudad/Estado*
☐ yes ☐ no	☐ yes ☐ no	☐ yes ☐ no			

Referred by *Referido por*	Ethnicity *Étnico*	Life Experience *Experiencia de la vida*	Life Experience *Experiencia de la vida*	Public Assistance *Ayuda Publica*
☐ Family/Friend *Familia/Amigo* ☐ Advertisement/ *Anuncio* ☐ Social Services/ *Servicios Sociales* ☐ Other/*Otros* **Family Information** *Información de Familia* ☐ Single/*Soltero* ☐ Married/*Casado* ____ Number of people in household/*¿Cuántos de el hogar?* ____ Number of dependents/*¿Cuántos dependientes?*	Choose One Only ☐ Hispanic/Latino ☐ Not/Hispanic/Latino ☐ American Indian *Indio Americano* ☐ Alaska Native *Nativo de Alaska* ☐ Asian/*Asiático* ☐ Black/African American *Negro/Africano Americano* ☐ Native Hawaiian/Other Pacific Islander *Nativo Hawaiano/Otro Isleño Pacifico* ☐ White/Caucásico	☐ Cultural Barriers/*Barreras Culturales* ☐ Disabled /*Discapacidad* ☐ Displaced Homemaker/*Ama de casa desplazada* ☐ Eco Disadvntage/*Desventaja Eco* ☐ ELL/ELA/*Aprendar Ingles Desempleo de largo plazo* ☐ Ex-Offender/*Ex-delincuente* ☐ Exiting TANF w/in 2 yrs/ *Salir de TANF w/en 2 años* ☐ Transportation/*Transporte* ☐ Child Care/*Cuidado de niños*	☐ Foster Care Youth Juventud/ *De cuidado de crianza* ☐ Homeless/*Sin Hogar* ☐ Long Term Unemployment/ *Desempleo de largo plazo* ☐ Low Literacy Levels/ *Bajos niveles de lectura* ☐ Migrant Farmworker/ *Trabajadores agrícolas migrantes* ☐ Seasonal Farmworker/ *Trabajadores agrícolas de temporada*	☐ None/*No* ☐ TANF/ATFN *Ayuda temporaria para familia necesitada* ☐ Public Assistance/*Ayuda Publica* ia **Disability** *Discapacidad* ☐ yes ☐ no **Would you like to request accommodation for any type of disability?** *Quieres solicitar alojamiento para cualquier tipo de discapacidad* ☐ yes ☐ no

Work Status/*Estado de empleo*	Annual Family Income/*Ingresos Anuales de Familia*

☐ Employed/*Empleo* ☐ Full-Time ☐ Part-Time Employer:——————————————— *Donde Trabaja* ☐ Not in the Labor Force **not seeking a job** *No trabajo* ☐ Unemployed **actively seeking a job** *No trabajo pero solicito trabajo*	☐ $0-12,060 ☐ $28,781-32,960 ☐ $12,061-16,240 ☐ $32,961-37,140 ☐ $16241-20,420 ☐ $37,141-41,320 ☐ $20,421-24,600 ☐ $41,321-45,501 ☐ $24,601-28,780 ☐ >45,502 **** For Program Use ONLY** ☐ Rural (≤ 49,999 ☐ Urban ($50,000+)

Educational Goals *For Office Use ONLY*	Educational Goals *For Office Use ONLY*

Economic/*Económico*:
 ☐ Obtain a job/*Obtener Trabajo*
 ☐ Retain current job (employed students)
  60 days after student exit program/*Retener su trabajo*
 	
 Educational/*Educativo*:
 ☐ Complete educational functional level
   (Level gains in TABE)/*Avanzar a un nivel educativo*
 ☐ Earn a High School Equivalency Test/*Obtener mi diploma de escuela secundaria*
 ☐ Place in postsecondary education/*Entera a la universidad*
 ☐ Place in Vocational Training/*Entera a una escuela de vocación*
 	
 University/*Universidad*:
 	
 ———————————————————
 	
 What degree are you seeking:
 ¿Que título desea?
	Economic/*Económico*::
	 ☐ Leave Public Assistance (TANF)
	 ☐ *Dejar la ayuda temporaria para familia necesitada*
	
	 Educational/*Educación*:
	 ☐ Placed in training program
	 ☐ *Entera a un entrenamiento*
	
	 Community/*Comunidad*:
	 ☐ Voted/Register to Vote
	 ☐ *Votar/Registrarse para votar*
	 ☐ Achieve citizenship/*Obtener la ciudadanía*
	 ☐ Increased involvement in community activities
	 ☐ *Participara mas en la comunidad*
	
	 Family/*Familia*:
	 ☐ Help my child with homework
	 ☐ *Ayudar a mis hijos con la tarea*
	 ☐ Increase involvement in children's education
	 ☐ *Participara mas en la educación de mis hijos*
	 ☐ Read to children
	 ☐ *Leer con mi hijos*
	 ☐ Visit library with Child(ren)
	 ☐ *Visitar la biblioteca con mis hijo(s)*

<u>**Release of Information**</u>

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Doy mi permiso para al programa de Educación de Adultos en la NMSU Carlsbad para utilizar la información en esta forma de admisión, examen de colocación, así como resultados de los exámenes de la preparatoria para ser compartida con funcionarios del colegio, los representantes de la agencia externa de AE para fines oficiales, informes oficiales y usos referidos. Estoy de acuerdo y entiendo que fotos o declaración para publicaciones de promoción o graduación.

<u>**Agency Release of Information**</u>

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*Doy permiso que AE en NMSU Carlsbad, de la información de mi progreso y el tiempo escolar a*_Agency/*Agencia*.

—————————————————————   ——— / ——— / ———
Student's Signature/ *Firma de el estudiante*   **Date/ *Fecha***

Progress & Attendance Policy
NMSU Carlsbad Adult Education
1500 University Drive
Carlsbad, NM 88220

Student Progress

The Adult Education program is here to prepare individuals for academic and career pathways; therefore, the student's full cooperation and participation are expected. This program provides services based on the adult learner's ability to demonstrate learning advancement and attainment of educational and career goals. Referrals to outside agencies are addressed at the appropriate levels, based on onboarding, pre-test results and learning progress.

Students are required to complete a post-test after 40-hours of class instruction in order to remain in the program, and they **_cannot_** continue to attend class until a post-test has been completed.

Students must demonstrate and maintain progress, as evidenced in post-testing. If a student does not show and maintain progress, the student's enrollment in the program will be reviewed, and a recommendation will be made by the appropriate Adult Education staff.

Attendance Policy

Regular attendance is necessary for the student's academic and career success. Arriving to class on time is also necessary to help start the class session on a positive note. Arriving on time and being prepared when class starts is a courtesy to the teacher as well as the other students.

1. Two (2) absences allowed - **3rd absence,** student will be asked to come in and take a post-test. This will be entered into the database and student will be exited from the program. Student will have to wait until the next semester to re-enroll.

2. If a returning student has been previously exited from program due to absences, and has three (3) absences in new enrollment period - student must take a post-test. This will be entered into the database and the student will be exited from the program. Student will be **_"wait-listed"_** and may not re-enroll into the Adult Education program for one year.

Tardy Policy

3. If a student arrives to class 1 - 15 minutes late, he/she will be counted as tardy.
4. If a student arrives to class 16+ minutes late, he/she will be counted as absent.
5. If a student leaves class 15 minutes early, he/she will be counted as tardy.
6. If a student leaves class 16+ minutes early, he/she will be counted as absent.
7. Two (2) tardies will count as one (1) absence.
8. Accumulation of six (6) tardies, student will be asked to come in to take a post-test and follow #1 or #2 (which ever applies) from above.

I have read, understand and agree to the Progress & Attendance Policy & Commitment Timeline.
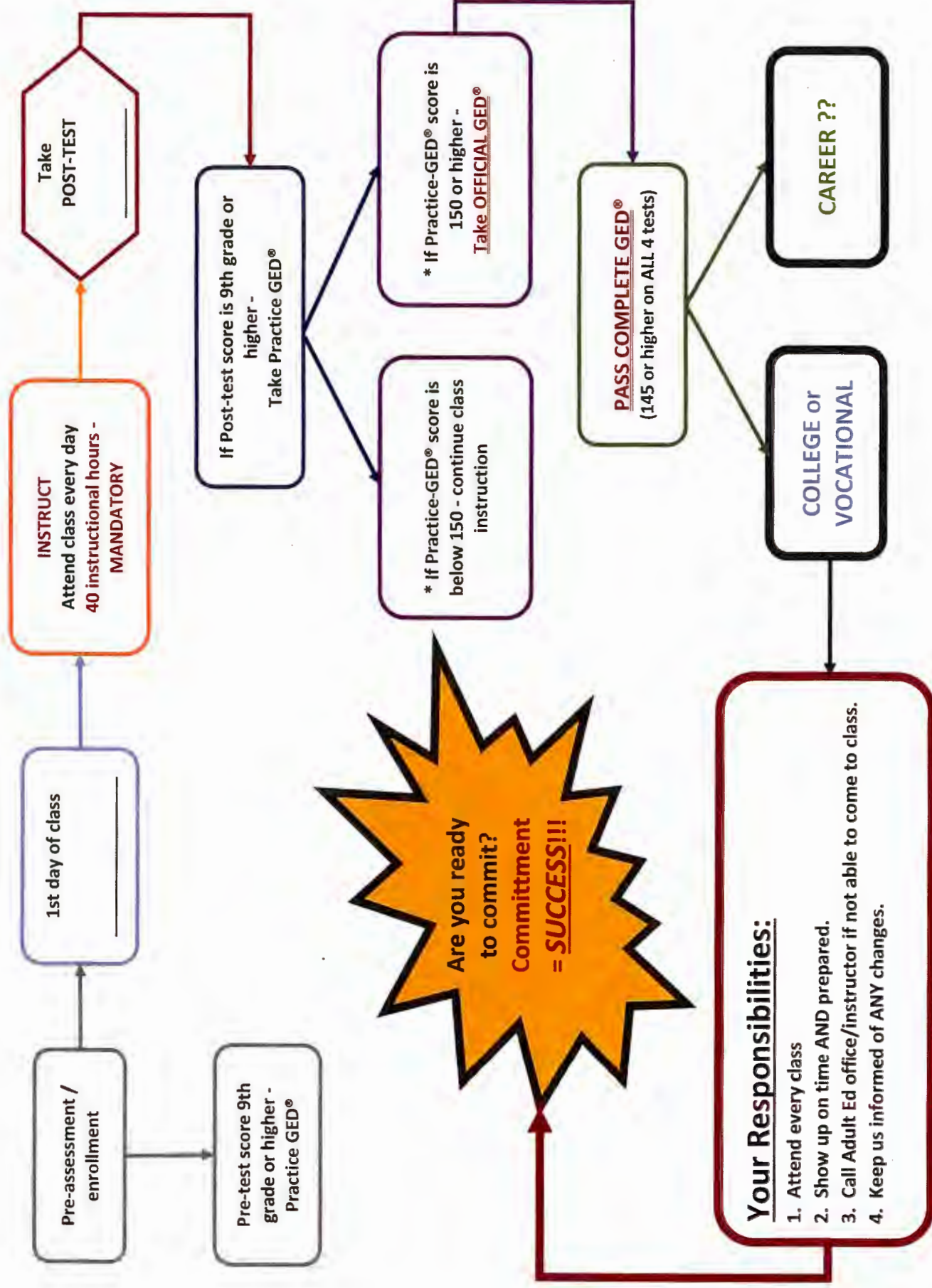
(student signature)   _(date)_

Your Commitment Timeline

Pre-assessment / enrollment

↓

Pre-test score 9th grade or higher - Practice GED®

1st day of class

↓

INSTRUCT Attend class every day **40 instructional hours - MANDATORY**

↑

Take **POST-TEST** _____

↓

If Post-test score is 9th grade or higher - Take Practice GED®

→ *** If Practice-GED® score is 150 or higher - Take OFFICIAL GED®**

→ *** If Practice-GED® score is below 150 - continue class instruction**

PASS COMPLETE GED® (145 or higher on ALL 4 tests)

→ **CAREER ??**

→ **COLLEGE or VOCATIONAL**

↓

Are you ready to commit? Committment = SUCCESS!!!

Your Responsibilities:
1. Attend every class
2. Show up on time AND prepared.
3. Call Adult Ed office/instructor if not able to come to class.
4. Keep us informed of ANY changes.

ATTENTION
While enrolled in the
GED/ELA program, class
attendance is **mandatory**!!

New Mexico State University Carlsbad
Adult Education
CODE OF CONDUCT

To guarantee a good learning environment, students are expected to conduct themselves as mature adults. The following guidelines will help in assuring a safe learning environment for all students and staff in the class room and tutoring room.

1. You must be at least 16 years of age to be enrolled in the Adult Education program and **NOT** be enrolled in the public schools. Minors must bring **Underage Hardship Form** from the last school attended.
2. A good learning environment requires silence to allow students to concentrate. Therefore, **CHILDREN ARE NOT PERMITTED IN THE ADULT EDUCATION CLASSROOM NOR IN ADULT EDUCATION TUTORING ROOM.**
3. Smoking, food, drinks and music are not permitted in the AE classrooms or the AE tutoring room.
4. You need to leave all work areas clean before leaving.
5. **To minimize disruption in class, set phones to silent and DO NOT TEXT during class or tutoring. If you must take a call or text, step out of the class quietly.**
6. Behavior of any individual that interfere with, disrupt, impair, or obstruct the normal educational processes procedures, or functions of the AE classroom or tutoring room is prohibited.

   These include but are not limited to:
   a. **Use of foul or abusive language.**
   b. **Disrespectful, rude, aggressive or abusive behavior toward staff, faculty or other students.**
   c. **Sexual misconduct of any kind.**
   d. **Coming to the Adult Education class or tutoring under the influence of drugs or alcohol.**
   e. **Carrying weapons of any kind.**
   f. **Use of personal music CD's or games on Adult Education computers.**

Specific to the Computers in tutoring lab:
1. **Only students working on educational computer programs or with a tutor are allowed in the computer area. The AE Computer Lab is monitored if you abuse your privilege you will NOT be allowed to use the AE computer Lab. Children, food, and drinks are strictly prohibited from this area.**
2. **If you leave your computer for more than 10 minutes, it will automatically be given to someone who may be waiting to use one.**
3. **Appropriate procedures regarding the use and care of the software and computers must be followed.**

I understand and will follow all policies, guidelines, and procedures of the Adult Education Program. I understand that **violation of the above may be cause for my restriction or exclusion from the program and services.**

_____   _____ Student
Signature   Date

Independent Study
STUDENT SIGN-IN ATTENDANCE FORM

Student's Name: _____

Last,   First,   M.I.

Teachers: Please help us document your student's accomplishments.

☐ **Entered employment**   Date_____

☐ **Retained employment**   Date_____

☐ **Obtained GED**   Date_____

☐ **Placed in post-secondary education or training**   Date_____

☐ **HAS STUDENT SEPARATED? Reason**_____

NOTE: STUDENTS MUST SIGN-IN AND FILL IN INFORMATION EACH DAY THEY ATTEND CLASS

DATE	STUDENT SIGNATURE	AREA OF STUDY/BOOKS USED	HOURS
		Total Hours For The Month	

I certify that the information contained on this form is true and correct to the best of my knowledge
Instructor's Signature _____ Date _____

STUDENTS

We need your help!

In order for us to have the most current information and to keep our database accurate, **_PLEASE_** let us know if **_ANY_** of the following change:

- **Name change**
- **Address change**
- **Phone number(s) change**
- **Employment status changes (ex: unemployed to employed, employed to unemployed, part-time to full-time, full-time to part-time, change in employer, etc.)**
- **Marriage**
- **Divorce**
- **Birth of a child**
- **Unable to continue classes/program due to child care and/or transportation**

Please call (575-234-9250) or visit us in the Adult Education office at any time to inform us of any of these changes.

Success Story/email from a GED/HES 2010 student

From: Oswaldo Rivera <ozzy.r.sanz@gmail.com>
Sent: Monday, August 05, 2019 12:30 PM
**To:** Bertha Jasso <bjasso@nmsu.edu>
Subject: Hello

Hello Mrs. Berta, is me Oswaldo Rivera. I'm not sure if you remember me but you helped me so much to get into NMSU Carlsbad. I got my GED with you guys and than my Associates degree. Now I'm happy to inform you that I finally got my bachelors degree in general business and double minor in marketing and business administration. I wanted to thank you for pushing me to finish.

Thank you,

Oswaldo Rivera Sanchez

Cell number 575-361-4071
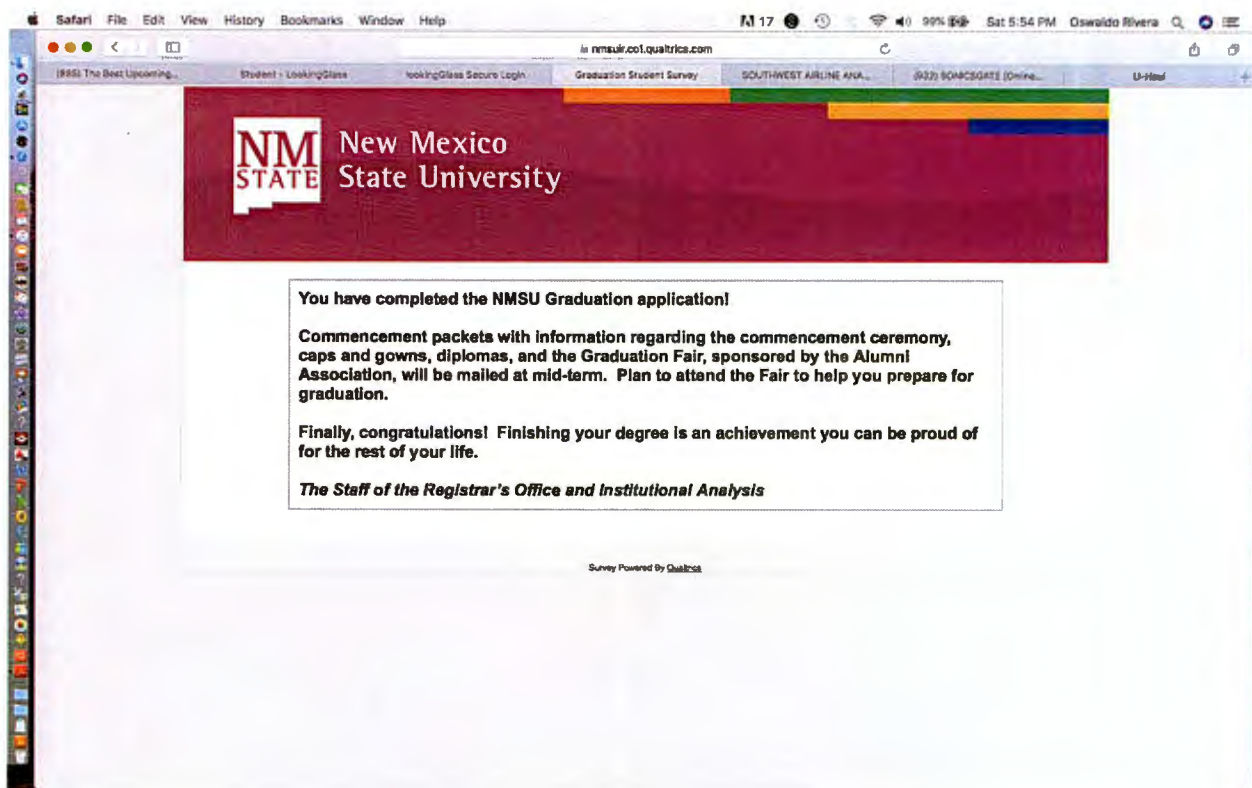
Success Story from Linda Longoria

Hi Bertha, I just wanted to say "Thank you". Thank you for being the mentor you were to me. I can't even express how grateful I am to you 😊.

You don't know it but you gave me my "WINGS" and have taught me how to "fly". Not only that, but you provided me with all the tools and resources to one day be successful and I look at myself today and where I'm at now and so I just needed you to know this.
I love you Bertha and you and all your family are always in my prayers 🙏

#womenempoweringwomen💔
Sent from my iPhone