

**Annual Program Report
Cover Page**

Program Name: **Adult Education**

Institution or Organization: **Eastern New Mexico University-Roswell**

Address: **52 University Blvd.**

City: **Roswell**

County: **Chaves**

Zip: **88203**

Main Phone: **575-624-7260**

Website: **<https://www.roswell.enmu.edu/adult-education/>**

Social Media:

Workforce Region(s) Served: **Eastern Region**

Submission Date: **9/1/2021**

Program Director, Manager, or
Coordinator Name and Title: **Matthew Rincon, Director of Adult Education**

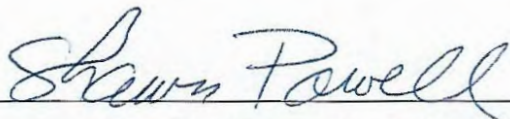
Contact Information: Phone(s): **575-607-0092**

Email: **Matthew.Rincon@roswell.enmu.edu**

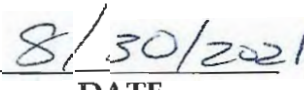
Alternate Contact Name and
Title: **Elsa Rangel, Data Technician**

Contact Information: Phone(s): **575-624-7269**

Email: **Elsa.Rangel@roswell.enmu.edu**



Signature of the Chief Executive Officer or Designee



DATE

Shawn Powell, Ph.D. President, ENMU-Roswell

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. Describe your program. Include the services you provide under WIOA Title II, the student population you serve, and how you are using AEFLA funding in ways that are allowable under the statute.**

Eastern New Mexico University-Roswell Adult Education Program is located in Chaves County, New Mexico which is in the Southeast quadrant of the state. It is a rural county that covers 6,075 square miles and is located almost 200 miles from any large metropolitan area. The population of Chaves County is 65,615 and reflects a population density of just over 10 persons per square mile. The town of Roswell, with a population of 47,551, accounts for 72.47% of the total population of the County.

As indicated under the U.S. Census Bureau, Chaves County shows a gender breakdown of 49.7% Male and 50.3% Female. 37.9% of the population is White, 57.8% is Hispanic and the remaining 4.3% include African Americans, Asians, and Native groups. The median household income is \$43,359 with 18.1% of the population living in poverty.

There are 23,284 households in Chaves County. 34.2% of the population, age 5 years and over speak a language other than English at home. 78.2% of the County population age 25 years and over, have obtained a high school graduate degree or higher as compared to 85.6% statewide. 18% of the County population, age 25 years and over have obtained a bachelor's degree or higher as compared to 27.3% statewide.

The Eastern New Mexico University (ENMU) – Roswell Adult Education Program provides high-quality, affordable education and life-long learning opportunities. All of our students have access to a customized training program (Center for Workforce and Community Development) it's also available for businesses and industries.

Since the 2018 Program Year, the ENMU- Roswell Adult Education program has been operating under the requirements of the Adult Education (AE) and Family Literacy Act (Title II of WIOA). We remain committed to meeting those requirements through alignment with the New Mexico Combined State Plan as well as the Eastern Area Workforce Development Board (EAWDB) Plan. Our partnership efforts provide the activities that support the development of the workforce by providing foundational education services necessary for such employment within Chaves and Roosevelt Counties. Our services are provided free of charge, and we serve ages 16 years and older.

The Roswell AE Program will allocate funds to provide services in the following categories:

- Adult Education classes to earn a high school equivalency credential (HSE)
- Literacy activities to strengthen basic academic skills
- Strengthen workplace readiness in Adult Education and literacy activities
- Family literacy and technology activities
- English language acquisition activities
- Integrated English literacy and civics activities
- Workplace preparation to enter career pathways

- Integrated Education and Training (IET)

The Adult Education (AE) office is located (housed) at the ENMU-Roswell Student Services Center. Our AE students are finding out the significant number of opportunities that are available for college students while they are taking AE classes on our campus. The Adult Education program develops and delivers free courses to all adults who want to enhance and expand their programs of study or achieve other goals that may relate to a job, their family, or their future educational goals. Staff and faculty continue to recruit and retain Adult Education students and offer developmental basic skills courses that are required to obtain a high school equivalency credential. In addition, English language learners attend English as a Second Language (ESL), and Integrated English Language Civic Education (IELCE) in AE (Adult Education) classes to improve their oral, and written skills in English that are necessary to function in today's society.

The Roswell Adult Education Program operates under five strategic objectives:

#1: Create a Culture of Achievement

#2: Improve Student Achievement

#3: Ensure that Data Quality and Collection Meets, or Exceeds, the Standards Set by the State of NM and the National Reporting System (NRS)

#4: Increase the Number of Students Who Transition to Postsecondary Education or Training

#5: Develop Community and Institutional Linkages that Further the Opportunities and Education of ENMU-Roswell AE Students.

ENMU-Roswell Adult Education uses the LACES data system for reporting. This National Reporting System (NRS) and NM HED-approved assessment places students at appropriate levels of instruction to assess student strengths and weaknesses, to monitor progress, and to certify mastery of specific levels of instruction or readiness to exit adult education. The LACES database system is used for all data entry and helps maintain the accuracy of student information. The system reports participant outcomes and monitors program performance. This information is used to assist with daily program operations and is reviewed and analyzed by staff.

The ENMU-Roswell Adult Education Program makes every provision in providing training and services to the community. Our program is designed to meet the needs of adults and youth, including dislocated workers, low-income individuals, migrants, seasonal farm workers, and training for nontraditional employment, veterans, public assistance recipients, and individuals with multiple challenges to employment. This includes older individuals, individuals with limited English-speaking proficiency, and individuals with disabilities. Our goal is to provide instruction that is appropriate for students at their level of literacy. This goal considers the alignment of services when students are co-enrolled with partner programs.

In meeting the needs of our more disadvantaged populations, we emphasize the benefits of education as it relates to improved economic opportunity and the gained opportunities of increasing a family's financial resources. Higher levels of education fare better in the labor market, resulting in lower rates and shorter durations of unemployment and provide for higher income (Bird, 2014). Another area emphasized is the correlation between a parent's level of education and their children's skills, academic outcomes, and health.

We provide a formal week orientation process that is delivered in both English and Spanish. During orientation, we show a PowerPoint presentation that explains the educational program, discusses college life, learning styles, remedies to transportation barriers, availability of childcare assistance and so much more. We offer solutions to overcome any barriers that would hinder learning, whether

those barriers are language-related, location-related, or scheduling related. During this orientation process students are taken on a tour of the ENMU-Roswell campus and during that time they receive a college Adult Education ID and a parking sticker which allows them to park in and designated location within the campus, all free of charge. On the second day of orientation, we TABE (tests of adult basic education) test all new incoming Adult Education students. This test is a diagnostic assessment used to determine a person's skill levels and aptitudes. Many companies use it in hiring, promotions, or for selecting employees. ESL and IELCE students will be tested with BEST Plus 2.0. This is a combined test of listening and speaking skills. As an oral assessment, BEST Plus 2.0 provides a short, practical test that meets the accountability needs of programs that report to the National Reporting System (NRS). As of today, we continue to adjust and be creative on how to provide student enrollment and course offerings. We have done this by utilizing online meeting software such as Zoom and Microsoft Teams provided for any individual that cannot attend in-person classes.

After the exams are completed, each student is evaluated on a one-on-one basis to aid the student in setting realistic goals. The evaluator can designate the specific classes that will help meet the student's individual needs. Our students cover the full spectrum from low-to-no literacy to those who are college-ready, or professionals in their home countries.

The ENMU-Roswell Adult Education Program is thrilled with the success that we have had with the Integrated English Language Civic Education (IELCE) Program. This program focuses on instruction and educational services that emphasize content measurable in terms of National Reporting System (NRS) accountability standards in the following areas:

1. The rights and responsibilities of citizenship
2. Civic partnership
3. Workforce preparation
4. Workforce training for a specific occupation or occupational cluster

The program continues to help students acquire the skills and knowledge they will need to become active and informed parents, workers, and community members. Integrated English Language Civic Education (IELCE) classes introduce students to civics-related content and provides them with opportunities to apply that knowledge in their daily lives, while building their English language and literacy skills. Additionally, students enrolled in the Integrated English Language Civic Education (IELCE) classes learn real-life skills and career readiness skills. Adult Education is preparing these students to effectively navigate pathways that will connect them to education and employment and be successful in the workforce.

All Integrated English Language Civic Education (IELCE) participants also go through a formal orientation process that is delivered in Spanish, followed by a BEST PLUS assessment and a one-on-one evaluation process for goal setting. The Evaluator is also able to designate specific classes that will help meet the students' individual needs. Each student is given the option of attending a face-to-face class, a virtual online class, accessing a distance education program, or a compilation of them all. We provide the following online preparation programs, PLATO, ED-Ready, Khan Academy, Learning Upgrade and many others. Our program students also receive assistance from the Roswell TRIO Program Specialist to identify students that will need college preparation and financial aid assistance. Our program has both open and managed enrollment courses dedicated to many learning topics. Schedules are available online, at the Adult Education office, and are published in the college schedule.

Our family literacy activities encompass classes of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family, and better enable parents or family members to support their children's learning needs. One of our successful programs is a family literacy class located at Parkview Elementary School. The Parkview Early Literacy Center has parents that are enrolled in Adult Education classes while their children attend school. The school provides all necessary materials and supplies, and each student at this site is issued a laptop to use. The school has a library for students to check out educational toys, books, and activities to use with their children. English language acquisition activities include a program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language that also leads to the attainment of a high school diploma or its equivalent, transition to postsecondary education, and training or employment.

The Integrated English literacy and civics activities provide education services to adult English language learners, including professionals with degrees and credentials in their native countries that enable them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens of the United States.

The Roswell Adult Education program views its ability to transition students to the workplace and post-secondary education as one of its strengths. This strength is built upon mentoring students to choose a career pathway that integrates Adult Education and service programs that build a partnership for workforce education and training. ENMU-Roswell's IBEST (Integrated Basic Education and Skills Training) program model uses a team-teaching approach to combine college-readiness classes with hands-on competency-based classes. The IBEST program has two instructors in the same classroom to teach technical and basic skills. Even though the grant for this model has ended we have kept two IBEST courses Nursing Assisting and Emergency Medical Service. These classes have been highly successful and with the assistance of ENMU-Roswell. We will continue to provide two Adult Education IBEST instructors and we hope to expand in the health field. When grant funding for this program was readily available, we went from teaching 7 IBEST courses to 16 courses. It has been proven that IBEST programs are needed, and Adult Education continues to work closely with the Division of Health on the campus. The Job Development Career Coach (JDCC) and The One-Stop Career Center also assists all Adult Education IBEST students. These agencies help students improve their employability skills, guide them in career pathways, and assist them in job counseling to increase their likeliness of degree completion. Additionally, ENMU-Roswell has opened a Career Resource Success Center for students to attend workshops in employability-related events. The Department of Higher Education stressed the importance of not only retention in our college programs, but more importantly, completions. We are seeing the benefits that these partnerships are bringing to our students and the institution.

2. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Please specify degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.)

The Roswell Adult Education Program provides opportunities for adults in Chaves County, Roosevelt County, and surrounding areas to meet their educational needs. The Roswell Adult Education Program has established links with the Roswell and Dexter Independent School Districts and the Portales One-Stop Center. ENMU-Roswell's Adult Education Advisory Board is founded into a larger board named the Comprehensive Strategy Board (CSB) which meets monthly to coordinate efforts to better serve youth and families in our region. The Comprehensive Strategy

Board consists of members from the following agencies: Chaves County Adult Detention Center (currently closed due to pandemic), City of Roswell Police Department, NM State Police, Chaves County Sheriff's Office, The Assurance Home, ENMU-Roswell, the Fifth Judicial District Attorney, Wings for Life, Juvenile Probation and Parole, Court Appointed Special Advocates, NM Children Youth & Family Department, and the Roswell Independent School District plus many more.

The Adult Education Program offers classes at some of the following locations and receives student referrals from these entities. Additionally, the Roswell AE Program provides program services within the Chaves County Adult Detention Center.

- ENMU-Roswell Adult Education Department- 52 University Blvd, Roswell, NM 88203
- RCE One-Stop Career Center -100 South Ave A, Suite 10, Portales, NM 88130
- NM Youth Challenge (NMYC)-131 Earl Cummings Loop, Roswell, NM 88203
- Church on the Move- 901 W. Brasher Roswell, NM 88203
- Chaves County Adult Detention Center (currently close due to pandemic)-119 East Fourth St, Roswell, NM 88201
- Grace Community Church-935 West Mescalero Rd. Roswell NM 88201
- Parkview Elementary School-1700 W. Alameda Roswell Nm 88201
- Children, Youth & Families Department- 4 Grand Ave, Suite A, Roswell, NM 88201

Another key partner of our program is the Roswell Literacy Council. The Council provides tutors for our literacy-level students. We have also partnered with the Roswell Independent School District to provide Adult Education and family literacy services at the Parkview Early Literacy Center. Family engagement is essential for enhancing children's learning and family well-being. Families participate in educational activities and events throughout the school year. Family engagement opportunities as well as AE, High School Equivalency, and ESL classes are offered in conjunction with the RISD preschool program.

The Roswell AE program is immersed in a network of support agencies. Cooperative efforts have been established with several agencies, and their input is considered in the development of class schedules and locations. Cross referrals are in place and are reviewed and revised regularly. Adult Education has established a joint process with partners to collaborate and coordinate the framework that results in a seamless and comprehensive array of support, job matching, education, training, outreach, placement, transition into college, and other workforce development services. Resources are aligned to minimize duplication and ensure the most effective delivery of services.

The Roswell AE program has MOUs with the following agencies:

- Roswell Job Corps- Provides on-the-job training and skills needed to succeed in today's workforce for young adults. The Roswell Job Corps Center offers career vocational training in Certified Nurse Assistant, Automotive and Machine Repair, Construction, Painting, and Electrical. These students attend our Adult Education classes due to limited staffing in their facility.
- Chaves County Comprehensive Strategy Board- This is a multi-agency board comprised of local associations that convene monthly to address the disproportionate representation of minority youth within the Chaves County Juvenile Justice System. This board conducts an in-depth assessment of findings, and implements intervention solutions, as well as developing alternatives to detention. We are voting members of this board.

- Roswell Independent School District- a public school district based in Roswell, New Mexico in which we partnered to offer HSE and ESL preparation at Parkview Early Literacy Center.
- Chaves County Detention Center-We offer HSE preparation and with collaboration with the Roswell, Workforce Office have made strides in offering official paper-based HSE credential testing.
- Chaves County Juvenile Detention Center- We offer HSE preparation and with collaboration with the Roswell Workforce, offered official paper-based HSE credential testing (This site was closed as of December 30th, 2019).
- New Mexico National Guard Youth Challenge Academy- All cadets work towards earning a HSE, and are eligible to receive college credits in a vocational training program provided by Eastern New Mexico University-Roswell Adult Education.
- Eastern Area Workforce Development Board- Our partnership is intended to contribute to a cooperative and mutually beneficial relationship between the (EAWDB) and its various partners. We 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. Most recently we have partnered to offer an entrepreneurial skills and training program.

The Roswell AE program has informal agreements are with the following:

- ENMU-Roswell Campus System
- Juvenile Community Corrections Panel-
- CASA
- Roswell Homeless Coalition
- Grace Community Church
- Portales Chamber of Commerce
- Hagerman Municipal Schools
- Ruidoso New Mexico Adult Basic Education
- Dexter Consolidated Schools (currently close due to pandemic)
- Wings for Life
- Juvenile Probation
- City of Roswell Police Department
- Roswell Independent School District
- La Casa Behavioral Health
- Department of Health
- Assurance Home
- Chaves County Sheriff's Department
- District Attorney's Office
- Public Defender's Office
- Roswell Literacy Council

Community Partners



3. Please describe the impact of the COVID pandemic on your program. How were goals, timelines, and collaborative arrangements affected? Describe any substantial changes your program made to both general service delivery and to specific policies or procedures, including testing.

Like programs across the country, our Adult Education program, adult literacy students, and off-site programs have been seriously impacted by the COVID crisis. We are a rural community, and our students are struggling with job and income loss, daycare needs, meeting their children's homeschooling needs, food and housing insecurity, caring for family members, immigration issues, mental health issues, and adequate access to healthcare.

Adult Education administrators participated in administering a student survey entitled "Real College" which was funded by the Gates Foundation. This survey is the nation's largest annual assessment of student's basic needs and helps to recognize the challenges facing students. It noted that supports are needed in creating new or expanding existing emergency aid programs, discussing basic needs during enrollment, and increasing student awareness of available supports. Adult Education students were encouraged to partake in this survey which asked students about their basic needs (i.e., food, housing, homelessness), COVID-19, emotional status, knowledge of campus support systems, childcare needs and status, computer access, school attendance, employment, and other topics related to college attendance. Many of our student responses mirrored the findings of the national results for two-year institutions. The survey results indicated that 66% of ENMU-Roswell students identified at least one type of basic need insecurity compared to the national result of 61%. 41% of respondents reported having problems with internet and computer access. 65% of respondents indicated having difficulty concentrating on classes and 48% indicated having to help their children at home while attending classes.

We anticipate that these issues will continue to accumulate throughout the remainder of the program year, with job/income loss and the ability to provide basic needs, such as food and housing being the most significant concerns, particularly among our undocumented and low-wage earners who are often excluded from federal stimulus funding.

The job market for entry-level positions is becoming more competitive, favoring those with education credentials and English proficiency. This is going to increase the need to secure public benefits and financial assistance, shifting the focus away from adult education and IELCE.

One of our priorities is to integrate with ENMU-Roswell's student case management system (Maxient) in efforts to track student conduct and wellbeing and connect adult education students to university resources for mental health and counseling. The pandemic has pushed addressing mental health to the forefront of student needs.

Due to the COVID pandemic, we were not able to offer in-person classes to some of our students as shutdowns became a reality. This has affected the flexibility students need to complete their courses. Widescale efforts to remediate access to Adult Education services were taken. Our general service delivery model was changed to integrate virtual enrollment, coaching, testing, and classes. We have had to adjust and be creative on how to provide student enrollment and course offerings. We have done this by utilizing online meeting software such as Zoom and Microsoft Teams.

Our orientation process was changed from a large classroom setting enrollment with a formal one-week orientation process to one-on-one phone call enrollments. We have been able to utilize Google Workspace software to effectively reorganize our orientation scheduling and are now equipped with the ability to offer orientation in a virtual setting if required to do so once more.

It has been difficult to administer/schedule students to take the remote proctoring of the online TABE test. The required steps are extensive, requiring examiner planning, student planning, creating the online TABE ticket, and making sure they have the necessary computer audio and webcam capabilities. Also, the proctor must review the testing area, confirm IDs, and ensure that only 5 students are on remote proctoring during any one session. Fortunately, we have been able to utilize Chromebooks to help eliminate and streamline some of our testing processes. Most recently we were able to TABE test over 90 New Mexico Youth Challenge Cadets using chrome books which have proven to be a successful way in eliminating document processing and improving score turnaround times.

We struggle to keep students interested in virtual classes as the consensus agrees that in-person learning is most beneficial on multiple faucets. The HiSET® and GED® official exams fees plus the sitting fees are costly and students are not interested in taking these exams at home among the noise and other distractions, or they experience difficulty with not having the required equipment, etc. Fortunately, we have now been able to schedule official high school equivalency testing at our local testing center.

Our students have requested tutoring and we have now made this reality. Tutoring is now available for the students that are challenged and experiencing low literacy in Math, Reading, and Writing at various times throughout the week in both virtual and in-person settings.

We have started our Entrepreneurial Skills Training Program via Startup Generation Programming. Our initial cohort began on January 11th of 2021. This program was originally developed to be delivered in a face-to-face setting, however, given the pandemic, our instructors were able to revise the curriculum to be delivered in a virtual setting. We have continued offering this program and are now on our second student cohort, which is being delivered in a face-to-face and virtual setting. This program provides the basics of starting and operating a small business, budgeting, workplace ethics,

taking initiative, communication, soft skills, resilience, time management, and many others. All participants are given a backpack with all the materials needed for the successful completion of this program. A Chromebook was issued and checked out for each student to be able to access the needed online components. ENMU-Roswell Adult Education partnered with the Eastern Area Workforce Development Board to provide the skills and supplies students needed to complete this entrepreneurial program. Our second cohort will run from August 9, 2021, to December 6, 2021. Teachers meet with the students for two hours, four days per week. Currently, our facilitators of this program are utilizing Promethean boards and camera equipment in the Adult Education office to operate this program both remotely and in person.

We have found it necessary to remain flexible in the delivery methods of our courses and have made it a point to ensure all students are familiar with virtual meeting software to be used in the event of additional quarantines and shutdowns.

4. As the state comes out of the pandemic, please describe your program's plan for re-opening. Include how you intend to incorporate distance learning into your program practices moving forward.

ENMU-Roswell Adult Education continues to follow the guidance set forth by the ENMU college system and its multi-phase re-opening plan. Restrictions that intend to promote a healthy and safe environment for students, employees, and visitors are followed. Currently, we are open for in-person learning and following the latest CDC guidance with mask mandates in place, and all persons, vaccinated and unvaccinated, required to wear masks at all times in ENMU-Roswell buildings, including classrooms, unless eating, drinking, or in an office alone. Within our in-person classes, we have implemented lessons specifically targeting the use of online meeting software such as Zoom, Google Meets, Google Classroom, What's App, and other virtual software to better prepare students for the possible transition to full virtual teaching if in-person classes are no longer allowed. Some of our classes have taken a hybrid in-person/virtual approach combining both in-class and virtual students which have proven to be particularly successful within our ESL classes. This model also allows for greater flexibility if further quarantines are needed for specific student groups and staff which enables them to maintain participation in classroom activities.

Adult Education classes are offered at different times during the day and in the evening in Roswell, Portales, and the surrounding communities to provide the flexibility students need to complete their courses. We provide a full-service computer lab at both sites, which includes GED®, HiSET®, ESL instruction, and so much more.

As indicated previously, we have purchased Learning Upgrade through New Readers Press for our distance learning and remote classrooms. This enables students to remotely self-enroll into standards-based math and English courses using their smartphones and devices. Through this format, teachers can remotely track and monitor all student activity. Other online programs that are available for distance education for both Spanish and English students include PLATO, EdReady, Kahn Academy, Oxford Picture Dictionary, and Duo Lingo.

Learning Upgrade provides differentiated instruction for students struggling with math and reading at a variety of levels. Each student in a class can start at their level and move at their own pace, using both school and at home time. Because the program works on smartphones and tablets, students from low-income families without computers at home can still make progress. The Student Summary Report within this program shows how students are performing on a course broken down by each lesson. Teachers can view scores, the number of times played, the date the level was last played, and the total number of minutes a student has spent on an individual lesson.

English Language Learners at all ESL levels can onboard into a proven curriculum using a teacher or automatic placement exam. The step-by-step lessons with interactive voice and visual helps give students a path upward to English proficiency using their smartphones and devices at home. Through the use of Learning Upgrade employers can enrich the lives of their associates by moving them up to proficiency in reading and math. Each associate can also use their smartphone at home or computers at work to complete a full literacy and numeracy curriculum. The app can move an associate up to the level where traditional workforce training becomes effective.

Section II. Student Data 2020-2021

Please enter the following student data *for your total program* for program year 2020/2021.

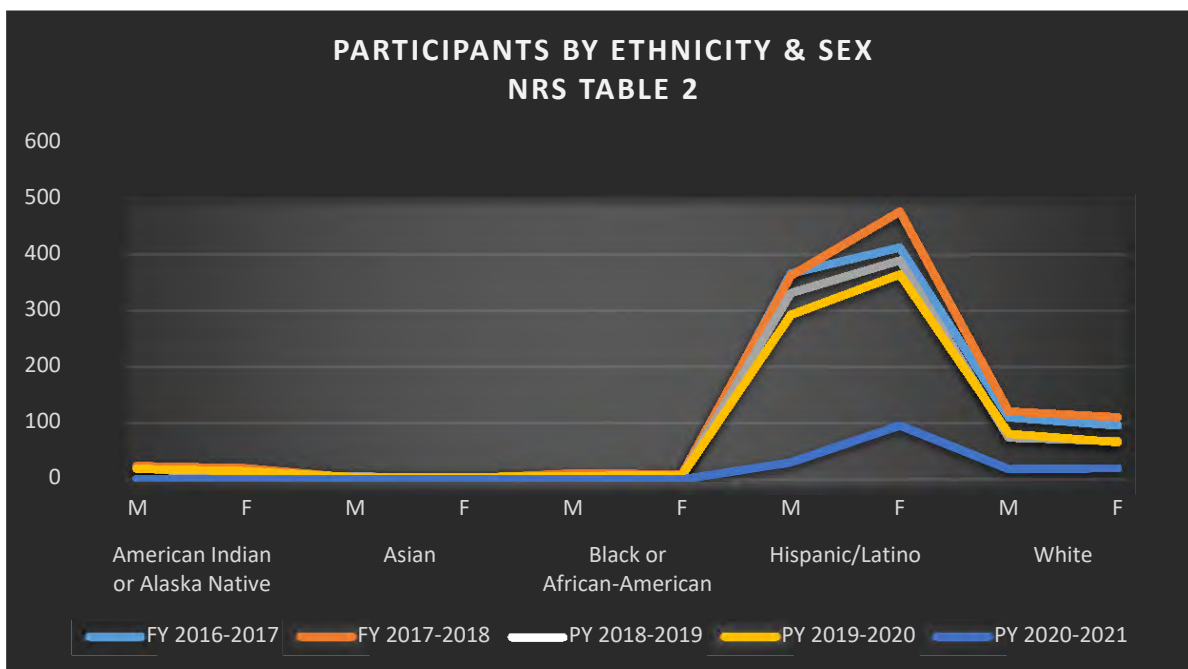
Total count of students with fewer than 12 hours (Table 2A)	277
Total count of students with 12 + hours (Table 4)	169
Total contact hours for students with 12 + hours (Table 4)	8,867.4
Average contact hours for students with 12 + hours ($8867.4/169=52.469$)	52.4
Average contact hours for students with 12 + hours experiencing level gains	138.9
Count of all HSE graduates with 12 + hours (Printed Roster from LACES)	29
Percentage of total number of students achieving a measurable skill gain (Table 4, Column J)	18.93 %
Percentage of total number of students achieving employment second quarter after exit (Table 5, Column D)	25.56 %
Percentage of total number of students achieving employment fourth quarter after exit (Table 5, Column D)	10.56 %
Median earnings for former students in the second quarter after exit (Table 5, Column C)	3,052.82
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE	5
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	7

Section III. Evaluation of Program Effectiveness

In this section please address program performance and demonstrated effectiveness. Look at the data for individual sites, as well as for your program as a whole.

- 1. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.**

The most debilitating trend we see is the decrease in the number of students served since the pandemic over one year ago. As a Hispanic-Serving Institution, ENMU-Roswell serves an average 40% Hispanic student population in its 4,000-student enrollment, with at least 50% of the students enrolling as the first person in the family to enter college. Nationwide, 12.5% of the population lives below the poverty level, but in the ENMU-Roswell region, 21% of all residents live below the poverty level and among Hispanic residents, more than 40% are below the poverty level. As indicated below, Hispanic females have been disproportionately affected by the current pandemic. We believe that childcare, children's homeschooling requirements, and other caretaker responsibilities may be the primary factors.



Furthermore, in March 2020, the New Mexico Youth Challenge Academy Program was shut down due to the pandemic. Before the pandemic, our program averaged 11 classes scheduled during the program year. Only now have we been able to resume another cadet cohort which started on July 27, 2021. Flexibility remains necessary in course offerings as some of these classes have been forced to temporarily deliver instruction in virtual settings as deemed necessary due to quarantine guidelines.

Parkview Family Literacy Center shut down in March 2020 as parents became too busy with their children and we lost most participating students. Similarly, schools in Roswell and the valley area have also been closed since March 2020 and the two classes previously scheduled in Hagerman are now closed. Currently, we are surveying student interest at the Parkview Family Literacy Center and are set to re-open this site.

The Chaves County Adult Detention isolated inmate populations to prevent the spread of the pandemic and Adult Education has not served/tested any inmates since March 2020.

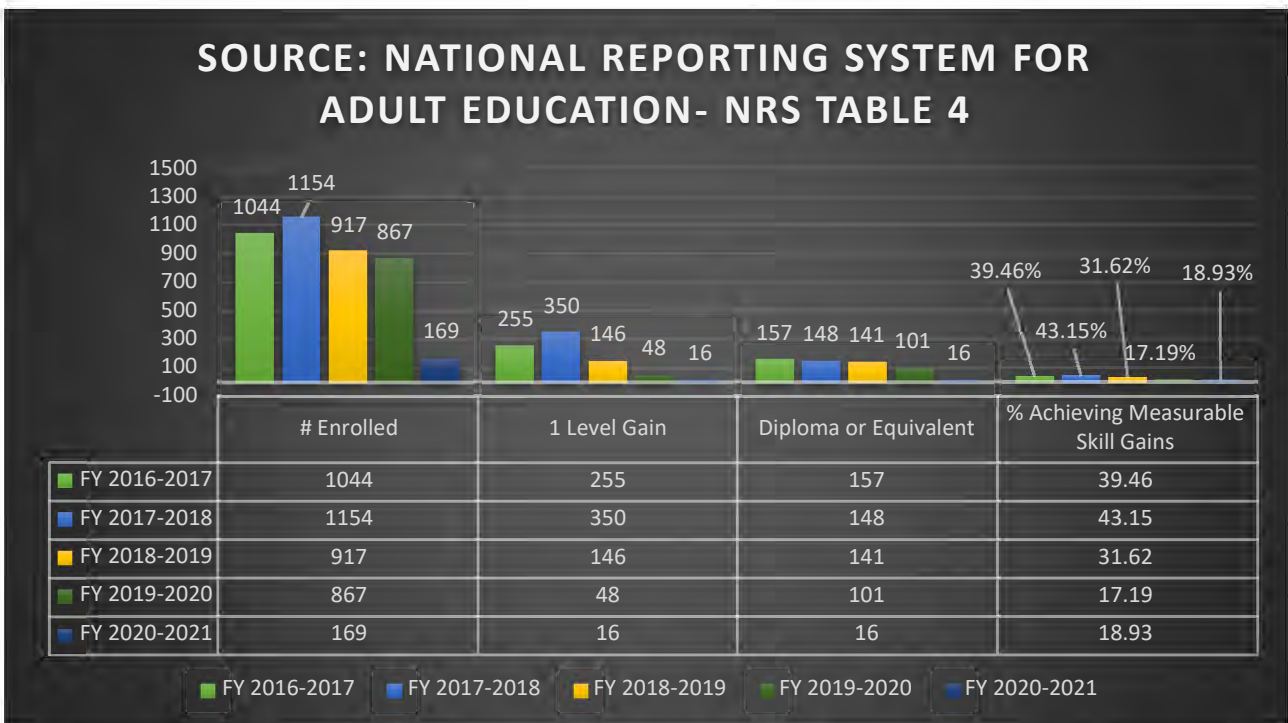
All of our students are now attending both online and in-person classes, however, we anticipate that students will still experience severe learning loss as a result of the pandemic-related closures, more so for low-income students who have varied access to computers and Wi-Fi. Achievement gaps are also anticipated since students are being impacted by this crisis in very different ways. We have noted that student retention needs to be improved, we noticed that for FY 2020-2021 out of 446 students 275 had fewer than 12 plus instructional hours and 169 had 12 plus hours of instruction. Additionally, from the previous fiscal year data, the impact of childcare and transportation barriers have increased.

In AE we have had to pause, reflect, grieve, and decide how we want to move forward. In AE it's important that knowing our students well is the foundation of teaching. We conclude that many students are experiencing very difficult conditions in their homes as a result of the pandemic. Some may experience trauma as issues of poverty, housing access, and food insecurity may be compounded. In this rural community, we often see the low-income Hispanic families disproportionately affected.

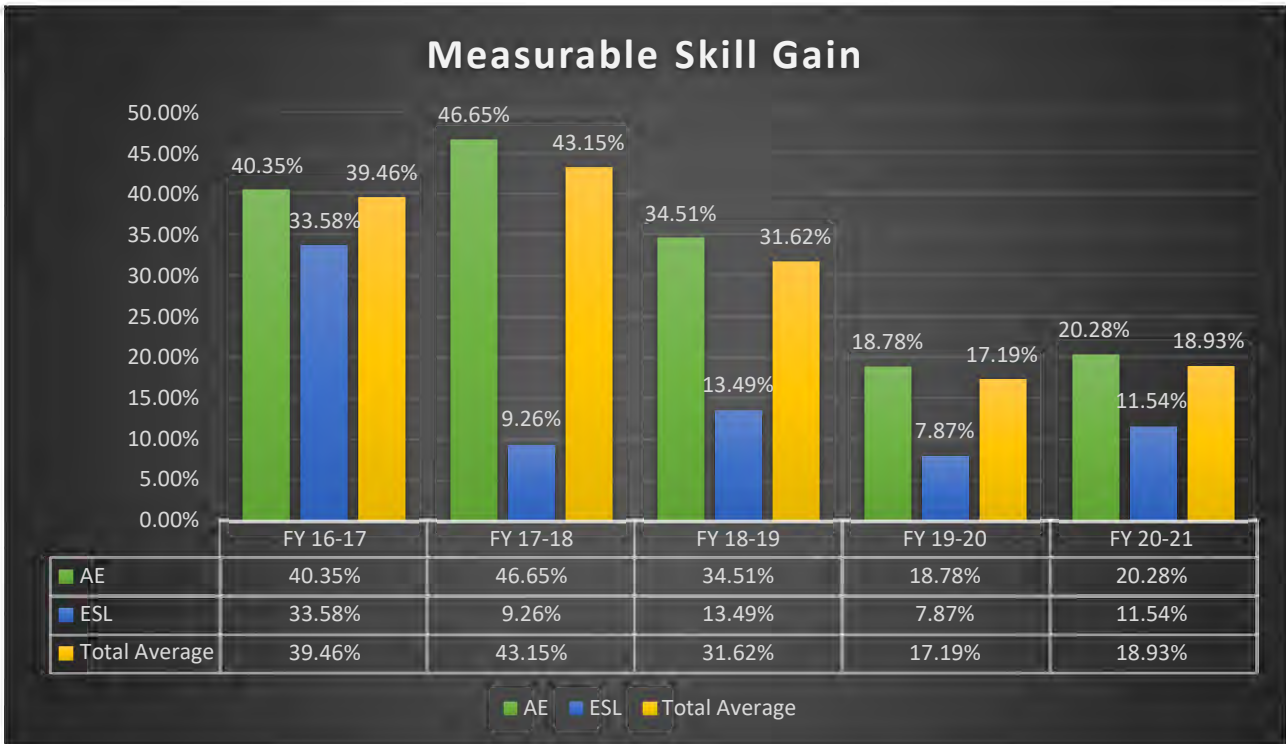
- 2. When you look at your program data, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data. In your response, please discuss how your program's outcomes compare with the state-adjusted levels of performance in the state plan.**

State Adjusted Levels of Performance	
Performance Measure	Expected Level of Performance
Measurable Skill Gain (MSG)	40%
Credential Attainment Rate	22%
Employment (Second Quarter After Exit)	24%
Employment (Fourth Quarter After Exit)	26%
Median Earnings (Second Quarter After Exit)	\$3,750.00

The effects of the Covid-19 Pandemic are ever evident in the numbers we reflect for PY 2020-2021. Total enrollment for PY 2020-2021 end of year is 169, lower than the previous year at 867, with 16 participants achieving at least one educational functioning level and 16 obtaining a secondary school diploma, resulting in an overall 18.93% achieving measurable skills gains. ABE Level 1 reported 1 participant, with that 1 attaining measurable skills gains. ABE Level 2 reported 7 participants with 1 achieving a one-level gain and zero attaining a secondary school diploma or its equivalent. ABE Level 3 reported 97 participants with 5 achieving a one-level gain and 8 attaining a secondary school diploma or its equivalent. ABE Level 4 reported 32 participants with 6 achieving a one-level gain and 8 attaining a secondary school or its equivalent. ABE Levels 5 reported 6 participants and zero attaining a secondary school diploma or its equivalent. ABE Level 6 had no participants achieving measurable skills gains.



Measurable Skill Gain: (Table 4)



In FY 16-17 our Percentage Achieving Measurable Skill Gain for AE was 40.35 and our ESL total was 33.58 averaging **39.46%**

In FY 17-18 our Percentage Achieving Measurable Skill Gain for AE was 46.65 and our ESL total was 9.26 averaging **43.15%**

In FY 18-19 our Percentage Achieving Measurable Skill Gain for AE was 34.51 and our ESL total was 13.49 averaging **31.62%**

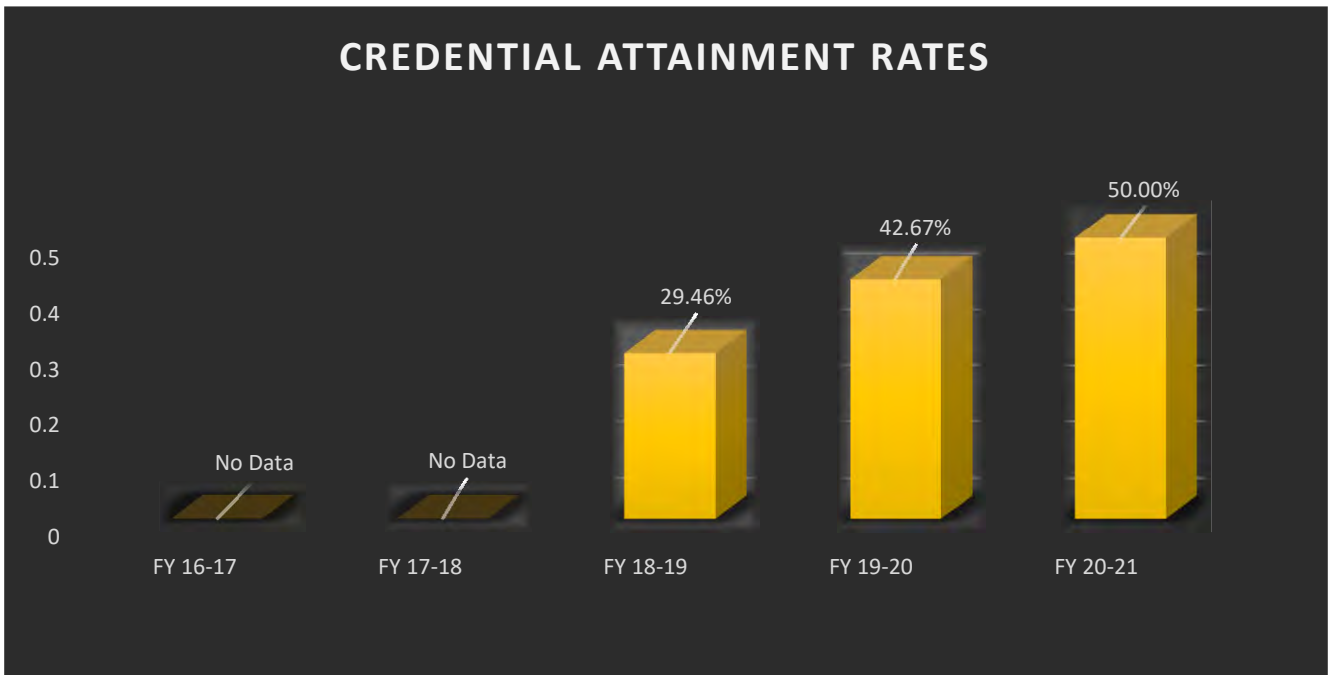
In FY 19-20 our Percentage Achieving Measurable Skill Gain for AE was 18.78 and our ESL total was 7.87 averaging **17.19%**

In FY 20-21 our Percentage Achieving Measurable Skill Gain for AE was 20.28 and our ESL total was 11.54 totaling to averaging to **18.93%**

When comparing our performance measures across several years, some work needs to be done to improve measurable skill gains. It is clear that the Covid-19 pandemic has had a significant impact on performance, however, data is suggesting that we are remediating this decline in performance even as the pandemic continues. In FY 16-17, 17-18, and 18-19 our performance measures came close to the target of 40% or exceeded it, however, in FY 19-20 (pandemic year), we fell 22.81%.

We have experienced a 1.74% increase in FY 20-21 as compared to the previous year as the pandemic persists.

Credential Attainment Rate: (Table 5, Column D)



In FY 16-17 this data was not available

In FY 17-18 this data was not available

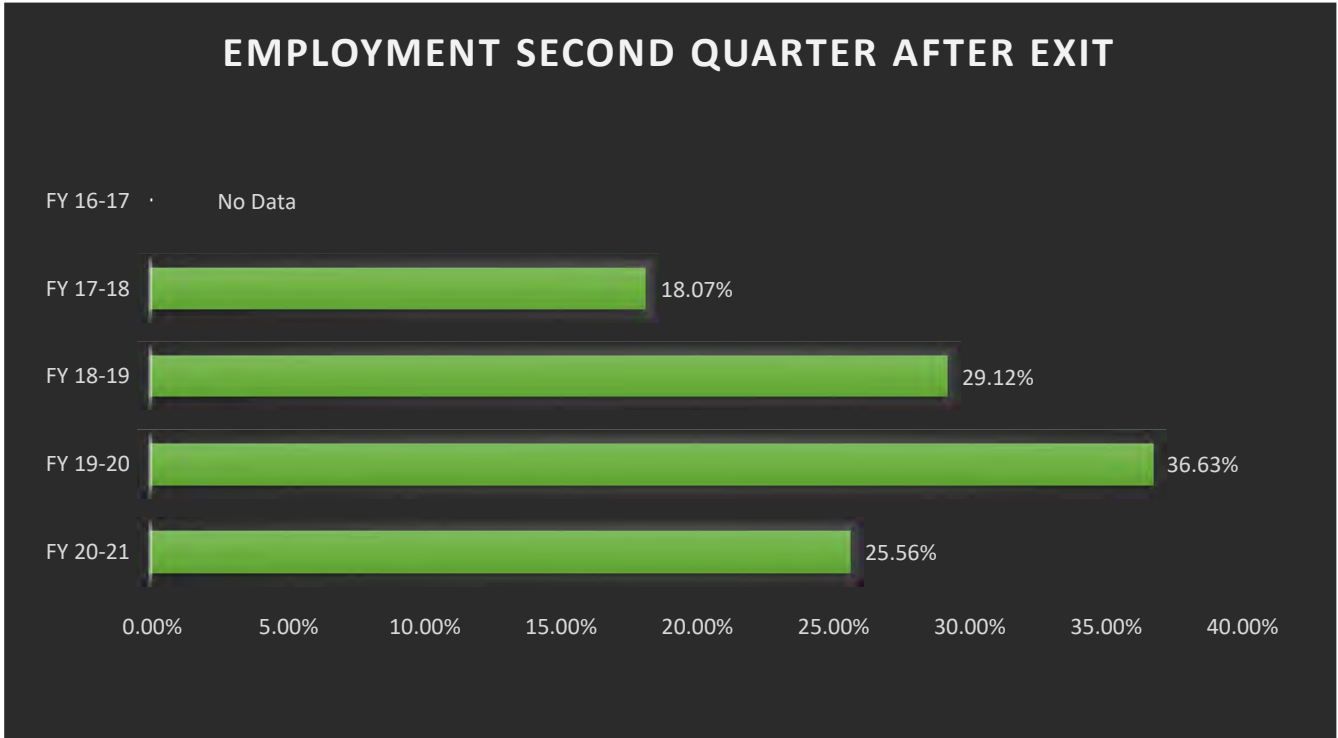
In FY 18-19 our Percentage of Participants Achieving any Credential was **29.46%**

In FY 19-20 our Percentage of Participants Achieving any Credential was **42.67%**

In FY 20-21 our Percentage of Participants Achieving any Credential was **50.00%**

When comparing our credential attainment rates across several years, they have continued to increase even throughout the Covid-19 pandemic and have exceeded the expected level of performance of 22%, increasing 69.72% over the past three years.

Employment Second Quarter After Exit: (Table 5, Column D)



In FY 16-17 the Percentage of Participants Achieving Employment Second Quarter after Exit was Not Available

In FY 17-18 the Percentage of Participants Achieving Employment Second Quarter after Exit was **18.07%**

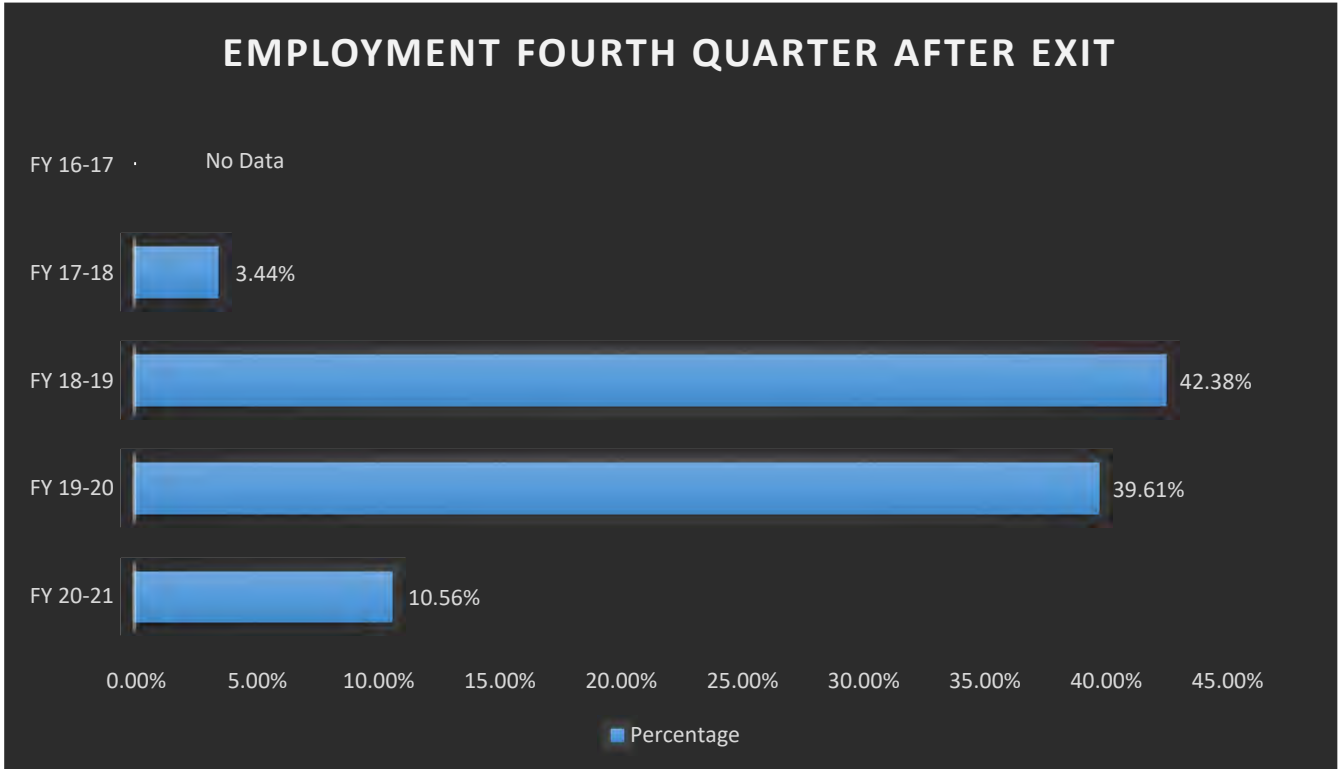
In FY 18-19 the Percentage of Participants Achieving Employment Second Quarter after Exit was **29.12%**

In FY 19-20 the Percentage of Participants Achieving Employment Second Quarter after Exit was **36.63%**

In FY 20-21 the Percentage of Participants Achieving Employment Second Quarter after Exit was **25.56%**

When comparing the 25.56% Employment Second Quarter After Exit rate for FY 20-21 to the previous year it reflects a 30.22% decrease, however, this still falls above the 24% expected performance rate.

Employment Fourth Quarter After Exit: (Table 5, Column D)



In FY 16-17 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was Not Available

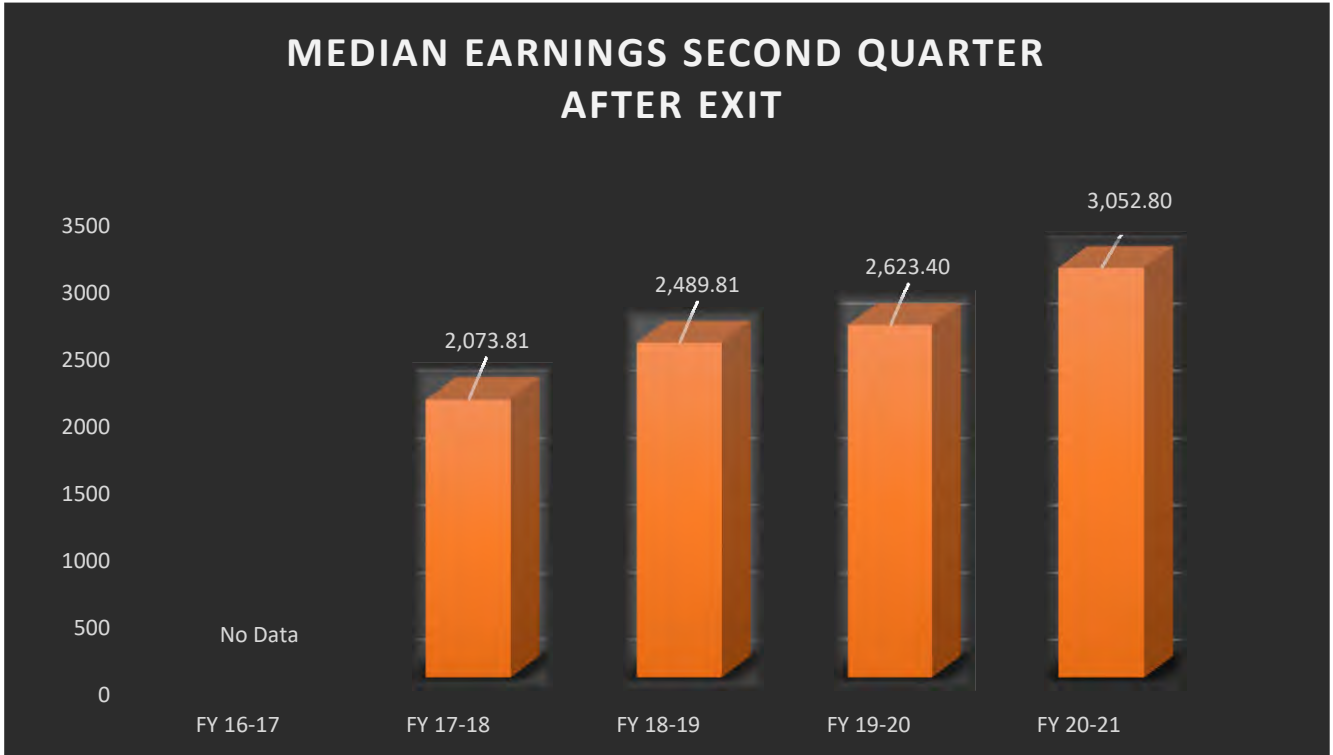
In FY 17-18 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **3.44%**

In FY 18-19 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **42.38%**

In FY 19-20 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **39.61%**

In FY 20-21 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **10.56%**

When comparing the Employment Second Quarter After Exit rates, FY 20-21 reflects a 73.34% decrease from the previous year and falls 15.44% below the 26% expected level of performance.

Median Earning Second Quarter after Exit: (Table 5, Column C)

In FY 16-17 the Median Earnings Second Quarter after Exit was Not Available

In FY 17-18 the Median Earnings Second Quarter after Exit was **2073.81**

In FY 18-19 the Median Earnings Second Quarter after Exit was **2489.81**

In FY 19-20 the Median Earnings Second Quarter after Exit was **2623.40**

In FY 20-21 the Median Earnings Second Quarter after Exit was **3052.80**

When comparing the Median Earnings Second Quarter After Exit across multiple years, it has increased each year with a total increase of 47.20%. FY 20-21 still falls below the expected level of performance of \$3,750.00 by \$697.20.

3. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?

ENMU-Roswell Adult Education fosters collaboration among our local partner agencies and encourages improved performance through best practices shared among our instructors. Peer-to-peer mentoring is conducted among our staff to further develop skills and to review teaching strategies that show promise. Frequent performance feedback is provided to all stakeholders including students, teachers, and among our partners such as the New Mexico Youth Challenge Academy. Our instructors practice continuous lifelong learning by attending the multitude of professional development opportunities provided by the New Mexico Adult Education Association, Coalition on Adult Basic Education, and many others.

It is becoming increasingly important for programs to remain flexible and to be able to quickly adapt to environmental changes. The Covid-19 pandemic is the most recent factor attributing to the need to adapt to threats from the external environment. With multiple program processes immediately forced to shift from in-person to virtual, remaining adaptable and innovative are two vital factors in improving program performance and sustainability. A better understanding of our program's internal organization is one way we will leverage ourselves to identify our strengths and weaknesses, exploit our strengths and identify ways to remedy our weaknesses.

One of our strengths is the lasting relationship we have had with the New Mexico Youth Challenge Academy. This program continually shows significant promise and outcomes due to its structured nature, captive audience, and the ability for cadets to simultaneously take Vo-Tech classes while also working towards obtaining their high school equivalency credential.

ENMU-Roswell staff reviews and establishes goals for students based on individual assessment results. Student's personal and professional interests and other factors, such as student work schedules, family responsibilities, and other issues are taken into consideration. Instruction is designed to meet student needs and expectations and is geared to their individual goals. Goals are reviewed regularly with students and are reviewed after any assessment.

The Roswell Adult Education Program prepares our students with the college and career readiness skills that will lead them to employment or transition to post-secondary education. Adult education has also focused attention on helping parents obtain the educational skills that are necessary to become full partners in the education of their children. The services we provide have been carefully designed through a process involving continuous evaluation of best practices and ongoing planning in dialogue with our students and staff members. Our proposed program plan reflects the emerging emphasis of the New Mexico Higher Education Department (NMHED), workforce preparation, Career Pathways College and Career Readiness, as well as Integrated Education and Training that is consistent with our program. These practices are determined through the evaluation of the needs of our students, student surveys, individual advising as well as classroom discussions. Regular staff meetings allow the Adult Education staff opportunity to share best practices and professional development learnings, review relevant research and/or data, utilize LACES for data evaluation, and discuss strategies for program improvement.

4. Describe in detail any program improvement initiatives you plan to pursue in the upcoming program year.

Internal program improvement initiatives include creating and developing a more efficient process to streamline the Adult Education program service delivery. Areas include the registration and intake process, course offerings, website applications, and testing with added focus on technology. Registration information and the intake processes will be made available via a newly designed Adult Education website by March 2022. Additional Adult Education HSE preparation courses will be made available by December 2021 and an information and document repository will be created to streamline daily processes and will be implemented by April 2022. The development of a process and procedures department manual will also be pursued and begun in the upcoming program year. By the spring of 2022, we will increase program access by offering evening Adult Education classes for students that cannot currently attend due to work obligations. This will be evidenced by student attendance numbers in these classes. A general Adult Education Email

address will also be created to facilitate easy communication between potential adult education students and staff.

The use of distance education programs has led to improved performance by increasing access and flexibility to education for students that would not normally be able to attend. Students often encounter scheduling conflicts and the selected programs used at ENMU-Roswell Adult Education have proven to be beneficial to student performance. Often students supplement their classes with asynchronous learning which provides an interactive multimedia experience. We have also utilized additional computer peripherals to replicate face-to-face teaching in a virtual setting as indicated by the list below. Continual critiquing and learning to maximize the use of these peripherals is one initiative we plan to continue.

- Writing digitizers have been integrated into ESL and math online instruction.
- Zoom Licenses for Staff and Teachers to record lessons
- Promethean Boards have been placed in classrooms
- High-Definition Logitech Cameras with optical zoom for live instruction
- Mic Pod Microphones for clear, natural, conversational sound
- Laptops for all instructors
- Student Chromebooks with hotspots

5. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.

Our program effectiveness has been dramatically affected by the pandemic. In comparing enrollment numbers in previous years, we averaged approximately 800 students, in FY 20-21 our total enrollment was 446 students. These numbers will affect our data quality, the number of student achievements, and the number of transitions to post-secondary education. This trend is exemplified in Charts under Section 2 which indicates the number of students served during the pandemic.

On June 30, 2020, our Data Tech retired due to concerns regarding the Covid-19 pandemic. During the interim, the Data Tech Assistant was provided an account under LACES (Literacy, Adult and Community Education System) and began entering data in June 2020. Subsequent LACES training was offered for all users at all levels on July 29, 2020, and the Director, Assistant Director, and the Data Tech Assistant attended.

Additional training was secured by contacting the National Training and Project Manager from LiteracyPro Systems, Inc. we paid for a two-day LACES web-based training which was held on August 24-25, 2020, and was attended by five Adult Education staff members. Our goal is to diligently report high-quality data monthly and the system has provided this.

Before the pandemic, the ENMU-Roswell Adult Education, ENMU-Ruidoso Adult Education, and the New Mexico Workforce Connection in Roswell and Ruidoso were in the final stages of implementing official HiSET® (High School Equivalency Test) tests at the Chaves County Adult Detention Center, with the expectation of implementing future services at the Lincoln County

Detention Center. These facilities house male and female incarcerated individuals who fall within the age 22 and over requirement, and have been involved with the criminal justice system. Discussions of Memorandums of Understanding (MOU's) were being implemented by all parties to be approved and signed, unfortunately, however, due to Covid-19, we have been at a complete standstill. The primary objective was to promote and accelerate additional resources for incarcerated individuals through a network of community agencies that will work together to reduce recidivism, facilitate reentry, and improve public safety; this effort commenced by partnering with the following agencies:

- Roswell Wings for L.I.F.E (Life Skills Imparted to Families through Education)- which helps children and adults direct their lives by providing a safe and welcoming environment, teaching them the skills they need to make positive choices and tap into their special talents as viable members of the community.
- ASPEN (Alternative Sentencing Programs & Educational Networks) - that offers a second chance life value program.
- CASA (Court Appointed Special Advocate)-this program provides support for children and their families.
- Faith-based agencies- including churches and other affiliated agencies.

We strongly believe that if we get the opportunity to develop a strong collaborative platform that will reduce recidivism and open employment opportunities for inmate students; thereby preparing them for a successful transition back to their communities. We anticipate resuming our efforts once the State of New Mexico allows our re-entry into these facilities.

Section IV. WIOA Partner Activities, Career Services, and Training Services

For this section, we will be asking about working with WIOA Partners, alignment with LWDB plans, infrastructure agreements, one-stop responsibilities, and career and training services.

- 1. What is the total number of participants in your program who received career and training services, respectively, during the most recent program year? *For definitions of career and training services and other information, please see the appendix to this report template.***

The total number of participants in our program who received career and training services for the most recent program year as indicated by the Program Memorandum OCTAE 17-2, Appendix 7 – Table C is 446 participants.

- 2. What is the *average cost per participant* for those who received career services and training services, respectively, during the most recent program year? *For definitions of career and training services, how to calculate these costs, and other information, please see the appendix to this report template.***

The average cost per participant for those who received career and training services in FY 20-21 equates to:

YTD 2020-2021 expenses-Administrative Expenses/Student Count = The average cost per participant for those who received career and training services

$$587,727.12 - 189,571.92 / 446 = \underline{\$892.72}$$

- 3. 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.**

The Roswell Adult Education Program considers the Workforce Development Board an important source for labor market data, identifying the workforce needs of regional employers and implementing best practices. We recognize that to accomplish mutual objectives, it is important to leverage existing resources, eliminate duplication of services, co-locate staff, encourage concurrent enrollment in programs, and develop career pathway programming with occupational certifications leading to other industry-recognized stackable credentials and create paid skilled apprenticeships.

During the 2019-2020 program year, we submitted a proposal to EAWDB to begin a new pilot program for the eastern area AE programs. The program's launch date was January 2021 and is called Startup Generation Workplace. Startup Generation LLC provides flexible, online training and measurement to help adults achieve proficiency in entrepreneurial thinking while creating and pitching new business ideas to investors in the Eastern Area Workforce Development Board (EAWDB) of New Mexico. Part of the Startup Generation Workplace is Next READY which provides evidence-based certification of individuals' performance at mastery levels on 21st Century Working & Learning skills. Next READY allows learners to provide evidence of three highly valued competencies:

1. Have Learned How to Learn
2. Can Plan and Manage Their Work, and Make High-Quality Products
3. Working on Teams.

These students will also be working on obtaining a high school equivalency credential. When the Startup Generation course is completed, and with the assistance of the Workforce, these students will be linked to an apprenticeship program. The Department of Higher Education has stressed the importance of not only retention in our programs but also completers. We are seeing the benefits that these partnerships are bringing to our students and the institution. We are very fortunate to have the NM DELT team provide professional development to AE teachers and staff including EdReady, Google Classrooms and so much more.

All of the activities provided meet the three (3) requirements needed for an IET Program:

1. Adult education and literacy activities: In addition to Visual Literacy preparation materials by New Readers Press, we have purchased the Mc Graw-Hill Workforce/workplace skills books that

will improve AE students in the following areas: Applied Mathematics, Reading for information, and locating informational skills needed for employability and career mobility.

2. Workforce preparation activities: In utilizing the Mc Graw-Hill Workforce/workplace skills books, we are preparing our AE students on key academics to ensure success and are ready for the workforce. We have also partnered with WIOA and Career Links to provide on-the-job training with incentives for AE students.

3. Workforce training for a specific occupation or occupational cluster: WIOA, Adult Education, and other partners are working jointly to deliver a wide variety of services in post-secondary education, career pathways as well as the training needed to achieve economic success. With the help of our state office and WIOA, we are learning and realizing the options that are available for youth and adults.

The ENMU-Roswell campus is also assisting students by providing integrated education training in IBEST classes. The IBEST instructor and the content instructor conduct lectures online using Microsoft teams.

Collaboration with the Workforce Development Board has led to the development of a premier contextualized curriculum which aligns with OCTAE's Employability Skills Framework. Our program offers quality instruction that increases the number of students who have the skills, industry-recognized credentials, certificates, and degrees needed for employment in high-demand occupations aligned with regional workforce priorities within a "seamless network of services" leading to economic self-sufficiency for the individual and the region. Our efforts continue to identify opportunities for co-enrollment and alignment of services. The New Mexico Department of Workforce Solutions has assisted in the growth and development of Adult Education's future student workforce.

Adult Education (AE-IELCE) focuses on instruction and educational services that emphasize content measurable in terms of National Reporting System (NRS) accountability standards in the following areas:

1. The rights and responsibilities of citizenship
2. Civic Partnership
3. Workforce preparation
4. Workforce training for a specific occupation or occupational cluster

4. 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.

In supporting the strategic vision of the EAWDB of "creating a better prepared, more highly qualified workforce to support economic growth, diversity, and self-sufficiency," the Roswell AE Program remains committed to enhancing our strong partnership with the EAWDB and two one-stop operators—Roswell Workforce Connection Center (RWCC) and the Portales Chamber of Commerce. Through a local Memorandum of Understanding with the Eastern Area Workforce

Board, the Roswell AE Program continues to provide activities in three specific areas—1) workplace education and literacy activities; 2) workforce preparation activities, and 3) integrated education and training activities.

A Job Development Career Coach and a WIOA Youth coach have access to an office in the AE department as an in-kind service, helping AE students improve their skills in resume writing and interview techniques that will prepare them for obtaining employment. In addition, ENMU-Roswell has a WIOA Youth Services Coordinator available on the days that AE offers orientation so that AE students can get information about the services that New Mexico Workforce Solutions provides. The primary function is to equip students with employability and organizational skills for school, work, and home. Additionally, AE students receive information on the types of programs that may pay a student's salary while working on obtaining a diploma and thereby getting needed experience by doing on-the-job training.

ENMU-Roswell AE Program remains cognizant of the unsettling economic conditions in the eastern area as identified under the EAWDB plan and is committed to continued collaboration with the EAWDB and partnering agencies to strengthen workforce development and education linkages. The decline in the Oil & Gas Industry and other industry sectors, especially amid the Covid-19 pandemic, has had a detrimental effect on the Chaves County labor force. According to the University of New Mexico's (UNM's) Bureau of Business & Economic Research, Chaves County realized a 23.9% decrease in the Mining Industry in 2016 over the previous year and continued further declines over subsequent years, 2017 (-5.3%) and 2018 (-2.5%). We are also reflecting significant decreases in the Manufacturing (-16.6.0%) and Utility industries (-3.2%). To that same extent, as identified under the EAWDB plan, Chaves County is also reflecting gradual increases among three of the four targeted employment areas: Healthcare 2016 (+4.6%), 2017 (+0.6%) and 2018 (0.7%), Leisure & Hospitality (+6.0%), and Total Government (+6.5%). The unemployment rate for Chaves County is currently at 8.8% (Jan 2021) which is slightly higher than the state at 8.2% (Dec 2020). The median household income is \$43,359 with 18.1% of the population living in poverty.

Through workforce preparation activities, the Roswell AE Program works with the Roswell WCC and Roosevelt County One-Stop to implement activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, and provide the educational services for WCC's clients. We collaborate with the Roswell WCC and Roosevelt One-Stop in implementing a service approach that provides adult education and literacy activities, concurrently and contextually, with workforce preparation activities, and workforce training for a specific occupation or occupational cluster for educational and career advancement. We ensure that all contextualized curriculum and instructional materials align with OCTAE's Employability Skills Framework.

The ENMU-Roswell Adult Education Director and Assistant Director attend and actively participate in the regularly scheduled meetings with all partner representatives. Our emphasis is on continuing to improve levels of collaboration in all WIOA activities. A copy of the ENMU-Roswell Adult Education Program's MOU and IFA with the EAWDB is provided.

- 5. Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. Please indicate the amount your program contributes in your IFA. If you do not have an MOU and/or an IFA, please inform of us of any efforts or discussions toward MOUs and IFAs in your local area. We want to get a sense of where you are in these activities, even if you do not have (or yet have) an MOU and/or IFA.**

Please see attached MOU from the Eastern Area Workforce Development Board.

Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2020-2021 program year.

- 1. Please describe the extent of your program's participation in the state-sponsored Career Pathways Institute this year (CPI Year 2) and note any significant developments and/or challenges in your program's efforts to move toward a more pathways-oriented service delivery model.**

At ENMU-Roswell Adult Education, we decided that the Director, Assistant Director, and one of our Instructors would participate in Creating Career Pathways in Adult Education Training with Jeffrey A. Fantine, Ph.D. National Adult Education/Workforce Development Consultant and Trainer. This training addressed specific objectives and helped in identifying what we had in place and what was missing relative to career pathways. We discussed how we would develop a GAP analysis plan which helped to find how our program placed concerning a developed comprehensive career pathways service delivery model noting specifics in partnerships, career culture, labor market information, onboarding, career and life plans, career advising, contextualized instruction, alignment of services, serving populations with barriers to employment, support services, and lastly sustainability. A large part of this was conducted via Google Classroom and virtual meetings which were our primary method of practice through this training.

Continued collaboration with the Workforce has been a highlight. We initially developed an entrepreneurial apprenticeship program in which students would consecutively work towards their HSE and complete badges which indicate workplace readiness and provide the basics of starting and operating a small business, budgeting, workplace ethics, taking initiative, communication, and marketing oneself among many others. Students will also learn critical and strategic thinking, efficiency, resilience, and time management skills.

The model for ENMU-Roswell's Adult Education sustainability plan consisted of the following components:

- We have secured a meeting with a partner who works with justice-involved individuals and with a local school. We intend on collaborating on academic and career help for incarcerated individuals in addition to determine better ways of serving parents and the community. We

hope to get back into the detention center to resume high school equivalency and career pathways instruction.

- Official HiSET® testing materials have been ordered and received. Testing will start in our local detention center once we are once again allowed to enter the facility.
- We have promoted the full scope of our services to our local institution and our new Vice President of Academic Affairs and Student Affairs.
- A large format printer has been purchased to create career-related posters and advertisements in further developing a career-related culture. We intend to create marketing materials for localized employers and opportunities specifically targeting localized career pathways. We have created flyers to disseminate information regarding our Entrepreneurial Skills Training Program for interested participants.
- Links to Workforce Connections have been added to all Adult Education computers for easy access and instructor integration into lesson plans.
- We have determined that the ONET interest profiler should be used in onboarding as opposed to the RIASEC.
- We have secured a meeting with the New Mexico Youth Challenge Education Coordinator to discuss the need for cadet exit portfolios. Due to Covid-19, only now have we been able to serve this student population and will seek to continue this effort.
- A site at Parkview Elementary was opened before the pandemic to provide greater access to our services within the community. This class has since closed, however, student surveys are being conducted to determine the best days and times to re-open.
- A formalized process has been established with the local TRIO EOC program to identify all eligible exiting AE students and help them with advisory services in entering post-secondary education, we are also screening those eligible for legislative skills and technical training scholarship.

Our plan has been revised a few times, most recently with the latest pandemic situation. We have found that our original timelines were too ambitious and have adjusted them accordingly. The list below indicates our efforts in continuing to develop our career pathways service delivery model.

- We continue to develop an entrepreneurial apprenticeship program with the help of our local New Mexico Workforce Connections via our Entrepreneurial Skills and Training Program. Our initial cohort was set to be delivered in person but was quickly transitioned to an all-online format. Our second cohort started on August 9th, 2020, and will run to December 6th, 2021, in both virtual and face-to-face formats. Our target was to increase our student enrollment in this program for the second cohort.

- We will conduct an end-of-year program review to adequately drive the next years' program needs. We also conduct student surveys for feedback on improvements and have added a student suggestion box.
 - We are obtaining an updated local resource guide and will make it available to all partners, and ensure it is being utilized by AE staff, particularly during student advising sessions.
 - Our goal is to rebuild our Adult Education website by March 2022 integrating elements of career pathways and resources.
 - As labor market information changes rapidly, we will continue the use of up-to-date labor market information to drive program initiatives. We started this from the time we began working with Jeff Fantine.
 - We have voiced the need for an additional career coach through the workforce to help facilitate career pathways-related duties in Adult Education.
 - We will continue to align our curriculum to the OCTAE employability skills framework. We started sharing this with the Adult Education staff and worked together on this during the curriculum build for the Fall of 2021, and plan to incorporate additional measures within the 2022 academic year.
 - We have continued to build community partnerships. We have recently met with the Roswell Independent School District to collaborate on meeting student needs throughout the community and to promote our Entrepreneurial Skills Training Program, specifically for those students that are not able to attend traditional high school classes.
 - We are looking at increasing the number of onsite work experience clientele to pre-pandemic levels, assuming we can work onsite at full capacity. Currently, we do not yet have any work experience clientele.
 - We are ensuring career pathways employability skills remain present in classroom activities by conducting class evaluations and confirming college and career readiness components have been incorporated into semester syllabi, noting specific college and career readiness standards. We have started classroom evaluations to ensure these practices are being conducted and will continue this on a yearly basis.
- 2. 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. *If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)**

Regarding workforce training for a specific occupation or occupational cluster, Adult Education and other partners are working jointly to deliver a wide variety of services in post-secondary, Adult Education, and career pathways, as well as the training needed to achieve economic success. With the help of our state office and WIOA, we are learning and realizing the options that are available for youth and adults.

We have developed three IET programs (EMT, CNA, and most recently an Entrepreneurial Skills Training program all of which fulfill the components needed to be an IET program.

1. Adult Education and literacy activities as described in 463.30
2. Workforce preparation activities as described in 463.34,
3. Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section 134(c)(3)(D) of WIOA.

The Certified Nursing Assistant and Emergency Medical Assistant programs are based on the IBEST model which places a content teacher and Adult Education teacher in the same classroom. We experienced great success with this model and decided to continue it within our IET programs. Formerly we had 10 different SUBPATH IBEST programs, and experienced success with them, however, when funding ran out, we were only able to continue with three of the programs which are what we have today.

ENMU Roswell Adult Education is serving students by providing integrated education training in IBEST classes that lead to the obtainment of an industry-recognized credential. The Adult Education IBEST instructor and the content instructor are currently conducting lectures face-to-face and online using Microsoft teams. Presently, we have two IBEST programs running for the Fall 2021 semester, Certified Nursing Assistant and Emergency Medical Services. We have three Certified Nursing Assistant Lab classes that meet on Mondays from 9:00 am to 4:00 pm, Tuesdays and Wednesdays from 1:00 pm to 4:00 pm, and 5:30 pm to 8:30 pm. They also meet on Thursdays from 8:30 am to 4:00 pm. Our Emergency Medical Services classes meet on Monday from 6:00 pm to 9:00 pm, Tuesday and Thursday from 9:00 am to 12:00 pm, and 1:00 pm to 4:00 pm as well as Saturday from 9:00 am to 6:00 pm. The Adult Education instructors recently received additional training in Microsoft teams to adequately assist students. ENMU-Roswell has the only high-fidelity medical Simulation Center in the Southeastern Region. The faculty-student ratio is kept low, with small classes, allowing instructors to provide support and personal attention to students. A wide range of tutoring and other student support services are also available. Compared to traditional four-year institutions, ENMU-Roswell is a superior value.

3. If your organization is currently in the process of developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.

Our program has been carefully designed through a process involving continuous evaluation of best practices and ongoing planning in dialogue with our students and staff members. Our program

plan reflects the emerging emphasis of NMHED, workforce preparation, Career Pathways, College and Career Readiness, as well as Integrated Education and Training that is consistent with our program, through the evaluation on the needs of our students, student surveys, individual advising as well as classroom discussions. Our students come in seeking a high school diploma, however, many adults have earned a diploma that are still struggling with their basic skills, soft skills and so much more. It's up to our AE program to get them ready in that area.

Our newly developed IET programming (Entrepreneurial Skills Training Program) is still in its infancy as we have just begun our second student cohort. This program is powered by Startup Generation LLC which provides flexible, online training and measurement to help adults achieve proficiency in entrepreneurial thinking while creating and pitching new business ideas to investors in the Eastern Area Workforce Development Board (EAWDB) of New Mexico.

Part of the Startup Generation Workplace is Next READY which provides evidence-based certification of individuals' performance at mastery levels on 21st Century Working & Learning skills. Next READY allows learners to provide evidence of three highly valued competencies:

- 1) Have Learned How to Learn
- 2) Can Plan and Manage Their Work, and Make High-Quality Products,
- 3) Working on Teams.

While working on these competencies, these students will also be working on obtaining a high school equivalency credential. When the Startup Generation course is completed, and with the assistance of the Workforce these students will also be linked to an apprenticeship program.

4. If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.

As noted above, collaboration with the Workforce Development Board has led to the development of a premier contextualized curriculum which aligns with OCTAE's Employability Skills Framework. Our program offers quality instruction that increases the number of students who have the skills, industry-recognized credentials, certificates, and degrees needed for employment in high-demand occupations aligned with regional workforce priorities within a "seamless network of services" leading to economic self-sufficiency for the individual and the region. Our efforts continue to identify opportunities for co-enrollment and alignment of services. The New Mexico Department of Workforce Solutions has assisted in the growth and development of our AE student's future workforce. Currently, our Entrepreneurial Skills Training Program culminates in students participating in an apprenticeship program that is led by our local workforce office constituents. With the help and support of the Eastern Area Workforce Development Board (EAWDB) and the provided funding for this program, we have been able to start a second student cohort. Students in this program are paid to attend and provided skills in the basics of starting and operating a business, budgeting, workplace ethics, taking initiative, communication, and marketing oneself.

Section VI. Curriculum and Instruction

For this section, please describe your program's efforts to increasingly align curriculum and instruction with the 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.**

We use the Common Core Basic and Common Core Achieve materials by McGraw-Hill which contain building essentials, lesson plans, resources, and provide test readiness skills for reading, and writing. Each section of the common core supplies instructors with the state standards and the college and career readiness standards for Adult Education. Through the use of the building essential test and readiness skills for high school equivalency exams, the common core provides foundational skills that our students need in obtaining their high school equivalency credential and is preparing them to enter the workforce. All students become familiar with a variety of functional texts and in applying strategies to comprehend expository texts.

Instruction methods have been derived from years of first-hand instructor experience in discovering a multitude of best practices among peers, utilizing professional development from COABE, NMDELTA, and a multitude of provider professional development opportunities. Additional methods are derived from OCTAE and NMHED all of which promote rigorous and appropriate instructional methods.

Math instruction is provided using the Common Core State Standards, categories include Ratios and Proportional Relationships, The Number System, Expressions and Equations, Fractions, Geometry, and Statistics and Probability. Instruction is delivered via live synchronous instruction as well as asynchronous methods which utilize EdReady, Edmentum, and Learning Upgrade software.

English Language Acquisition is included within our Citizenship class. Relevant research was ascertained from the U.S. Citizenship and Immigration Services Training Seminar which provided up-to-date citizenship test information on how to become a citizen of the United States of America. Students need to be prepared to pass the citizenship interview process as well as the exam.

The Roswell AE Program provides services using multiple applications. We have a computer lab that is made available to all students which contains up-to-date computers and computer peripherals. We have made a significant stride in promoting the use of technology which has increased access and the quality of student learning. Examples include the integration of student Chromebooks provided both by the AE State office, and funding provided by the Eastern Area Workforce Development Board as well as internal AE Department funding. One of the most integral components in the student's portfolio of learning is education in digital literacy skills which will help them in taking official HSE online tests.

Since we are a part of ENMU-Roswell, we can provide additional services to our students that we might not be able to otherwise. Students can take official HSE tests on the campus where they spend most of their time taking AE courses and preparing. The ENMU-Roswell Testing Services Department provides a secure, professional, and comfortable testing environment for all students.

All exams are administered according to the National Collegiate Testing Association standards and guidelines. They offer a variety of testing programs designed to meet the needs of our students, staff, faculty, and the surrounding community to aid in retention and academic success. The Adult Education students have two exam options: The GED® The General Education Development test, an examination developed for measuring high school equivalency, and the ETS/HiSET® High School Equivalency Test, which reflects college and career readiness. They are both paper and computer-based tests and are offered in both English and Spanish.

Our program ensures sufficient intensity and quality in the delivery of our instruction by integrating the following elements and methods:

- Ensuring our curriculum is developed to integrate contextualized lesson plans to assist students in grasping new material and content.
- Ensuring our curriculum has integrated college and career readiness standards by implementing specific standards into curriculum development.
- Allowing instructors, the flexibility to innovate and attempt methods that may show promise and the ability to share best practices.
- Keeping a close eye on measurable skill gains as a measure of our program's performance and identify if remediation is needed.
- Utilize the plethora of professional development opportunities made available by NMDEL T, COABE, NMAEA, Mountain Plains, and other agencies that support adult education.

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.

Since the pandemic, we have made considerable changes to our curriculum. We have purchased Learning Upgrade through New Readers Press for distance learning and remote classrooms, enabling students to remotely self-enroll into standards-based Math and English courses using their smartphones and devices. Teachers can remotely track and monitor all student activity. Learning Upgrade provides specialized modules as described below.

Introducing Digital Literacy: This section is used to get students familiar with digital literacy. Digital Literacy is a new course within the Learning Upgrade program that provides learners with comprehensive instruction in digital technology. Students learn about devices, data, content creation, communication, security, privacy, digital citizenship, technology, and more.

Math and Literacy: Learning Upgrade provides each student a personalized path to learning success. The program offers over 1,020 lessons and 22 courses that work with students of all ages and abilities. The Learning Upgrade Learning Management System enables teachers to track student progress in real-time.

Learning Upgrade Assessment Reports: Students are continuously completing activities that measure performance in each lesson. The results provide the basis for advancement or repetition to mastery. Teachers have a real-time view of every student's progress on every lesson and standard. Teachers and admins can view web-based reports for individual students, classes, and entire sites with interactive features to monitor progress in real-time. From July 1, 2020, to June 4, 2021, students have completed 842 plus hours on Learning Upgrade courses, with 3,926 student lessons

completed. 116.9 student hours have been completed on iOS iPhones and iPads, 249.9 student hours have been completed on Android phones and tablets, and 475.7 student hours have been completed on Computer web browsers

GED® and HiSET® Success with Learning Upgrade: GED® and HiSET® math courses combined with English courses prepare learners to pass difficult HSE tests. Smartphone access allows learners to “binge learn” at home, with innovative teaching videos, rigorous practice, and audio-visual help for every incorrect answer. These courses have proven successful with Adult Education students who previously failed HSE tests multiple times. Learning Upgrade provides differentiated instruction for students struggling with math and reading at a variety of levels. Each student in a class can start at their prescribed level and move at their own pace, using both school and home time. One motivating factor in using this program was to allow students from low-income families without computers at home the ability to still make progress towards their learning goals.

Student Summary Report: The Student Summary Report illustrates how students are performing on a course broken down by each lesson. Teachers can see the high score, initial score, the number of times played, the date the level was last played, and the total number of minutes a student has spent on an individual lesson as well as overall usage statistics for the program as a whole.

English Learners: Students at all ESL levels can onboard into a proven curriculum using a teacher or automatic placement. The step-by-step lessons with interactive voice and visuals help give students a path upward to English proficiency using their smartphones and devices at home. By using Learning Upgrade, we can enrich the lives of our students by reaching proficiency in reading and math. The app can help students reach full literacy and numeracy to the point where traditional workforce training becomes effective.

We have been fortunate enough to purchase Promethean Boards for most of our classrooms which have had a significant impact on the delivery of our services. Traditionally, these boards have been shown to increase student engagement and promote collaboration. Instructors are now learning the full scope of their use and how they can foster student collaboration, engage the entire class, and seamlessly share content. These boards have been one of the most effective learning tools, providing the ability to create specialized learning formats (class flow charts) for specific subject areas such as Science. The Promethean Board has allowed instructors to demonstrate the multitudes of science without having an actual science lab in the classroom. They have also been vital in the delivery of virtual classes.

Another delivery system used is Google Classroom, which is an educational platform that allows instructors to build an online classroom, adding the possibility of blended learning, a new learning style that uses technology, and a traditional classroom approach to teaching students. Class differentiation is also possible as specific Google classrooms can be created to group students within particular education levels. Students can easily access their specific Google Classroom for the classes they are enrolled in and it is accessible from all devices.

Ed Ready is also used and is an online platform that helps students in Math, Reading, and English to develop academic skills and to better prepare for college and desired career pathways. Ed Ready is currently being utilized by the Roswell AE Program to target the mathematical difficulties faced by encountered by many students. Any adult learner will benefit from Ed Ready as there is material to help prepare for the High School Equivalent diploma, additionally, it contains courses to plan for college and career opportunities. Ed Ready can be utilized in two ways: 1) Structured Classes and

2) Student-Driven Coaching. With structured classes, students complete an initial assessment which an instructor uses to assign corresponding modules to assess mastery of skills. This allows the instructor to understand the effectiveness of instruction and make adjustments as needed. Through student-driven coaching, students are essentially using Ed Ready as a student “textbook” and can meet with instructors individually or in small groups to address specific content needs. Students can complete at an accelerated pace if desired and flexible schedules are available. An AE instructor manages Ed Ready as an interactive online course. Great tools such as scheduled tutoring sessions using ZOOM, a text messaging app called Remind, as well as scheduling virtual meetings twice a week are being used.

3. Describe your program’s efforts to implement the CCRS and any challenges to the full implementation of the standards. Please include information on curricular resources used to support the implementation of CCRS.

College and Career Readiness standards have proven to be significantly important in helping students to develop the skills necessary to enter the workforce, earn a self-sustaining wage, or enter post-secondary education. All instructors are required to align their curriculum to target specific College and Career Readiness Standards and are provided professional development on how to implement these standards into their curriculum. Examples of how to align curriculum and lesson plans have been provided to us as part of a state-wide professional development Career Pathways Initiative. Ideas, examples, and templates from other Adult Education programs have been shared and used to proactively integrate these within our program development. Professional development opportunities are available to all staff with individual preferences and the program’s improvement priorities. We are enthusiastic about the upcoming Eastern Regional Teacher’s Institute Training, which was formerly scheduled as an in-person training at ENMU-Roswell and various locations, but has since been transitioned to a virtual setting. The strands that we have compiled will benefit all the teachers from our regions and we feel this is an excellent investment for the future of our students.

Relevant materials in both English and Spanish are used that are aligned with the college and career readiness standards for Adult Education students. These materials provide students the ability to work independently and collaboratively as well as utilizing appropriate technology which helps students reach goals in school, in the workplace, and in their daily lives.

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

For this section, if your program received IELCE funding for 2020-2021, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

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

35

2. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.

Adult Education (AE-IELCE) focuses on instruction and educational services that emphasize content measurable in terms of National Reporting System (NRS) accountability standards in the following areas:

1. The rights and responsibilities of citizenship
2. Civic Partnership
3. Workforce preparation
4. Workforce training for a specific occupation or occupational cluster

We start our EL Civics class at the intermediate level and base our curriculum on the 100 citizenship questions. We start every civics lesson by asking our students for background knowledge on the subject. Many times, our students question their level of knowledge about the civics topic, but after discussing it further, they realize their current level of understanding is far greater than they had anticipated. The thoughts that are brought up during these discussions are incredible. Often, our students have details of their native history to enrich the discussion that takes place.

To promote further understanding of the questions on the Citizenship test, we integrate lessons from the book *America's Story*. We have two goals in mind during our civics lessons. The first is to help the students to be able to pass the citizenship test. We want our students to know more than just rote answers. Secondly, many of our students are not in the citizenship process, so we want all students to benefit from the lessons. During the civics lesson, we also use YouTube videos to support and supplement the information that they have gained from *America's Storybooks*. During the YouTube videos, we model note-taking skills using T-charts, Venn diagrams, and cloze exercises to name a few. We truly believe that reading and writing produce a complete circle, so our students are then asked to write a summary of that week's lesson or to create a Google Slides presentation on the topic using the Adult Education computer lab.

We also provide English as a Second Language (ESL) classes where students are taught reading, listening, speaking, and writing at three different levels—Beginning, Intermediate and Advanced. Classes are conducted in a small group setting and include one-on-one tutoring. Three instructors provide an integrated classroom for these courses, teaching the English language while focusing on workplace environment terminology that encourages participation. The learning environment fosters a stress-free setting where teachers incorporate games and music while focusing on the curriculum at hand.

Orientation and registration are required of all ESL students followed by the assessment process. Assessments are given at three intervals, the beginning, middle, and end of a program. The assessment aids in making decisions about curriculum, instruction, and how to assist students in setting short- and long-term realistic learning goals. For adult ESL students, we use the Basic English Skills Test (BEST PLUS 2.0), produced by the Center for Applied Linguistics. This test is administered in a face-to-face oral interview designed to assess the English language proficiency of adult English language learners. It is a combined test of listening and speaking skills. This test is a short practical assessment that meets the accountability needs of programs that report to the National Reporting System (NRS).

Our program is designed to serve low literacy students first by identifying their learning styles, then by assessing their education functioning level. Next, a prescribed learning path is then developed. Curriculum activities may include a computer-based system designed to improve college and career readiness to obtain the skills required to succeed in passing HSE exams and the workplace

Our IELCE program operates on an “open-entry/open-exit” platform which allows students to enroll in a class at any point during the year and withdraw when they have met their individual learning goals. One advantage of this structure is that students need not wait until the next term to begin classes. This helps avoid problems associated with delaying enrollment such as students’ loss of interest and motivation.

We have developed community partnerships with the following agencies, in providing additional resources for English Language learners:

- ENMU-R Career Success Center & Veteran’s Resource Center
- (MET) Motivation Education and Training
- ENMU-Roswell TRIO – Educational Opportunity Center
- (I-BEST) Integrated Best Education Skill Training
- NM Workforce Connections (JDCC) Job Development Career Coach
- The New Mexico Youth Challenge Academy Program
- We have partnered with the following faith-based organizations: Church on the Move and Grace Community Church

We also work very closely with the RISD/Superintendent as well as the schools from the valley areas in Dexter and Hagerman to provide access to ESL classes to those in need. We are establishing a system to identify students that are missing and have not reported to RISD to identify if any of them have entered our program instead.

3. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

The Roswell AE-IELCE Program allocates funds to provide services in the following categories: A) Adult Education; B) Literacy; C) Workplace Adult Education and literacy activities; D) Family literacy activities; E) English language acquisition activities; F) Integrated English literacy and civics activities; G) Workplace preparation activities; and H) Integrated education and training.

The IELCE program provides services to all English language learners, enabling them to achieve competency in reading, writing, and speaking to function effectively as parents, workers, and citizens of the United States. Our emphasis focuses on a program of instruction designed to help eligible individuals who are English language learners to achieve competence in reading, writing, speaking, and comprehension of the English language that leads to the attainment of a high school diploma or its equivalent, transition to postsecondary education, and training or employment. This will include academic skills, critical thinking skills, digital literacy skills, self-management skills,

and soft skills while using the English language. The Roswell AE-IELCE Program shares the strategic vision of the Eastern Area Workforce Development Board (EAWDB) of "creating a better prepared, more highly qualified workforce to support economic growth, diversity, and self-sufficiency." We continue to work diligently integrating education and training by providing a service approach that provides English language instruction, concurrently and contextually, with workforce preparation activities, and workforce training for specific occupations or occupational clusters for educational and career advancement.

All of the described activities are based on the College and Career Readiness Standards (CCRS) for English learners. The CCRS provides the framework for promoting consistent expectations between K-12 and adult education systems, so all students have the English and math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (Pimentel, 2013)

We are excited about the success we have had with the Integrated English Language Civic Education (IELCE) Program. The program continues to help students acquire the skills and knowledge they will need to become active and informed parents, workers, and community members. Integrated English Language Civic Education (IELCE) and civics education classes introduce students to civics-related content and provides them with opportunities to apply that knowledge in their daily lives while building their English language and literacy skills. Also, students enrolled in the Integrated English Language Civic Education (IELCE) class are learning everything from real-life skills to career readiness skills. These students will effectively navigate pathways that will connect them to education and employment and be successful in the workforce.

One teaching strategy we continually use is contextualized learning, the understanding that some individuals learn and absorb information easier through hands-on or real-life context is significant. As such, many of our teachers use contextualized instruction, providing activities in the classroom with hands-on, real-world training initiatives to get students prepared as workforce-ready. Through these activities, our teaching staff understands that learning occurs when students are processing new information in a way that makes sense to them in their frames of reference. Activities focus on concrete skills and knowledge that individuals will need in work and life. The emphasis is on combining academic learning with workplace applications. Students are divided into teams to ensure that the students absorb the information being taught more effectively. In designing our group learning, we are leveraging the power of individuals learning from other individuals.

3. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

At the NM Workforce Connection, we partnered with Motivation Education and Training, Inc. (MET) who assist our ESL students in finding better jobs for farmworkers. The staff is completely dedicated to helping our students with job-related needs and creating a better future for the students and their families.

Some of the services that the AE students and family members receive include:

- Job Training (on the job and classroom)
- Career placement special skills training
- Computer technology programs
- Educational assistance
- Housing and emergency lodging
- Counseling
- Assistance with relocating for a job

We align our Workplace Adult Education and literacy activities with the Roswell, NM Workforce Connection Center to improve the productivity of the area workforce. These literacy activities are provided in the integration of education and training activities such as citizen preparation, civic participation, field trips that support class-based instruction, use of technology for teaching and learning, including the use of effective distance education technology and instructional software; outreach of demonstrated effectiveness, guest speaker events that support class-based instruction, workforce preparation activities, and workforce training activities. (Section 203 (11) WIOA). Regarding increasing students' abilities in language acquisition for employment, education, and life, our adult education program targets learning in U.S. History, U.S. Government, Civic Engagement, and Citizenship. Research has shown again and again that contextualizing instruction helps students learn faster and retain information better. Our English language acquisition activities provide a program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language and that leads to the attainment of a high school diploma or its equivalent, transition to postsecondary education, and training or employment.

VIII. Programs for Corrections Education and the Education of Other Institutionalized Individuals

For this section, if the program served incarcerated or other institutionalized individuals as defined in WIOA Sec. 225, please describe the activities and services provided by the program this fiscal year.

(If your program did not provide these types of services in 2020-2021, just indicate N/A).

- 1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served:**

N/A

- 2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.**

Our goal is to soon resume in-person instruction in our local detention facilities. Since February 2020, the onset of the Covid-19 pandemic, we have not been allowed to enter the facility. The

local detention facility has also undergone a leadership change, so we will need to build and foster this relationship once more. One goal is to research the sustainability of services in this facility so that leadership changes do not affect services provided.

- 3. Describe the relative rate of recidivism for criminal offenders served. Include the methods and factors used in calculating the rate for this reporting period.**

IX. Staff and Professional Development

Professional Development Attended	Position	Full or Part time	Date	Location
Juvenile Probation Panel Meetings	Director	Full Time	Monthly	Remotely
NMAEA Virtual Teacher's Institute	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	9/17/2020 - 9/18/2020	Remotely
Campus Wide Meeting via Microsoft Teams	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	4/16/2021, 4/22/2021	Remotely
COABE Conference	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	3/22/2021 - 3/24/2021	Remotely
NMAEA Virtual Conference	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	3/11/2021 - 3/12/2021	Remotely
AE Director's Meeting	Director, Assistant Director	Full Time	1/13/2021, 1/20/2021 1/27/2021	Remotely
USCIS District 1 Meeting	Assistant Director	Full Time	6/30/2021	Remotely
AE Monthly Budget Meeting	Director, Assistant Director, Data Tech	Full Time	6/28/2021	Remotely/in-person
TABE Offline Webinar	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	6/24/2021	Remotely
Mandatory Campus Wide Meeting	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time	6/21/2021	Remotely
Campus-Wide Facebook Live	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	6/11/2021	Remotely
NMAEA Board Meeting	Assistant Director/Instructor	Full Time	6/11/2021	Remotely
CSB Meeting	Director, Assistant Director	Full Time	6/8/2021	Remotely
Campus Wide Meeting via Microsoft Teams	Director, Assistant Director, Data Tech	Full Time	6/4/2021	Remotely
Career Pathways Creating IET Programs	Director, Assistant Director	Full Time	6/4/2021	Remotely
Professional Senate Meeting	Director, Assistant Director	Full Time	5/29/2021	Remotely
AE Budget Meeting	Director, Assistant Director, Data Tech	Full Time	5/24/2021	Remotely
Career Pathways Career Coaching of Regional Groups	Director, Assistant Director	Full Time	5/21/2021	Remotely
Director's Meeting	Director, Assistant Director	Full Time	5/19/2021	Remotely

LACES Training	Director, Assistant Director, Data Tech	Full Time	5/12/2021	Remotely
Meeting with Program Directors and Workforce Programs Manager	Director, Assistant Director	Full Time	5/12/2021	Remotely
Eastern Workforce Entrepreneurial Meeting	Director, Assistant Director	Full Time	5/11/2021	Remotely
Campus Facebook Live	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	5/5/2021	Remotely
Director's Meeting	Director, Assistant Director	Full Time	4/22/2021	Remotely
Meeting to Discuss COVID Relief aid	Director, Assistant Director	Full Time	4/14/2021	Remotely
CSB Meeting	Director, Assistant Director	Full Time	4/13/2021	Remotely
NMAEA Board Meeting	Assistant Director/Instructor	Full Time	4/9/2021	Remotely
Meeting with Roswell JobCorps Director on offering AE services	Director, Assistant Director	Full Time	4/8/2021	Remotely
Campus Facebook Live	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	4/6/2021	Remotely
NMAEA Advocacy Meeting	Assistant Director, Instructor	Full Time & Part Time	4/6/2021	Remotely
Career Pathways Coaching Meeting	Director, Assistant Director	Full Time	3/31/2021	Remotely
AE Advocacy Meeting with Sen. Ben Lujan's staff member	Assistant Director	Full Time	3/30/2021	Remotely
Director's Meeting	Director, Assistant Director	Full Time	3/17/2021	Remotely
Rosetta Stone Consultation	Assistant Director	Full Time	3/15/2021	Remotely
Meeting on AE RFA	Director, Assistant Director	Full Time	3/10/2021	Remotely
Staff Meeting on TABE updates	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	3/10/2021	Remotely
CSB Meeting	Director, Assistant Director	Full Time	3/9/2021	Remotely
Juvenile Community Corrections Panel Meeting	Director, Assistant Director	Full Time	3/9/2021	Remotely
Served as a panelist on IET Prgm. Presentation before NM legislature	Assistant Director	Full Time	3/9/2021	Remotely

Campus-Wide Meeting	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	3/5/2021	Remotely
NMAEA Board Meeting	Assistant Director/Instructor	Full Time	3/5/2021	Remotely
Meeting with Adult Education State Director	Director, Assistant Director	Full Time	3/4/2021	Remotely
Meeting New Adult Education State Director	Director, Assistant Director	Full Time	2/25/2021	Remotely
Peer Coaching Eastern Area AE Directors	Director, Assistant Director	Full Time	2/24/2021	Remotely
Staff Meeting Regarding COVID Supplies	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	2/23/2021	Remotely
Career Pathways training on creating IET programs	Director, Assistant Director	Full Time	2/19/2021	Remotely
AE Director's Meeting	Director, Assistant Director	Full Time	2/17/2021	Remotely
COABE Virtual Conference	Director, Assistant Director, AE Staff	Full Time	2/15/2021	Remotely
Campus Wide Meeting via Microsoft Teams	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	2/12/2021	Remotely
NMAEA Board Meeting	Assistant Director/Instructor	Full Time	2/12/2021	Remotely
State Peer Coaching Training	Director, Assistant Director	Full Time	2/12/2021	Remotely
Department Meeting with ENMU-R AVP	Director, Assistant Director	Full Time & Part Time	2/9/2021	Remotely
Career Pathways Coaching with Carlsbad AE Program	Director, Assistant Director	Full Time	2/8/2021	Remotely
Staff Meeting	Director, Assistant Director, Data Tech, AE Staff/Instructors	Full Time & Part Time	2/4/2021	Remotely
ENMU-Roswell Grant Programs Meeting	Director, Assistant Director	Full Time	1/28/2021	Remotely
TABE Webinar	Assistant Director	Full Time	1/27/2021	Remotely
CSB Meeting	Director, Assistant Director	Full Time	1/12/2021	Remotely
Campus In-Service	Director, Assistant Director, Data Tech	Full Time	1/8/2021	Remotely
NMAEA Board Meeting	Assistant Director/ Instructor	Full Time	1/8/2021	Remotely

Creating IET Programs	Director, Assistant Director	Full Time	12/11/2020	Remotely
Contextualizing Instruction	Director, Assistant Director	Full Time	11/20/2020	Remotely
CASA Resource Rally	Director, Assistant Director	Full Time	9/25/2020	Remotely
"How to evolve and improve performance outcomes"	Director, Assistant Director	Full Time	8/19/2020	Remotely
Human resources COVID Supervisor Training	Assistant Director	Full Time	8/10/2020	ENMU-Roswell OTC 124
Department of Workforce Solutions SAT Training	Assistant Director	Full Time	7/31/2020	Remotely
Emergency Aid During the Pandemic Webinars	Assistant Director	Full Time	7/2/2020	Remotely

First	Last	Full Time or Part Time	Educational Attainment	Years of experience at Adult Education
Amie	Green	Part Time	B.A.	3 Years
Angelo	Gurule	Part Time	A.A	1 Year
Arlys	Finch	Part Time	M.A., B.A.	1 Year
Ashley	Aguilar	Part Time	A.A/RN	2 Years
Ashlie	Cobos	Part Time	Some College	4 Years
Charlotte	Andrade	Part Time	M.A	14 Years
David	Castro	Part Time	A.A.S	1 Year
Elsa	Rangel	Full Time	Some College	9 Years
Emilie	Juarez	Part Time	Some College	2 Years
Emma	Rivas	Part Time	Some College	18 Years
Ernestina	Archuleta	Part Time	B.A.	17 Years
Eva	Sotelo	Part Time	A.A	12 Years
Farah	Stevenson	Part Time	Some College	6 Years
Fronnie	Bealer	Part Time	B.A.	21 Years
Geneva	Clements	Part Time	A.A.	1 Year
Harun	Williams	Part Time	B.A.	6 Years
Hilda	Pacheco-Peebles	Full Time	B.A.	25 Years
Jaynan	McKelvey	Part Time	B.A.	17 Years
Lucy	Morgan	Part Time	Some College	22 Years
Matthew	Rincon	Full Time	B.A.	6 Years
Mireya	Tarin	Part Time	B.A.	2 Months
Nancy	Alvarado	Part Time	B.A.	17 Years
Pam	Wolfert	Part Time	A.A	20 Years
Patricia	Martinez	Part Time	B.A.	14 Years
Pedro	Garcia	Part Time	A.A.	3 Years
Tania	Rodriguez	Part Time	Some College	6 Months
Tanner	Thornton	Part Time	B.A.	2 Months
Tom	Jordan	Part Time	M.A., B.A.	6 Years
Veronica	Panebouef	Part Time	Certificate	3 Years
Yessica	Chavira	Part Time	A.A	8 Years

X. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

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

2. Please indicate FY 2020-2021 hours contributed – Volunteer Admin (Receptionist/Front Desk)

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

3. Please indicate FY 2020-2021 hours contributed – Board of Directors (Organizational Development)

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

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

N/A

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

\$10,000

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

\$30,000

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
10,000 Square Feet	\$36.00	\$360,000

Alternate option:

Please indicate institution's building renewal and replacement allocation

\$0.00

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

Please list other sources of support and their contributions for FY 2020-2021.

Altrusa has been a tremendous advocate of Adult Education. Since graduation expenses are not an allowable expenditure for state and federal funding, this donation has allowed us to continue our graduation ceremony.

Source	Amount
Altrusa Int'l Foundation for Roswell, NM Inc.	\$1,500.00

B. Program Income Activities

Please indicate the amount of PROGRAM INCOME generated from your program for the 2020-2021 fiscal year.

\$0.00

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

C. Administrative Costs

Please provide the percentage of your federal allocation that you spent on administrative costs. WIOA provides specific definitions for administrative costs in section 3(1).

For FY 20-21 none of the federal allocations were spent on administrative costs.

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: adult.education@state.nm.us AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2021.

Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years.” WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table below.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs).

Please note that this is the first time the state office has requested cost calculations for career and training services in the Annual Report. As such, we do not expect you to calculate these costs for the three *preceding* program years, as stipulated by WIOA Section 116. For this report, *we ask you to calculate these costs only for Program Year 2020-2021.*

We fully recognize that calculating these costs may be difficult this year, as you may not have been aware that you would need to keep track of these expenditures separately. This year, please do your best to calculate these expenditures faithfully; we appreciate your efforts. Please plan to collect this information carefully in the current program year, as this reporting will be a part of the annual report going forward. We have plans to issue further guidance on tracking these costs in the near future; please contact the state office for assistance as needed. When you have questions, please send them to us. Those will help us craft the guidance.

The calculation for the average cost per participant of providing career services is:

Total expenditures for Career Services (excluding administrative costs*) / Total participants receiving career services** from your AEFLA-funded program.

The calculation for the average cost per participant of providing training services is:

Total expenditures for training services (excluding administrative costs*) / Total number of participants receiving training services from your AEFLA-funded program.

*WIOA provides specific definitions for administrative costs in section 3(1).

**Please note that because of the nature of career services (see table below), all or nearly all of the students in your programs receive career services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>

Career and Training Services Applicable to AEFLA	Category of Service
--	---------------------

Adult Education Local Program Annual Report**2020-2021**

Outreach, intake, and orientation information	Career Service
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service
Referrals to and coordination of activities with other programs and services.	Career Service
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service
Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service
Integrated Education and Training (IET) programs	Training Service

Source: Program Memorandum OCTAE 17-2, Appendix 7 – Table C

Student:

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

Select Reporting
System:

NRS FY 20-21

Agency: ENMU-Roswell

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
ABE Level 2	0	0	0	0	0	0	3	4	0	0	0	0	0	0	7
ABE Level 3	1	0	0	0	1	0	17	52	0	0	14	12	0	0	97
ABE Level 4	0	0	0	1	0	0	6	16	0	0	3	5	1	0	32
ABE Level 5	0	1	0	0	0	0	1	2	0	0	1	1	0	0	6
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	2	13	0	0	0	1	0	0	16
ESL Level 2	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
ESL Level 3	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
ESL Level 6	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	1	1	0	1	1	0	30	96	0	0	18	20	1	0	169

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

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

Select Reporting

NRS FY 20-21 ▼

Agency: ENMU-Roswell

System:

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	10	10	0	0	11	8	1	0	40
19-24	0	1	0	0	1	0	9	30	0	0	3	7	0	0	51
25-44	1	0	0	1	0	0	9	43	0	0	3	3	0	0	60
45-54	0	0	0	0	0	0	2	11	0	0	0	2	0	0	15
55-59	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2
Total	1	1	0	1	1	0	30	96	0	0	18	20	1	0	169

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

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

Select Reporting

NRS FY 20-21

Agency: ENMU-Roswell

System:

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	19	16	0	0	14	11	0	0	60
19-24	0	1	0	1	1	1	25	29	0	0	11	13	0	1	83
25-44	0	0	1	0	0	1	35	56	0	0	10	7	0	0	110
45-54	0	0	0	0	0	0	8	11	0	0	1	1	0	0	21
55-59	0	0	0	0	0	0	2	2	0	0	0	0	0	0	4
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	1	1	1	1	2	89	114	0	0	36	32	0	1	278

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

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

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

Ethnicity/Race: See Table 1

NRS Table 3: Participants by Program Type and Age

Select Reporting

NRS FY 20-21

Agency: ENMU-Roswell

System:

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	38	42	41	5	0	1	127
Integrated Education and Training Program	6	9	4	0	0	0	19
Adult Secondary Education***	2	4	0	0	0	0	6
Integrated Education and Training Program	2	3	0	0	0	0	5
English Language Acquisition****	0	0	0	1	0	0	1
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	5	19	9	1	1	35
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	40	51	60	15	1	2	169

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

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

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

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

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

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

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

NRS Table 4

Select Reporting

NRS FY 20-21

Agency: ENMU-Roswell

System:

Measurable Skill Gains (MSG) 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 recognized equivalent, and periods of participation outcomes.

First Period of Participation										All Periods of Participation					
Enter ing Educ ation in g Level (EFL) (A)	Num ber of Parti cipan ts (B)	Total Num ber of Parti cipan ts Exclu ded from MSG Perfo rman ce (C)	Total Atten danc e Hour s for All Parti cipan ts (D)	Num ber Who Achie ved at Least One EFL Gain (E)	Num ber Who Attai ned a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent (F)	Num ber of IET or Work place Litera cy Parti cipan ts Who Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma * (G)	Num ber Sepa rated Befor e Achie ving Meas urabl e Skill Gain s (H)	Num ber Rem ainin g in Progr am With out Meas urabl e Skill Gain s (I)	Perc enta ge Achie ving Meas urabl e Skill Gain s (J)	Total Num ber of Perio ds of Parti cipati on (K)	Total Num ber of Parti cipati on in Whic h Parti cipan ts Achie ved at Least EFL Gain (L)	Total Num ber of Perio ds of Parti cipati on in Whic h a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent Was Attai ned (M)	Total Num ber of IET or Work place Litera cy Perio ds of Parti cipati on in Whic h Parti cipan ts Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma * (N)	Perce ntage of Perio ds of Parti cipati on with Meas urabl e Skill Gains (O)	
ABE Level 1	1	0	82.5	1	0	0	0	0	100	1	1	0	0	100	
ABE Level 2	7	0	821	1	0	0	2	4	14.29	7	1	0	0	14.29	

ABE Level 3	97	0	4605.65	5	8	0	38	46	13.4	99	5	8	0	13.13
ABE Level 4	32	0	1877.5	6	8	0	12	6	43.75	33	6	8	0	42.42
ABE Level 5	6	0	122.5	0	0	0	6	0	0	6	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	143	0	7509.15	13	16	0	58	56	20.28	146	13	16	0	19.86
ESL Level 1	16	0	1108.5	3	0	0	11	2	18.75	18	3	0	0	16.67
ESL Level 2	5	0	205	0	0	0	4	1	0	5	0	0	0	0
ESL Level 3	2	0	28	0	0	0	2	0	0	2	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	2	0	15.75	0	0	0	2	0	0	2	0	0	0	0
ESL Level 6	1	0	1	0	0	0	1	0	0	1	0	0	0	0
ESL Total	26	0	1358.25	3	0	0	20	3	11.54	28	3	0	0	10.71
Grand Total	169	0	8867.4	16	16	0	78	59	18.93	174	16	16	0	18.39

- 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-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are 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 periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted

separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Total	3	3	100	0	0	0	0	0	0
Grand Total	19	15	78.95	9	47.37	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

NRS Table 4B

Select Reporting
System:

NRS FY 20-21

Agency: ENMU-Roswell

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	1	82.5	1	0	0	100
ABE Level 2	2	574.5	1	0	1	50
ABE Level 3	13	1786.75	7	1	5	53.85
ABE Level 4	16	1533.5	7	7	2	43.75
ABE Level 5	4	82.5	0	4	0	0
ABE Total	36	4059.75	16	12	8	44.44
ESL Level 1	4	667	3	1	0	75
ESL Level 2	1	53	0	1	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	5	720	3	2	0	60
Total	41	4779.75	19	14	8	46.34

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

- Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula: $G = \text{Column D} / \text{Column B}$

NRS Table 4C

Select Reporting

NRS FY 20-21

Agency: ENMU-Roswell

System:

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

First Period of Participation										All Periods of Participation					
Enter ing Educ ation al Funct ionin g Level (EFL) (A)	Num ber of Parti cipan ts (B)	Total Num ber of Parti cipan ts Exclu ded from MSG Perfo rman ce (C)	Total Atten danc e Hour s for All Parti cipan ts (D)	Num ber Who Achie ved at Least One EFL Gain (E)	Num ber Who Attai ned a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent (F)	Num ber of IET or Work place Litera cy Parti cipan ts Who Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma [*] (G)	Num ber Sepa rated Befor e Achie ving Meas urabl e Skill Gain s (H)	Num ber Rem ainin g in Progr am With out Meas urabl e Skill Gain s (I)	Perc enta ge Achie ving Meas urabl e Skill Gain s (J)	Total Num ber of Perio ds of Parti cipati on (K)	Total Num ber of Parti cipan ts Achie ved at Least EFL Gain (L)	Total Num ber of Perio ds of Parti cipati on in Whic h a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent Was Attai ned (M)	Total Num ber of IET or Work place Litera cy Perio ds of Parti cipati on in Whic h Parti cipan ts Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma [*] (N)	Perce ntage of Perio ds of Parti cipati on with Meas urabl e Skill Gains (O)	
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ABE Level 2	1	0	371.5	1	0	0	0	0	100	1	1	0	0	100	

ABE Level 3	41	0	1657	1	2	0	17	21	7.32	42	1	2	0	7.14
ABE Level 4	9	0	217.5	0	4	0	2	3	44.44	10	0	4	0	40
ABE Level 5	1	0	16.5	0	0	0	1	0	0	1	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	52	0	2262.5	2	6	0	20	24	15.38	54	2	6	0	14.81
ESL Level 1	1	0	1	1	0	0	0	0	100	1	1	0	0	100
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	1	0	1	0	0	0	1	0	0	1	0	0	0	0
ESL Level 6	1	0	1	0	0	0	1	0	0	1	0	0	0	0
ESL Total	3	0	3	1	0	0	2	0	33.33	3	1	0	0	33.33
Grand Total	55	0	2265.5	3	6	0	22	24	16.36	57	3	6	0	15.79

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- 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-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are 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 periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the

participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

NRS Table 5

Select Reporting

NRS FY 20-21

Agency: ENMU-Roswell

System:

Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	845	216	25.56	866	217	25.06
Employment Fourth Quarter after exit *	985	104	10.56	1005	107	10.65
Median Earnings Second Quarter after exit **	216	3052.82		217	3052.82	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	8	1	12.5	8	1	12.5
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	8	4	50	8	4	50
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0

Attained any credential (unduplicated) *****	8	4	50	8	4	50
--	---	---	----	---	---	----

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 Attainment indicators on Tables 5, 5A, 8, 9, 10, and 11 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.

Exit: The exit date is the last date of service. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services. Services do not include self-service, information-only services or activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.

Period of Participation: For all indicators, except measurable skill gains, a period of participation refers to the period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program. States must count each participant's exit during the same program year as a separate period of participation for purposes of calculating levels of performance. For all indicators, except the measurable skill gains indicator, a new period of participation is counted each time a participant re-enters and exits the program—even if both exits occur during the same program year. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times—once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 of WIOA who exited the AEFLA program but are still incarcerated.

** Report in Column B (Median Earnings) the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

*** Report in Column B (secondary school credential attainment) the total number of participants without a secondary school credential or recognized equivalent who exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher), excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row. For participants included in the secondary school credential denominator who do not achieve a qualifying secondary school credential or recognized equivalent, choose only one row to report for Column B. For participants who achieved a secondary school credential or a recognized equivalent, enrolled in postsecondary education or training, and were employed within one year of exit, Column B and Column C would be reported for BOTH secondary school credential rows.

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

***** Report in Column B (Attained any credential (unduplicated)) the unduplicated total number of participants who EITHER: (1) did not possess a secondary school credential or recognized equivalent and exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher) OR (2) were co-enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program; excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants who meet the requirements for inclusion in both the secondary and postsecondary credential cohorts would only be recorded once in Column B.

Column C (except for Median Earnings) is the number of participants that achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants who earn both a secondary and postsecondary credential would only be recorded once in Column C.

Column C, for median earnings, is the quarterly wage value for participants employed in the 2nd quarter after exit.

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

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

Column F (except for Median Earnings) is the number of periods of participation in which the outcome was achieved.

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

Column F, for Median Earnings, is the median value for quarterly wage values from all PoPs reported for participants employed in the 2nd quarter after exit. In cases where participants have multiple PoPs, there would be the same number of instances of a quarterly earnings value. Those values would all be included in the final matrix of values used to determine the median quarterly earnings value for a State.

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

Columns D and G are not applicable to Median Earnings.

NRS Table 5A

Select Reporting
System:

NRS FY 20-21 ▼

Agency: ENMU-Roswell

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	1	1	100	1	1	100
Employment Fourth Quarter after exit	2	1	50	2	1	50
Median Earnings Second Quarter after exit	1	961.32		1	961.32	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Attained any credential (unduplicated) *****	0	0	0	0	0	0
--	---	---	---	---	---	---

Instructions for Completing Table 5A

Include only participants who are counted as distance education participants. Distance education participants are also included in Table 5. Participant data for all periods of participation are included on this table, if the participant met the State’s definition of a distance education participant during the program year.

Follow instructions for completing Table 5.

NRS Table 6: Participant Status and Program Enrollment

Select Reporting

NRS FY 20-21

Agency:

ENMU-Roswell

System:

Participant Status on Entry into the Program (A)	Number (B)	
Employed	79	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	66	
Not in the Labor Force	24	
TOTAL	169	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	1	1
Grades 6-8	6	6
Grades 9-12 (no diploma)	94	18
Secondary School Diploma or alternate credential	25	2
Secondary School Equivalent	4	0
Some Postsecondary education, no degree	1	2
Postsecondary or professional degree	2	5
Unknown	2	0
TOTAL (both US Based and Non-US Based)	169	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	0	
In Community Correctional Program	0	
In Other Institutional Setting	0	
TOTAL Institutional	0	

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

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

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

Employment Status definitions:

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

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

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

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

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

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

Select Reporting

NRS FY 20-21

Agency: ENMU-Roswell

System:

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

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

NRS Table 9

Select Reporting
System:

NRS FY 20-21



Agency: ENMU-Roswell

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	35	3	8.57	37	3	8.11
Employment Second Quarter after exit	142	19	13.38	146	19	13.01
Employment Fourth Quarter after exit	138	8	5.8	142	10	7.04
Median Earnings Second Quarter after exit	19	5225.95		19	5225.95	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome			
Achieved Citizenship Skills	0	0	0			
Voted or Registered to Vote	0	0	0			

Increased Involvement in Community Activities	2	0	0
--	---	---	---

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting

NRS FY 20-21 ▼

Agency: ENMU-Roswell

System:

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

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

NRS Table 11

Select Reporting
System:

NRS FY 20-21 ▼

Agency: ENMU-Roswell

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	24	6	25	24	6	25
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	24	0	0	24	0	0
MSG via Secondary or Postsecondary Transcript	24	0	0	24	0	0
MSG via Progress Toward Milestones	24	0	0	24	0	0
MSG via Passing Technical/ Occupational Skills Exam	24	0	0	24	0	0
Employment Second Quarter after exit	81	36	44.44	83	36	43.37

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Employment Fourth Quarter after exit	63	18	28.57	63	18	28.57
Median Earnings Second Quarter after exit	36	5266		36	5266	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	1	0	0	1	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	1	0	0	1	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

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

Select Reporting System:

NRS FY 20-21

Agency: ENMU-Roswell

[illegible]

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

▼

Agency: ENMU-Roswell

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

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

Instructions for Completing Table 14

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

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

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

*** Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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

MEMORANDUM OF UNDERSTANDING BETWEEN THE MEMBERS OF THE CHAVES COUNTY
COMPREHENSIVE STRATEGY BOARD

This is a Memorandum of Understanding between all members of the Chaves County Comprehensive Strategy Board, comprised of Chair plus Fifteen (15) Voting Members.

WHEREAS, the members of the Chaves County Comprehensive Strategy Board have joined in a collaborative effort to address the needs of the youth in our community, and

WHEREAS, the Board agrees to act in unison to discuss and develop coordinated services and programs that are appropriate, effective, and work towards addressing delinquency prevention and youth development within Chaves County, and

WHEREAS, the Chaves County Comprehensive Strategy Board remains committed to addressing the disproportionate representation of minority youth within the Chaves County Juvenile Justice System, by conducting in-depth assessment of finding, implementing intervention solutions, and developing alternatives to detention.

NOW, THEREFORE, all parties represented by signature below, agree to continued participation in the efforts of the Comprehensive Strategy Board.


SIGNED this 8th day of October, 2019

5th Judicial District Children's Court



Honorable Thomas E Lilley, (Chairman)

Juvenile Probation Office



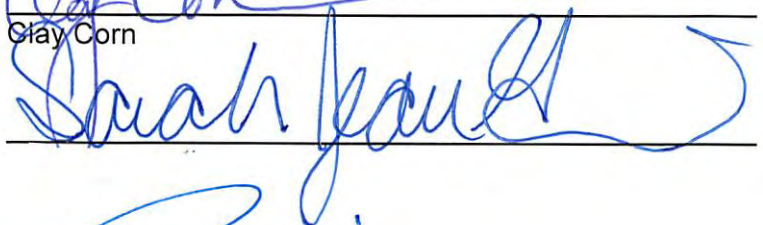
Michael Gutierrez

Chaves County Juvenile Detention Center




Clay Corn

District Attorney's Office



Sarah Paul

Public Defender's Office



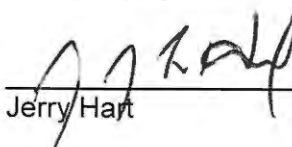
Mike Herrington

Chaves County Sheriff's Office



Mike Herrington

Roswell Police Department



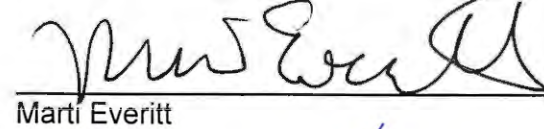
Jerry Hart

Roswell Independent School District



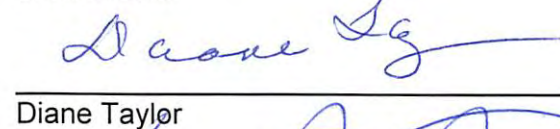
Jennifer Cole

La Casa Behavioral Health



Marti Everitt

Chaves County DWI Program



Diane Taylor

ENMU-Roswell Adult Basic Education



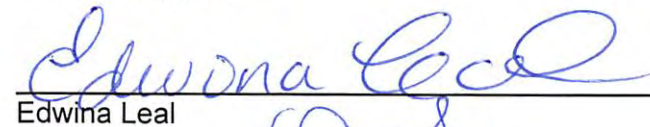
Hilda Pacheco-Peeples

NM Department of Health



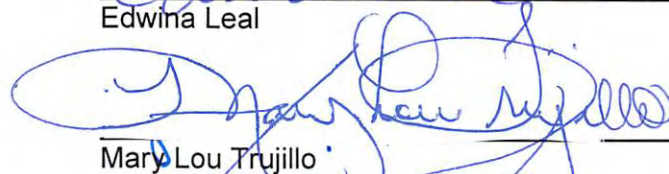
Joann Palomino

Assurance Home



Edwina Leal

Roswell Literacy Council



Mary Lou Trujillo

Youth Member



Madison Blue-Eyes

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 and effective manner possible. Each NMWCC Center in the east has at a minimum Title 1 adult, dislocated worker and youth services co-located with the Wagner Peyser Career and employment services. As such each NMWCC center will provide access to these services:

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

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

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

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

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

PARTNER ROLES AND RESPONSIBILITIES

All parties to this MOU agree to comply with:

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

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

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

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

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

CHIEF ELECTED OFFICIALS

The CEOs of the eastern area will:

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

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

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

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

Operator.

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

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

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

TERMINATION

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

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

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

EFFECTIVE PERIOD

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

AUTHORIZATION

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

PARTNER SERVICES EXHIBITS

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

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

EXHIBIT B – TRADE ADJUSTMENT ASSISTANCE ACTIVITIES

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

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

EXHIBIT C – RAPID RESPONSE ACTIVITIES

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

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

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

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

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

EXHIBIT E – VOCATIONAL REHABILITATION SERVICES

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

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

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

EXHIBIT F – ADULT EDUCATION AND LITERACY

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

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

EXHIBIT G – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

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

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

EXHIBIT I – TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)

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

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

EXHIBIT J – CARL PERKINS CAREER AND TECHNICAL EDUCATION PROGRAM

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

EXHIBIT K – MESCALERO APACHE RESERVATION

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

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

Judith Cooper, Chair
EAWDB

Date

Celina Bussey, Secretary
Secretary, NM DWS

Date

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

Date

Dr. Rebecca Rowley, President
Clovis Community College

Date

Eric Erickson, Operations Manager
New Mexico Corrections Dept.

Date

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

Date

Amy Briggs, Center Director
Roswell Job Corps Center

Date

Adrian Apodaca, Deputy Director
NM Division of Vocational Rehabilitation

Date

Mary Best, CEO
Goodwill Industries of NM

Date

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

Date

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

Date

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

Date

Amanda Hammer, VP of Business & Auxiliary
Mesalands Community College

Date

Ricky Serna, President
Luna Community College

Date

Kelvin W. Sharp, President
New Mexico Junior College

Date

Brent Earnest, Secretary
Human Services Department

Date

Ken Van Winkle, President
New Mexico State University-Alamogordo

Date

Brian Dooley, Executive Director
Region IX Education Cooperative

Date

Angelita Burma
Mescalero Apache Reservation

Date

Mayor Gary Williams
EAWDB Lead CEO

Date