

Adult Education Local Provider Annual Report

2018-2019

Annual Program Report
Cover Page

Program Name: Adult Education
Institution or Organization: New Mexico Junior College

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Fiscal Year: 2018-2019

Submission Date: 8/26/19

Program Director, Manager, or

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Kevin W. Sharp
Signature of the Chief Executive Officer or Designee

8/26/19
DATE

Kevin W. Sharp - President - New Mexico Junior College
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.
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?
3. Describe your participation in any statewide initiatives and how that participation has supported your program's goals.
4. Describe your program's enrollment and attendance policies and procedures and how these practices impact your program goals.

NMJC AE's highest priority goals were to increase student retention and post-test rates as well as to strengthen WIOA partnerships.

In an effort to increase student success, partnerships with local Workforce Connections, NMJC recruitment, NMJC Training & Outreach, Option (Domestic Violence), Opportunity House (Recovery), SL Start, ISD, CYFD, DVR, TRIO SSS, TRIO EOC and DWI have been established. As students inquire of AE services, referrals are made as to the appropriate need. Our strongest connection has been with WIOA Youth and SL Start who have been very supportive and helpful to our students. Workforce Connections visits the HSE classes each session to provide information concerning their services and expose students to employment opportunities.

To address student retention, a four step on-boarding process was implemented for HSE, a three step process for ESL, all of which are held on the main campus of NMJC. Each student must come in person to receive program information, as their first step. The program and attendance policies, class requirements and upcoming orientation are explained. A list of websites, to assist the student in their studies, are given and explained with dates for the next enrollment period.

Step two, for HSE is the TABE test and results. During this advisement, students are explained the level of the test and skills needed to be successful on their official attempt. If students show readiness for their official, they may register for the STAR program; where the student receives direct instruction on specific skill development, official practice tests, Workforce and post-secondary opportunities and guidance towards their test registration.

Orientation is step two for ESL, which is a two day process. The first day program information, attendance requirements, policies and standards are addressed. It is during this first day of orientation they are given their TABE (E) locator test. However, orientation is the third step for HSE where program information, attendance requirements and the program "Application" are reviewed. The Director changed the Orientation to be very interactive, and have incorporated presentations from TRIO EOC, NMJC Recruiting and Workforce divisions of WIOA Youth, Adult and Wagner Peyser.

Completing step three for ESL is day two of orientation. Information is given and explained concerning the levels available and also the possibility of qualifying for the Reading Transition class; which was created to bridge students exiting from ESL and entering HSE. It has proven to be highly effective and desired by the students. Students are given their individual "Level" test according to their locator, followed by class assignments. This ends the ESL on-boarding process.

Step four for HSE is the final interview, mimicked as a "job" interview. They are advised to be on time, have their application complete and be dressed for an interview. If they are late or have an incomplete application, they must re-schedule their interview within the specific times stated at orientation. If they do not complete all parts within the designated times, they may reschedule for the next enrollment period where they, will once again, attend the orientation and final interview. Once all parts are completed, an AE staff member discusses with the student the class assignment and what path would be best for them.

With a desire to improve program effectiveness and student engagement, all students are asked two questions at the end of their final interview.

Question 1: "From the first pre-interview, through the orientation and final interview, what have you experienced, to this point that has been encouraging, positive or motivational" The two most stated comments have been: A. The orientation and application B. Learning what the Partnering agencies have to offer.

Question 2: "Do you have any suggestions of how we might improve the process up to this point?" Most say no it is good as it is. However, several have made suggestions which were helpful and were useful in creating positive changes to the on-boarding process.

One of the most enlightening additions to the on-boarding process is the "Application". Several assessments were incorporated to guide students towards a career path. They are asked to "think outside the box" on career choices. It was been exciting listening to the students talk about their interests, many stating they found career possibilities they had never considered before taking the assessments. As they accomplish their HSE and transition into Training, Post-secondary or employment opportunities, referrals are made, or more information given, to assist them with their career development.

Since retention directly affects Post-test rates, teachers make contact with the student when the second absence has occurred. The students have shared that they felt their teacher truly cared about them and encouraged them to return to class, thus increasing retention and post-testing. This has shown to be effective as reflected with an 80% post-test rate; however, our level gains remain at 44%.

Always seeking program improvement, NMJC AE became a C3 participant and that has developed into many challenges and deep introspections. Training from the Back of the Room opened the opportunities for change! As director, I exemplified an interactive class at our Teacher's meeting to allow the teachers a chance to experience interactive learning. The response was very positive and supportive in moving towards student lead classrooms. It is a desire of this program to provide TBR training to all the staff this year in the hopes of increasing student engagement, retention and therefore level gains. In addition, it will be exciting joining with Jeff Fantine to create and implement a specific plan unique to the needs of our program!

In conclusion, NMJC AE is committed to professional development in the effort to create positive program changes, as it is of greatest aspiration to see all students successfully learn English and/or obtain their HSE certificate and acquire meaningful and self-sustaining careers!

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: NMJC Main	Site: Hobbs LC	Site: Lov Youth Cent	Site: Lov Jefferson El	Site:
Total count of students with fewer than 12 hours (Table 2A)	56	25	23	5	3	
Total count of students with 12 + hours	374	8	294	31	41	
Total contact hours for students with 12 + hours	32565	113	26306	3041	3105	
Average contact hours for students with 12 + hours	87	14	89	98	76	
Average contact hours for students with 12 + hours experiencing level gains	16690/153 =109	HSE counted on Table 5	13809/126=110	1455/12=121	1426/15=95	
Count of all HSE graduates with 12 + hours	13	7	6	0	0	
Count of HSE en Español graduates with 12 + hours	0					
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	128/159= 81%	0	125/159= 79%	21/159=13%	27/159=17%	
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	173/215= 80%	0	114/215= 53%	7/215=3%	8/215=4%	
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)	59/159= 37%	0	54/159=34%	5/159=3%	0	
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column F ESL Total on Table 4 by Column B ESL Total on Table 4)	68/215= 32%	0	49/215=23%	6/215=3%	13/215=6%	
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)	118/159 = 74%	0	118/159 = 74%	0	0	
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	198/215 = 92%	0	133/215 = 62%	29/215= 8%	36/215= 17%	
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	13%					
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	6%					

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
None at this time	

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?
NMJC AE looks to successful programs to see what additions and/or changes can be made to increase program effectiveness. Becoming part of the C3 Initiative greatly assisted our program and offered many suggestions that have been, and will be, implemented. A rigorous on-boarding process takes place before the students are allowed to enroll in classes, which have positively increased retention. Training from the Back of the Room was introduced to the teachers which has encouraged them to implement interactive lessons. In addition, instructors are asked to contact their students when they have two absences to encourage and motivate them to return to class. These actions have shown great results in retention and post-test rates.
2. Describe notable outcomes, both positive and negative, you have observed in your program data.
Implementing the new TABE 11/12 resulted in students entering at a much lower level, they, also, have not obtained the level gains that truly reflect their skill development. The current FY ended with 44% MSG as compared to 55% from 2017-18. The enrollment for ABE was lower but did maintain a 44% MSG rate as did ESL as well. Our greatest struggle is still in the area of HSE obtainment and the ability to track employment, Post-secondary/training and certificates for undocumented students.
3. How does your organization share promising practices among your program sites?
The Dirlistserv has been very helpful in sharing ideas between programs on an immediate basis. The director monthly meetings have provided connections and time to share both virtually and face-to-face, which has been wonderful! Every program has their strengths and unique practices. Often these ideas and strategies can be revamped to fit a particular need. Those ideas and strategies are communicated with the NMJC AE instructors through teachers meeting, Google drive, email and trainings.
4. Describe program improvement initiatives you plan to pursue.
NMJC AE will continue to implement the strategies learn in C3, Training from the Back of the Room, NMAEA conference and Teacher's Institute, as these have been very helpful and informative!

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.

\$500

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.

Through the on-boarding process of student enrollment, students are given assessments and advisement towards Career Pathways. Students are referred by staff to the appropriate agency to begin their journey toward meaningful and self-sustaining careers. For degreed or college certificate based classes, students are referred to NMJC counselors. If students are seeking Workforce certificates, they are referred to the NMJC Training and Outreach center, who partners with Workforce and independent employers to establish in demand trainings. AE students have been referred for eligibility towards: CDL, Lineman, Welding, Automotive, Nursing, Dental, CMA, Early Childhood Development, and Criminal Justice.

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.

NMJC has attended all local partner meetings in which core partners and community services come together to share resources and ideas to support individual needs. With these meetings, a greater knowledge is developed of each agency and the services they provide. The Board is very helpful and consistently involves Adult Ed in their planning. A strong referral system, Sharepoint, is used to allow seamless referral between the WIOA partners, specifically with Youth, Adult, DVR & Wagner Peyser. The program has, also, connected with Option (Domestic Abuse), Western Heritage Museum, NMJC recruitment, NMJC Training and Outreach, Opportunity House (Recovery program), SL Start (childcare and transportation), ISD, CYFD and DWI probation classes in an effort to expose AE services to the residents of Lea County.

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

Section V. Career Pathways Activities

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

1. Describe how your organization's activities provide learning in context, including through integrated education and training (IET), so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency.
Through the on-boarding process of student enrollment, students are given assessments and advisement towards Career Pathways. Students are referred by staff to the appropriate agency to begin their journey toward meaningful and self-sustaining careers. For degreed or college certificate based classes, students are referred to NMJC counselors. If students are seeking Workforce certificates, they are referred to the NMJC Training and Outreach center. As need arises, the program will refer the student to the appropriate agency to determine if they are eligible for assistance.
2. If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)

Section VI. College and Career Readiness Standards

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

1. Describe how your organization's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.
The curriculum chosen was based on its alignment with CCRS and Common Core. Classes offered daily are: Basic and Advanced Math, Language and Reading as well as, Levels 1, 2, and 3 of English as a Second Language.
In addition, instructors have integrated real world work situations into the lessons to connect with life application.
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.
Students are given websites, at on-boarding, to support information delivered in class as well as for home study. The local libraries have partnered with the program to assist students with digital skills and computer availability. Instructors integrate web based lessons into their curriculum to encourage computer usage and digital exposure outside the classroom.

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:

2. Describe how the local areas in which your organization is located have demonstrated a need for additional English language acquisition programs and civics education programs.
3. Describe how your program has provided Integrated Education and Training (IET) for your IELCE students and how they fulfill the three requirements for an IET program (34 CFR 463)

VIII. Staff and Professional Development

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

Last Name	First Name	Position	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Baker	Linda	HSE instructor	Bachelor	11	COABE,	Oct	Online
					FERPA, Sexual Harassment, Title IX, Cleary Act	Aug	Online
					Teachers Inst.	June	Alb
					TABE	July	Online
					NMAEA	Sept	Alb
Bledsoe	Syrtha	Assessment/Retention	Some College	7	TABE	Feb	Online
					FERPA, Sexual Harassment, Defensive Driving	Jan	Online
Casarez	Alma	Data/Secretary	High School	6	FERPA, Sexual Harassment, Title IX, Cleary Act, Drug Free	Aug	Online
Darnell	Frances	HSE instructor	Bachelor	16	TABE	Aug	Online
					NMAEA	Sept	Alb
Ferrell	Kathleen	Director	Bachelor	10	C3	Sept	Alb
					COABE	Oct	Online
					TABE	July	Online
					NMAEA	Sept	Alb
					State PD team	On going	

					Directors meetings	On going	
					Teachers Institute	June	Alb
					Drug Free, Sexual Harassment, FERPA	Feb	Online
					Overcoming math Anxiety	July	Online
Gomez	Rose	ESL instructor	Bachelor	1	ELA Tech Talk	Feb	Online
Hernandez	Maria	ESL instructor	High School	2	FERPA		
Lamb	Ninfa	ESL instructor	Master	9	TABE	Aug	Online
					Sexual Harassment, Drug Free, FERPA	Feb	Online
Rodriguez	Celia	ESL instructor	High School	4	NMAEA	Sept	Alb
					C3	Sept	Alb
					Teachers Institute	June	Alb
					Drug Free, Sexual Harassment, FERPA		
Tasy	Alex	HSE instructor	Master	3	NMAEA	Sept	Alb
					C3	Sept	Alb
					TABE	Aug	Online
					Drug Free, Sexual Harassment, FERPA	Feb	Online
					Mathematical Reasoning	Jan	Online
Vega	Emily	ESL instructor	High School	2			
Wadsworth	Marie	HSE instructor	Master	6	TABE	Aug	Online

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

Position	Professional Development Needed	Delivery Method Preferred
Director	Management, advertisement/recruitment, how to effectively use LACES for program improvement	Face-to-face and/or on-line
Instructors	TBR, Career Pathways (Jeff Fantine), C3	Face to face and/or on-line
Office staff	LACES, Retention, On-boarding	Face to face and/or on-line

IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

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

Total hours contributed	Fair Market Value per Hour	Total
480	\$7.50	\$3600

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

Total hours contributed	Fair Market Value per Hour	Total
8	\$35	\$280

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

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

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

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
3352.40 Literacy Center	\$8.40	\$28,160.16
620 Youth Center		\$5,208.00
1248 Jefferson		\$10,483.20

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount

B. Program Income Activities

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

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.

Student:

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

Select Reporting
System:

NRS FY 18-19 ▼

Agency: New Mexico Junior College

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	(B)	(C)	(D)	(E)	(F)	(G)	M (H)	F (I)	(J)	(K)	(L)	(M)	(N)	(O)	
ABE*** Level 1	0	0	0	0	0	0	1	15	0	0	1	0	0	0	17
ABE Level 2	0	0	0	0	2	0	15	46	0	0	2	4	0	0	69
ABE Level 3	0	0	0	0	0	0	7	33	0	0	5	13	0	0	58
ABE Level 4	0	0	0	0	0	0	5	6	0	0	1	1	0	0	13
ABE Level 5	0	0	0	0	0	0	1	0	0	0	1	0	0	0	2
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	12	78	0	0	0	0	0	0	91
ESL Level 2	0	0	0	0	0	0	7	43	0	0	0	0	0	0	50
ESL Level 3	0	0	0	0	0	0	7	50	0	0	0	0	0	0	57
ESL Level 4	0	0	0	0	0	0	1	15	0	0	0	0	0	0	16
ESL Level 5	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	2	1	56	287	0	0	10	18	0	0	374

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

Student:

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

Select Reporting
System:

NRS FY 18-19 ▼

Agency: New Mexico Junior College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	0	13	9	0	0	7	8	0	0	37
19-24	0	0	0	0	1	0	10	37	0	0	2	4	0	0	54
25-44	0	0	0	0	1	0	25	188	0	0	1	6	0	0	221
45-54	0	0	0	0	0	1	4	45	0	0	0	0	0	0	50
55-59	0	0	0	0	0	0	0	4	0	0	0	0	0	0	4
60+	0	0	0	0	0	0	4	4	0	0	0	0	0	0	8
Total	0	0	0	0	2	1	56	287	0	0	10	18	0	0	374

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

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

Select Reporting
System:

NRS FY 18-19 ▼

Agency: New Mexico Junior College

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	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	5	1	0	0	4	1	0	0	11
19-24	0	0	0	0	0	0	1	2	0	0	2	1	0	0	6
25-44	0	0	0	0	0	0	5	25	0	0	0	1	0	0	31
45-54	0	0	0	0	0	1	1	5	0	0	0	0	0	0	7
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Total	0	0	0	0	0	1	13	33	0	0	6	3	0	0	56

*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: New Mexico Junior College

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	31	33	78	12	1	2	157
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	2	0	0	0	0	0	2
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	4	21	143	38	3	6	215
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	37	54	221	50	4	8	374

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System:

NRS FY 18-19

Agency: New Mexico Junior College

Measurable Skill Gains by Entry Level

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

First Period of Participation

All Periods of Participation

										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)
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number 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 a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	17	0	1546.7	9	0	7	1	52.9	17	9	52.9
ABE Level 2	69	0	6528.8	25	0	29	15	36.2	69	25	36.2
ABE Level 3	58	0	4860.3	21	7	19	11	48.3	59	22	49.2
ABE Level 4	13	0	1198.2	2	4	7	0	46.2	15	2	40

ABE Level 5	2	0	61	0	2	0	0	100	2	0	2	100
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	159	0	14195	57	13	62	27	44	162	58	13	43.8
ESL Level 1	91	0	7009	36	0	33	22	39.6	92	36	0	39.1
ESL Level 2	50	0	4695.4	23	0	18	9	46	50	23	0	46
ESL Level 3	57	0	5317.9	29	0	17	11	50.9	57	29	0	50.9
ESL Level 4	16	0	1320	7	0	8	1	43.8	16	7	0	43.8
ESL Level 5	1	0	28	0	0	1	0	0	1	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	215	0	18370.3	95	0	77	43	44.2	216	95	0	44
Grand Total	374	0	32565.3	152	13	139	70	44.1	378	153	13	43.9

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3)

Student:

NRS Table 4a - Educational Functioning Level Gain

Select Reporting
System:

NRS FY 18-19 ▼

Agency: New Mexico Junior College

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

Enter number of participants achieving educational gain at each level.

Entering Education al Functionin g Level (A)	Number of Participan ts (B)	Number with EFL Gain For ELA/Litera cy or ELP by pre- posttestin g (C)	Percentag e Achieving ELA/Litera cy or ELP EFL Gains (D)	Number with EFL Gain for Mathemat ics by pre- posttestin g (E)	Percentag e Achieving Mathemat ics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Cre dits (G)	Percentag e Achieving EFL Gain by Carnegie Units/Cre dits (H)	Number with EFL Gain by Transition to Postsecon dary Education (I)	Percentag e Achieving EFL Gain by Transition to Postsecon dary Education (J)
ABE Level 1	9	8	88.9	1	11.1	0	0	0	0
ABE Level 2	25	16	64	9	36	0	0	0	0
ABE Level 3	24	7	29.2	17	70.8	0	0	0	0
ABE Level 4	2	0	0	2	100	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	60	31	51.7	29	48.3	0	0	0	0
ESL Level 1	36	36	100	0	0	0	0	0	0
ESL Level 2	23	23	100	0	0	0	0	0	0
ESL Level 3	29	29	100	0	0	0	0	0	0
ESL Level 4	7	7	100	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	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)
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	95	95	100	0	0	0	0	0	0
Grand Total	155	126	81.3	29	18.7	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: New Mexico Junior College

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	14	1478.1	9	4	1	64.3
ABE Level 2	57	6075.8	25	19	13	43.9
ABE Level 3	47	4582.5	24	13	10	51.1
ABE Level 4	10	1140.2	2	7	1	20
ABE Level 5	0	0	0	0	0	0
ABE Total	128	13276.6	60	43	25	46.9
ESL Level 1	71	6431	36	12	23	50.7
ESL Level 2	40	4364.4	23	10	7	57.5
ESL Level 3	49	4947.9	29	10	10	59.2
ESL Level 4	13	1252	7	5	1	53.8
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	173	16995.3	95	37	41	54.9
Total	301	30271.9	155	80	66	51.5

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

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

Student:

NRS Table 5: Core Follow-up Outcome Achievement

Select Reporting
System:

NRS FY 18-19 ▼

Agency: New Mexico Junior College

Periods of Participation

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit*	334	74	22.2	339	78	23
Employment Fourth Quarter after exit*	328	128	39	356	137	38.5
Median Earnings Second Quarter after exit**	74	3861.55		75	4028.44	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	55	11	20	57	11	19.3
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	55	16	29.1	57	16	28.1
Attained a Postsecondary Credential while enrolled or within one year of exit ****	4	0	0	4	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.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting
System:

NRS FY 18-19 ▼

Agency: New Mexico Junior College

Participant Status on Entry into the Program (A)	Number (B)
Employed	108
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	27
Not in the Labor Force	239
TOTAL	374

Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	2
Grades 1-5	1	8
Grades 6-8	6	39
Grades 9-12 (no diploma)	81	127
Secondary School Diploma or alternate credential	7	71
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	0	9
Postsecondary or professional degree	1	22
Unknown	0	0
TOTAL (both US Based and Non-US Based)		374

Program Type**

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

Institutional Programs (section 225)

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

Participant Status on Entry into the Program
(A)

Number
(B)

TOTAL Institutional

0

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

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

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

Employment Status definitions:

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

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

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

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

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

Staff:

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

Select Reporting System:	NRS FY 18-19	Agency:	New Mexico Junior College
Adult Education Personnel			
Function (A)	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	Unpaid Volunteers (D)
State-level Administrative / Supervisory / Ancillary Services	0	0	0
Local-level Administrative / Supervisory / Ancillary Services	0	3	0
Local Counselors	0	0	0
Local Paraprofessionals	0	0	0
Local Teachers	10	0	0
Teachers' Years of Experience in Adult Education			
Less than one year	0	0	
One to three years	4	0	
More than three years	6	0	
Teacher Certificate			
No certification	5	0	
Adult Education Certificate	0	0	
K-12 Certification	3	0	
Special Education Certification	2	0	
TESOL Certification	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 be modified, revised, or amended by the mutual written consent of all Parties. Notwithstanding the foregoing:

1. Any individual one stop partner may, with the prior consent of the EAWDB and the CEOs, execute an amended Exhibit A-__ as appropriate to reflect changes in the services provided by such One-Stop Partner. Upon receipt of an amended Exhibit A from a One Stop Partner, EAWDB will replace the partners' original Exhibit A-__ with the amended Exhibit in the MOU and on the website.
2. Any individual One-Stop Partner may withdraw from this MOU at any time by providing notice to the Workforce Board of such One-Stop Partner's intent to withdraw. Unless otherwise agreed to by the Workforce Board and the CEOs, such withdrawal shall become effective sixty (60) days after delivery of such notice. Such withdrawal shall not (i) terminate this MOU; (ii) impact the rights and responsibilities of the remaining Parties under this MOU; (iii) relieve the withdrawing One-Stop Partner from any obligations that arise from a source outside of this MOU (including obligations that arise pursuant to the terms of a contract or grant agreement); or (iv) relieve the withdrawing One-Stop Partner from its obligations hereunder accruing prior to the effective date of its withdrawal.
3. The Workforce Board, with the agreement of the CEOs, may terminate the rights and obligations of any individual One-Stop Partner under this MOU at any time by providing notice in writing to the One-Stop Partner being terminated. Unless otherwise agreed by the Workforce Board and the CEOs, such termination shall become effective sixty (60) days after delivery of such notice. The termination of a One-Stop Partner pursuant to this section shall not (i) terminate this MOU; (ii) impact the rights and responsibilities of the remaining Parties under this MOU; (iii) relieve the terminated One-Stop Partner from any obligations that arise from a source outside of this MOU (including obligations that arise pursuant to the terms of a contract or grant agreement); or (iv) relieve the terminated One-Stop Partner from its obligations hereunder accruing prior to the effective date of its termination.

MODIFICATION PROCESS

1. When a partner wishes to modify the MOU, the Partner must first provide written notification to all signatories of the existing MOU and outline the proposed modification(s).
2. Upon notification, the EAWDB board chair or designee must ensure that discussions and negotiations related to the proposed modification take place with Partners in a timely manner and as appropriate.

Depending on the type of modification, this can be accomplished through email communications of all the parties. If the proposed modification is extensive and is met

with opposition, the board chair (or designee) may need to call a meeting of the parties to resolve the issue. Upon agreement of all parties a modification will be processed.

If the modification involves substitution of a party that will not impact any of the terms of the agreement, it can be accomplished by the original party and the new party entering into an MOU that includes the EAWDB, wherein the new party assumes the rights and obligations of the original party.

3. The EAWDB board chair (or designee) must circulate the MOU modification and secure partner signatures. The modified MOU will be considered fully executed once all signatories have reviewed and signed.

The modification may be signed in counterparts, meaning each signatory can sign a separate document as long as the board acquires signatures of each party and provides a complete copy of the modification with each party's signatures to all other parties.

ASSIGNMENT

The One-Stop Partners' rights and obligations hereunder are personal and may not be transferred, assigned, or subcontracted without the prior written consent of the Workforce Board and the CEOs and must follow the process outlined above in the MODIFICATION PROCESS section above.

SEVERABILITY

Any provision of this MOU that is deemed invalid or unenforceable shall not affect the validity or enforceability of the remaining provisions of this MOU, provided that the Parties can continue to perform their obligations under this MOU in accordance with its intent.

CONFLICTS OF INTEREST

Each Party acknowledges that with respect to this MOU, even the appearance of a conflict of interest is harmful to the EAWDB, the workforce development system and its partners' interests. Each Party shall refrain from any practices, activities, or relationships that reasonably may appear to be in conflict with the full performance of such Party's obligations under this MOU.

DISPUTE RESOLUTION

All Parties agree that they shall attempt in good faith to resolve any disputes that arise out of or that relate to this MOU, or the Parties' rights and obligations hereunder, through informal discussions among the affected One-Stop Parties, the Workforce Board, the One Stop Operator, and the CEOs. If such Parties are unable to resolve their dispute through informal discussion, such Parties agree to submit their dispute to the New Mexico State Workforce Board or its designee for resolution.

MOU RECORDKEEPING AND ADMINISTRATIVE TASKS

The EAWDB shall be responsible for maintaining the original, copies of this MOU, the Exhibits,

and any amendments thereto. EAWDB shall be responsible for maintaining the EAWDB website and ensuring that the EAWDB Website contains (i) current copies of the MOU and the Exhibits; (ii) a current list of all active One-Stop Partners and their designated representatives and contact information; and (iii) an accurate list of all currently-operating satellite workforce centers in the Workforce Area. The EAWDB will also be responsible for the development and maintenance of a referral issuing and tracking system to provide a collaborative communication tool for partners working with each of the centers.

FINANCIAL OBLIGATIONS

All parties to this MOU agree to negotiate in good faith the requirements for support of the infrastructure funding agreement (IFA) as mentioned above and required by federal law. The IFA itself and its negotiations are a separate document to this MOU. Non-agreement or dispute of provisions of the IFA shall not constitute a Non-agreement to the terms of this MOU.

The financial plan and partner responsibilities are detailed in the EAWDB's Infrastructure Funding Agreement (IFA).

PERIODIC REVIEW

Pursuant to WIOA Sections 121 (c) (g) and 20 CFR 678.500, the parties agree to review the terms of this MOU not less than once every two (2) years following the effective date or as required by state policy, to ensure appropriate delivery of services. Should the need arise Parties may review the MOU on a more frequent basis and if substantial changes have occurred and/or amend the MOU to ensure appropriate representation of the system continues. The EAWDB shall initiate and oversee periodic or requested review(s).

ONE STOP OPERATOR

The EAWDB in accordance with Uniform Guidance, WIOA and its regulations, with the approval of the CEOs and the governor, the EAWDB has been approved to be the One Stop Operator, herein after referred to as the operator, for the area. All documentation for the procurement and selection process may be accessed by written request to the EAWDB. The State requires the one stop operator be re-competed at least every 3 years and monitored annually.

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

KEY TASKS AND RESPONSIBILITIES OF THE OPERATOR

Partner Collaboration and Coordination

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

One-stop Operations

- Develop and implement policy changes, process enhancements, customer service standards and plans for continuous improvement that reflect an integrated system, efficient use of resources and minimized duplication of efforts
- Ensure effective administration of day-to-day operations in partnership with the Site Managers
- Assess and ensure effective use of key performance indicators for service delivery that measures progress and impact of shared goals
- Assist with, identify and lead strategies for NMWCC partners to align services with and meet the needs of businesses seeking to utilize the NMWCC system.

Cross Training and Professional Development

- Develop strategies and facilitate cross-partner/program training and other professional development opportunities for NMWCC staff in coordination with partner organizations to ensure staff possess the knowledge, skills and abilities to support an integrated service delivery system

Outreach and Promotion

- Develop and implement strategies through coordination and collaboration with partners and site managers, to raise awareness of and access to NMWCC system services and resources

Data Analytics

- Utilize data and trends from customer information systems to inform coordinated service delivery and enhance partner collaboration

Compliance and Certification

- Ensure compliance with federal and state guidance, including WIOA and its implementing plans and regulations, as well as other federal, state and local policies applicable to the workforce development system.

The operator will not assist in the development, preparation and submission of Local plans. They cannot manage or assist in future competitive processes for selecting operators or select or terminate one stop operators, career service providers, or youth providers. The operator cannot negotiate local performance accountability measures or develop and submit budgets for activities of the EAWDB. The EAWDB is responsible for the negotiated performance measures, strategic planning, budgets, and one-stop operator oversight (including monitoring).

SITE MANAGERS

The Operator will utilize site managers to support its efforts and manage the daily operations of the NMWCC offices. Functions of the site manager may include, but are not limited to:

- Provide functional supervision of NMWCC offices and staff;
- Support the Operator in coordinating service delivery across partner programs placing priority on customer service
- Oversee operations within the center, submitted timely reports as necessary
- Ensure the operation of the centers are compliant with WIOA and its related regulations, state-defined certification criteria, all applicable contracts and agreements and local policies
- Coordinate daily work schedules, staff vacations, and workflow based on operational needs; and
- Monitor, evaluate and report on performance, customer satisfaction, and other service delivery data to the Operator and the board.

GOVERNANCE

The Operator provides guidance and oversight to the NMWCC offices and their site managers. The site manager manages the day-to-day operations of the job centers. When fulfilling services in the NMWCC job centers, all co-located partners are under the functional direction of the site manager. Those partners who may be co-located but not providing services through the job center are not under the functional supervision of the site manager. At the time that a co-located partner begins to provide such services, co-located staff fall under the functional direction of the site manager.

Strategizing, planning and direction; policy development and analysis; oversight, monitoring and evaluation of workforce development activities shall be the responsibility of the EAWDB. Management of the American Job Center network (NMWCC offices) shall be the responsibility of the Operator, acting directly or through the site manager who reports to the Operator.

NMWCC ROLES AND RESPONSIBILITIES

The Job Center Network is comprised of groups of partner programs working seamlessly and collaboratively to establish system of service delivery that best meets customer needs and leverages staff resources to provide those services in the most efficient effective manner possible. Each NMWCC Center in the east has at a minimum Title I adult, dislocated worker and youth services co-located with the Wagner Peyser Career and employment services. As such each NMWCC center will provide access to these services:

Business Services		
Serve as a point of contact for businesses, responding to all requests in a timely manner	Provide information and services related to Unemployment Insurance taxes and claims to the limit allowable	Assist with disability and communication accommodations, including job coaches

Conduct outreach regarding Local workforce system's services and products	Conduct on-site Rapid Response activities regarding closures and downsizings	Develop On-the-Job Training (OJT) contracts, incumbent worker contracts, or pay-for-performance contract strategies
Provide access to labor market information	Provide customized recruitment and job applicant screening, assessment, and referral services	Provide employer and industry cluster-driven Occupational Skills Training through Individual Training Accounts with eligible training providers
Assist with the interpretation of labor market information	Conduct and or assist with job fairs and hiring events	Develop customized training opportunities to meet specific employer and/or industry cluster needs
Use of one-stop center facilities for recruiting and interviewing job applicants	Consult on human resources needs	Coordinate with employers to develop and implement layoff aversion strategies
Post job vacancies in the state labor exchange system and take and fill job orders	Provide information regarding disability awareness issues	Provide incumbent worker upgrade training through various modalities
Provide information regarding workforce development initiatives and programs	Provide information regarding assistive technology and communication accommodations	Develop, convene, or implement industry or sector partnerships

Job Seeker Services		
<u>Basic Career Services</u>	<u>Individualized Career Services</u>	<u>Training</u>
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs)
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), provided in combination with the training services described above
Job search and placement assistance (including provision of information on in-demand industry sectors and occupations and non-traditional employment	Referral to training services	On-the-Job Training (OJT)
Access to employment opportunity and labor market information	Group counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the Local workforce system	Individual counseling and career planning	Training programs operated by the public and private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individual in and out of area job search, referral, and placement assistance	Skill upgrading and retraining

Information for Unemployment Insurance claim filing	Work experience, transitional jobs, registered apprenticeships, and internships	Entrepreneurial training
Determination of potential eligibility for workforce Partner services, programs, and referral(s)	Workforce preparation services (e.g., development of learning skills, punctuality, communication skills, interviewing skills, personal maintenance, literacy skills, financial literacy skills, and professional conduct) to prepare individuals for unsubsidized employment or training	Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
Information and assistance in applying for financial aid for training and education programs not provided under WIOA		Other training services as determined by the workforce partner's governing rules
		Post-employment follow-up services and support

Youth Services	
Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.	Alternative secondary school services, or dropout recovery services, as appropriate.
Paid and unpaid work experiences that have as a component academic and occupational education, which may include: Summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities.	Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved.
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate.
Supportive services.	Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.
Follow-up services for not less than 12 months after the completion of participation, as appropriate.	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.
Financial literacy education.	Entrepreneurial skills training.
Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.	Activities that help youth prepare for and transition to postsecondary education and training.

PARTNER ROLES AND RESPONSIBILITIES

All parties to this MOU agree to comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016).
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352),
- Section 504 of the Rehabilitation Act of 1973, as amended.
- The Americans with Disabilities Act of 1990 (Public Law 101-336),
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor.
- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188,
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99),
- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603),
- all amendments to each, and
- all requirements imposed by the regulations issued pursuant to these acts.

The above provisions require, in part, that no persons in the United States shall, on the grounds of race, color, national origin, sex, sexual orientation, gender identity and/or expression, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, services or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

Additionally, all Parties shall collaborate and reasonably assist each other and the operator in the development of necessary service delivery protocols for the services outlined in the partners and services section above, and commit to work with the operator for the cross training of AJC staff in the minimum eligibility requirements, enrollment processes and services available by each partner of this MOU. Partners commit to cross-training staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement. Partners will work to integrate a system to the maximum extent possible that includes:

- effective communication and information sharing within the system and its partners,
- joint planning and development of system design processes and the respective policy needs.
- Working with partners to unify the assessment, referral and collaborative case management processes as reasonable,
- Active involvement in joint planning, policy development and system design processes,

- Commitment to working with the operator to cross-training of staff, as appropriate, and to providing professional learning opportunities that promote increase knowledge of all partner programs to individuals providing services in the workforce development system.
- Commitment to and active involvement in working toward development of a unified mission, vision, goals and strategies,
- Participation in the development of continuous improvement processes designed to boost outcomes and increase customer satisfaction,
- Establishing a point of contact(s) to serve as liaison between the partner program and the NMWCC office,
- Working with the board, its operator and staff to develop continuous improvement processes and benchmarks to increase customer satisfaction and partner performance, and
- Participation in regular partner meetings in their communities to promote and develop all the items noted above.

CHIEF ELECTED OFFICIALS

The CEOs of the eastern area will:

- In partnership with the EAWDB and other applicable partners within the region, develop and submit a single regional local plan that includes a description of activities that shall be undertaken by the local board and its partners, and that aligns its strategic vision, goals, objectives, and workforce related policies,
- Approve the EAWDB budget and workforce centers cost allocation plan,
- Approve the selection of the One-Stop operator following the competitive procurement process, and
- Coordinate with the EAWDB to oversee the operations of the New Mexico Workforce Connection Centers in the Eastern Area.

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

The EAWDB ensures the workforce -related needs of employers, workers, and job seekers in Eastern NM are met, to the maximum extent possible with available resources. The EAWDB will, at a minimum:

- In partnership with the CEOs and other applicable partners within the local area, develop and submit a Local Plan that includes a description of the activities that shall be undertaken by the local board and its partners, and that aligns its strategic vision, goals, objectives, and workforce-related policies to the regional economy,
- In partnership with the CEOs and other applicable partners within the region, develop strategic regional vision, goals, objectives, and workforce-related policies,
- In cooperation with the local CEOs, design and approve the NMWCC system structure. This includes, but is not limited to:
 1. Adequate, sufficient, and accessible one-stop center locations and facilities,
 2. A holistic system of supporting services, and
 3. A competitively procured One-Stop Operator.
- In collaboration with the CEO, designate through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the One-Stop

Operator.

- Determine the role and day-to-day duties of the one-stop operator,
- Approve annual budget allocations for operation of the NMWCC system,
- Help the Operator recruit operational partners and negotiate MOUs with new partners,
- Review and evaluate performance of the NMWCC system and the Operator.

Specific responsibilities of the EAWDB staff include, at a minimum:

- Assist the CEO and EAWDB with the development and submission of a single local plan,
- Support the local board with the implantation and execution of the regional vision, goals, objectives, and workforce-related policies, including all duties outlined above,
- Provide operational and grant-specific guidance to the operator,
- Investigate and resolve elevated customer complaints and grievance issues,
- Prepare regular reports and recommendations the board, and
- Oversee negotiations and maintenance of MOUs and IFAs with One-stop partners.

TERMINATION

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

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

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

EFFECTIVE PERIOD

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

AUTHORIZATION

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

PARTNER SERVICES EXHIBITS

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

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

EXHIBIT B – TRADE ADJUSTMENT ASSISTANCE ACTIVITIES

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

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

EXHIBIT C – RAPID RESPONSE ACTIVITIES

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

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

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

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

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

EXHIBIT E – VOCATIONAL REHABILITATION SERVICES

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

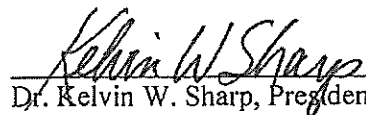
VR provides multiple services to the business community designed to assist businesses with onboarding pre-screened qualified employees with disabilities. VR supports for a new hire can include; reasonable assistance accommodation consultation, and referral on tax credits or deductions. VR also offers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


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

EXHIBIT F – ADULT EDUCATION AND LITERACY

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

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


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


Date

INFRASTRUCTURE FIRMING AGREEMENT CLOVIS COMPREHENSIVE WORKFORCE CENTER

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Costs are for modified items 1 and 31 values are projected and should be shared by parties based on actual cost incurred.

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

Eastern Area Workforce Development Board Workforce Connection
Center Operating Budget

PY 18 Infrastructure Funding Agreement

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

NMWCC ONE-STOP OPERATING BUDGET

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

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

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

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

- Infrastructure/Facilities Cost
- Shared Costs

INFRASTRUCTURE/FACILITIES COSTS

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

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

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

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

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

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

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

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

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

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

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

- Lincoln County – Ruidoso – Attachment G

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

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

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

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

SHARED COSTS

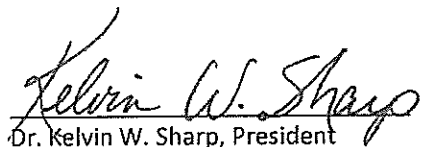
The Shared costs for the comprehensive center to be disturbed across all required partners include:

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

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

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


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



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

8/9/18

Date



Dan Hardin, VP of Finance
New Mexico Junior College

8-8-18

Date