

Annual Program Report
Cover Page

Program Name: **Adult Education**
Institution or
Organization: **New Mexico Junior College**
Address: **5317 Lovington Hwy**
City: **Hobbs**
County: **Lea**
Zip: **88240**
Main Phone: **575-492-2629**
Website: **https://www.nmjc.edu/community/adult_education/index.aspx**
Social Media: **<https://www.facebook.com/NMJC-Adult-Education-844224305708404>**

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

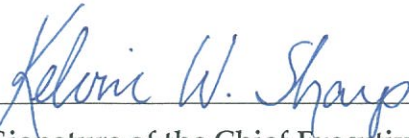
Submission Date: **8/31/21**

Program Director,
Manager, or Coordinator
Name and Title: **Kathleen Ferrell, Director**

Contact Information: Phone(s): **575-492-2630**
Email: **kferrell@nmjc.edu**

Alternate Contact Name
and Title: **Dianne Marquez**

Contact Information: Phone(s): **575-492-2841**
Email: **dmarquez@nmjc.edu**


Signature of the Chief Executive Officer or Designee

8/26/21
DATE

Dr. Kelvin Sharp, President NMJC

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.

New Mexico Junior College (NMJC) AE program is located in the southeastern corner of NM in partnership with NMJC serving the residents of Lea county which include Tatum, Lovington, Hobbs, Eunice, Jal and the surrounding areas. Within the 4,394 sq miles Lea county covers, there are approximately 71,070 residents, 25.7% who have not obtained a high school diploma nor its equivalent, according to the ¹US census bureau. Considering participant demographics, the following information was comprised with information from Table 2. NMJC AE served 52 male and 168 female students, in origins of 1% Asian, 2% African American, 15% white and 82% Hispanic. With an Underage Permission Form, students 16 & 17 may receive services as well as those 18 and over who need assistance with low literacy skills or are English Language Learners which is determined using the NRS approved TABE and TABE Clase-E assessments.

The AE central office is located on the main campus of NMJC. To provide the broadest service of access to the residents of Lea county, classes are offered at several locations which include: the downtown Hobbs Literacy Alliance Center, Lovington Youth Center (which met solely on line) and Lovington Methodist church (which met mostly on-line). The subjects of Reading, Writing, Mathematics and English as a Second Language are offered each session to eligible individuals to support their attainment of a High School Equivalent certificate. The program has also piloted Citizenship and Entrepreneurial classes to support student employability/employment, economic development and community needs.

Classes offered to support attainment of a High School Equivalent (HSE) include Reading, Grammar, Writing and Math. To promote English language proficiency all levels of English as a Second Language (ESL) Reading, Speaking, Writing towards understanding English are available. Classes are offered both in the morning and evening to accommodate childcare, transportation and/or work schedules. Instruction is offered in person or remotely with small classes. There are also options of group and self-paced instruction to allow the student to progress at the pace most beneficial for them. When needed, instruction integrating accommodation services and techniques are provided.

With the knowledge of transportation, childcare or exposure concerns, Zoom options are available for classes so students may have access to much needed instructor support while studying from home. Due to a generous provision from NMHED, many students who do not have access to a computer may check out one from our office.

AEFLA funds have been used to purchase instructional materials, both hard copy textbooks and digital online curriculums, computers for student and testing purposes, manipulatives to support student learning and retention, student classroom supplies (notebooks, paper, pen, pencil...), calculators, instructional posters, measurement tools for instruction, copiers for instructors and staff, instructional supplies (dry erase supplies,

files, paper clips...) as well as general office supplies and expenses (phone, postage, copies for student forms, files). All funds spent are overseen by NMJC Grant managers with monthly reviews of all expenditures by the State Finance Director.

¹US Census Bureau. (n.d.) Quickfacts Lea County. Retrieved March 25, 2021 from <https://www.census.gov/quickfacts/fact/table/leacountynewmexico,NM,US/PST045219>.

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.)

NMJC Adult Education has partnered with New Mexico Junior College (NMJC) to use their office space, IT and downtown Literacy Center to provide classes to students from Hobbs, Eunice and Jal. An informal partnership has been established with Lovington Methodist Church to provide classes to students from Lovington and Tatum. A formal MOU has been established with Southern Heights Elementary to assist the parents of their students should they need ESL or HSE classes.

Concerning Career Pathways, strong partnerships have been made with WIOA Title I Youth, Adult/Dislocated Worker programs, Wagner Peyser; DVR; NMJC Training and Outreach (employment trainings & licensures); NMJC Academic Advisement (certificate and degreed programs); TRIO services: Equal Opportunity Center and Student Support Services. Referrals are made to provide students access to trainings and/or employment opportunities.

NMJC AE seizes every opportunity to share services with the community such as Option (Women's shelter), Opportunity House (Re-entry and recovery), Humphrey House (foster care and homeless individuals up to age 18), Guidance Center of Lea County (mental health support), Lea County Wrap Around Services (one-stop for students up to 18), DWI probation, Hobbs Public School DVR and Hobbs Public School Bi-Lingual services. Furthermore, an AE staff member presents services monthly as a required class for DWI probation.

In addition, a variety of services and accommodations are available to students when needed. Potential barriers and need are identified at intake based on observation, self-disclosure or information provided by partner referrals. With student consent, referrals may be made to partners such as NMJC Student Accessibility Services (SAS) (accommodations/ disability support), DVR, CYFD, ISD, Creative Work Solutions (TANF), Workforce Solutions. The referral process, although informal, maximizes leveraged resources and coordination of services to increase the student's potential for success.

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.

Fortunately, NMJC AE was able to maintain limited in person instruction for its Hobbs HSE and ESL classes, whereas Lovington ESL classes remained exclusively online until the last month. The greatest challenge was due to students needing to "school" their children at home while trying to school themselves. This created many obstacles with students juggling home responsibilities, academic challenges, and an overall feeling of being overwhelmed.

To accommodate students during this unique time, several steps were taken to encourage retention. For students unable to attend in person, a Zoom option was made available for both the morning and evening classes. Instructors continually contacted their students, as did office staff, through various platforms such as What's app, email, Facebook, text, Google Classroom...to maintain connectivity and support. Some students chose to move to Distance Learning classes accessing instruction from EdReady and/or Burlington English.

To address testing, the AE staff provided testing on site for the Hobbs ESL and HSE classes, while Lovington classes tested remotely. NMJC testing center was, and is, available to AE students for individual testing which allowed students to be assessed at a time more convenient with their personal schedules.

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.

As an employee of NMJC, we will follow the recommendations as set forth by the college as they seek guidance from NMHED. Currently classes have resumed in person with social distance and mask directives. Students desiring to study from home may attend by zoom to allow continued access of their instructor and classmates.

Distance Learning platforms such as EdReady and/or Burlington English are offered to students who are unable to attend at scheduled class times. An instructor is assigned to these platforms with frequent contact to assist students and provide connectivity as well as support. However, it has been our experience that a Distance Learning platform has not been a successful learning environment, for a majority of our students, as approximately 1 out of 6 students made an education gain. Furthermore, as students, who attended by Zoom or Distance Learning in 2020-21, re-enrolled for classes they requested in person classes as they also saw the lack of growth.

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)	58
Total count of students with 12 + hours	220
Total contact hours for students with 12 + hours	20821
Average contact hours for students with 12 + hours	95
Average contact hours for students with 12 + hours experiencing level gains	173
Count of all HSE graduates with 12 + hours	12
Percentage of total number of students achieving a measurable skill gain	46%
Percentage of total number of students achieving employment second quarter after exit	43 – 12%
Percentage of total number of students achieving employment fourth quarter after exit	31 – 10%
Median earnings for former students in the second quarter after exit	\$4558
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	15%
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	16%

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.

In looking at the completed data for 2020-21, two areas had positive growth and met the State adjusted levels of performance. NMJC AE exceeded the State 40% MSG rate by achieving 46%. This was due to the diligence of instructors and staff contacting students to encourage retention and testing. The second area met is seen with the Median Earnings which is due to the number of students who work in the Oilfield or trade fields such as Construction.

Employment at 2nd and 4th quarters have always been a struggle as approximately half of our students are undocumented and therefore verifying employment is difficult at best. Office staff call each student during both cycles to obtain this information but are often met with phone numbers that are no longer in service and email address that are no longer active. Credential Attainment has its challenges as well with many students wanting to learn English or complete their HSE so they can keep their current jobs. Other students are wanting to be able to communicate with their children's teachers or support daily life activities such as communication with their doctor and are not looking to gain additional education. NMJC will continue to attempt contact with our exited students but would appreciate any suggestions from the State office.

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. They are:

Strength: In addressing student goals, the NMJC AE program is very successful as 46% of students have increased their education levels. In addition, many have increased their ability to communicate with their children's teachers and/or understand and communicate in daily life interactions.

Challenge: In addressing State Adjusted Levels of Performance, the NMJC AE program is somewhat effective, lacking in the areas of Employment after 2nd (12%) and 4th (10%) quarters as well as Credential Attainment. As mentioned previously, the office staff has worked diligently to obtain this information and is open to, and would greatly appreciate, assistance towards growth in these areas.

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

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

In the area of MSG's, the instructors and office staff stay in contact with students to encourage class retention and testing, which has proven to be successful. Instructors share their success with each other as well as attend professional development sessions to learn new innovative approaches.

In the areas of 2nd and 4th, the office staff contacts the students to obtain this information but has little positive results.

Office staff make referrals to the local Workforce programs, NMJC advisors and Training & Outreach to encourage students to co-enroll in training programs towards credential attainment. There is a strong relationship with the local Workforce office as such we have been working together to develop a system to track this information.

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

NMJC AE will continue to participate in State Professional Development trainings as well as NMAEA, COABE and DELT offerings. All instructors are being trained to use Google Classroom as a one-stop for students to retrieve and submit coursework. All instructors are being trained to create contextualized lesson plans as well.

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

When the first wave closed classes, we were not ready. As a program, we were accessing any means possible to assist students. Our retention rate dropped to almost zero ending the program year at 32% MSG. Instructors and staff were using emails and text to stay connected with students.

Over the summer, instructors were trained on Zoom and introduced to Google Classroom. In the event classes could not return in person, all orientations were performed over Zoom to ensure students had computer and internet access as well as were familiar with it's use. Moving into the academic year, all classes met in person with a Zoom option for those needing to remain online.

Strength: The staff and instructors were forced to find new and creative ways to offer academic support and made an intentional effort to stay connected with students. The 2020-21 year ended with 46% MSG.

Challenge: Returning students felt they did not make the growth they had hoped and specifically asked for in person classes. With the public schools remaining online, there has been a growing number of underage students seeking in person classes as well.

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.*

278 students received career services. Of those 278, 8 received training services as well.

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.*

Career Services - \$245.90 Training Services - \$759.06

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 NMJC AE program finds substantial value in providing Career Pathways information to their participants. From the first conversation, students are tasked with considering career goals. Students who are seeking employment, in-demand trainings or soft skill assistance, are offered a referral to One-Stop services. During orientation students are given the AE Application which includes career exploration assessments for exposure to the many career fields available and WIOA representatives *explain their services. A WIOA representative *visits each HSE session to assist students with resume building, work and soft skills, as well as job and career opportunities. As participants complete their HSE or ESL program, an AE staff member reviews their career goals so the appropriate referrals may be made. If students are seeking employment opportunities, local employment trainings and/or a certificate or degree they are referred to Workforce solutions, NMJC Training & Outreach and/or a NMJC advisor. With their previous exposure to WIOA services, many students find the cost of their trainings or education may be offset should they qualify for services. In addition, soft skills such as time management, prioritizing, teamwork, completion of tasks, and appropriate responses are presented throughout their involvement with AE services.*

AE curriculum strengthens core literacy and numeracy through classes in Reading, Writing, Grammar and Mathematics towards HSE attainment. English as a Second Language, which includes reading, writing and speaking, develops and supports basic literacy skills and empowers parents to assist their children's learning needs. These courses are offered in person or with a Zoom option to create a successful environment.

To shorten the path towards a wage sustaining career, students are encouraged to co-enroll in certificate and training opportunities. With support of our partners, AE programs not only prepare students to become college ready, enter a career pathway, but also will meet the needs of employers.

**(Pre-pandemic & will resume when restrictions allow)*

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.

NMJC has a strong partnership, and signed MOU, with the Eastern Area Workforce Development Board and is actively engaged with Board and committee meetings. The Director serves on the One-Stop committee and works seamlessly with the local Youth, Adult and Wagner Peyser representatives. The EAWDB invites and considers the needs of local AE programs when aligning and creating strategies in meeting the needs of participants. Brochures, information and referrals are shared equally between the local One-Stop and NMJC AE program. Participants have been referred for assistance with transportation, childcare, technology & HSE testing fees. Due to this cohesive collaboration, the EAWDB has partnered with Eastern Area AE programs to pilot an Entrepreneurial program which builds strong workforce preparation skills such as teamwork, interpersonal communication, presentation, budgeting and writing skills. The EAWDB funded the coaching training and curriculum as well as participant supplies, materials, and incentives. The AE programs are providing the career coaching, plan development, case management and supportive services. The NMJC AE program is grateful to the EAWDB for this opportunity and look forward to its growth.

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.

MOU and IFA are attached to this report.

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.

The state has offered professional development initiatives to assist with federal WIOA requirements as well as requests of local program needs. NMJC AE has participated in C3, Training from the Back of the Room, has and is currently, participating in the Career Pathways Initiative, both year one and two, in creating and implementing a progressive program improvement plan focused on assisting students towards a career that is wage sustaining and personally fulfilling.

Developments: Due to the CPI training, NMJC AE has begun introducing Google Classroom as a one-stop for students. Instructors are also beginning to implement Contextualized lessons into their coursework. New partnerships with Adult WIOA and Hobbs Public Schools have developed.

Challenges: Finding time to get it all done, especially with the pandemic and needing to spend significant more time toward student engagement.

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)

Throughout their academic time within the AE program, staff meet individually with participants to offer career exploration and guidance regarding Career Pathways. In collaboration with our supporting partners, students are guided as they move toward wage sustaining employment, certificate programs, and/or degreed careers. NMJC AE strongly feels obtainment of the HSE certificate or ability to read, write and speak English should be the first step towards growing and developing their education not the end. When students are nearing completion or exiting our program, an AE staff member will make the appropriate contact with our partners to assist with placement and training in their desired Career Pathway.

Students are encouraged to co-enroll in training opportunities provided through NMJC Training and Outreach while attending AE classes. Students have the opportunity to complete training in demand industry/occupations of: Oil & Gas, Transportation, Facilities Scheduling, Instrumentation & Controls, Lineman, Safety, Healthcare, EMT, and SafeServe Managers trainings.

With assistance from an NMJC Academic advisor, students may also begin their post-secondary program of study in certificate or Associates programs. Some of the available programs are: Animal Science, Automotive technology, Business, Computer Information Systems, Cosmetology, Criminal Justice, Early Childhood Education, Energy Technology, Entertainment and Technology, Law Enforcement Academy, Nursing or Welding.

Due to collaboration with the EAWDB, an IET Entrepreneurial program was piloted which used a project-based learning model to build strong workforce preparation skills such as teamwork, interpersonal communication, presentation, budgeting and writing skills that results in an employer recognized credential. As an IET program, it is provided to eligible AE students currently enrolled in an HSE class providing concurrent and contextualized lessons integrating Reading, Writing and Math along with employability skills. The EAWDB funds the Coaching training and curriculum as well as participant supplies, materials, and incentives for completion of the program and their HSE obtainment. The AE program identifies potential participants, and facilitates instruction. Both AE and Title I youth programs are providing career coaching, employment plan development, case management and supportive services. The NMJC AE program is grateful to the EAWDB for this opportunity and look forward to its growth.

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.

NMJC AE has visited with other programs as well as NMJC Training & Outreach in the hopes of collaborating towards new IET programs. At this time, the only program implemented is the Entrepreneurial program in partnership with the EAWDB..

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. N/A

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.

NMJC AE offers Reading, Writing, Math, Grammar and English as a Second Language classes to eligible students using research-based curriculum. Predominately individuals share their struggle with math, therefore instruction at all levels are offered to support skill development. Curriculum used to support this development is New Readers Press Math Focus 1, 2, 3 with support from TABE Scoreboost. Instruction provides lessons supporting CCRS standards based on prior knowledge, such as skills learned in former grades, an introduction to present and future use with application for practice and retention. This allows the individual to prepare as they practice and strengthen problems solving skills they will use as they progress in their education and into employment.

English grammar and writing instruction is supported through McGraw Hill's Common Core Basic and Achieve curriculum as well as New Readers Press TABE Mastery and Scoreboost curriculum. Students learn the importance and proper usage of grammar, such as: parts of speech, vocabulary, spelling, sentence structure which allows them to ground reading, writing and speaking in evidence from text, both literary and informational. Instructors use all genre to support writing and research skills such as science, social studies/civics, literature, poetry, Shakespeare are incorporated into the curriculum. CCRS standards-based instruction builds on previous knowledge acquired from skills learned in school or life, with an introduction to present and future use as well as practice for understanding and retention. This provides the ability to build on existing concepts as skill development leads into advanced coursework in preparation for their official test, continuing into post-secondary education or career training.

In preparation for their official test, students have access to Kaplan test preparation practice book and official practice test specific to their desired GED® or HiSET® test.

Understanding the importance of reading in moving towards career obtainment and advancements, reading has been incorporated into all areas. In addition, an HSE reading tutor was made available for individualized support focusing on concepts of comprehension, synthesis, analysis and inference throughout the subjects of Social Studies, Science along with literature, poetry and Shakespeare. Transition Reading is comprised

from both HSE students and students who have completed ESL and are transitioning into HSE classes. Instructors equally support development in reading, writing, and speaking English in settings of general and academic, conversations as well as Career Pathways clusters.

ESL classes are offered for levels 1, 2, and 3, building from beginning phonics with basic word and sentence development to students being able to read and write stories as well as have meaningful conversations in English. ELA instructors use the following curriculums to guide classroom instruction: Side by Side, Challenger reading series, Focus on Phonics and TABE Scoreboost.

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.

Digital skills have been a struggle for many AE students. During student interviews and online orientations, students shared their limited understanding of technology from a basic level of using their phone, email and online sites. In response, office staff and instructors have addressed how to check, reply or create an email as this is the primary method of contact by staff and employers. Instructors have students perform research using online resources, including translations assistance, typing assignments and submitting them electronically to build and strengthen digital skills. At times students will be tested on the computer to get them comfortable as they prepare for their HSE official test. This also provides them support and confidence as they enter into employment which often requires them to submit applications and complete pre-qualifying tests online.

With a generous gift from NMHED, we received 27 Chromebooks to loan to students who were attending class by phone. This has been very helpful and much appreciated! Once the instructors and students felt comfortable and confident with remote classes, we begin introducing Google Classroom to provide a single location for all lessons. This has allowed instructors to create lessons where students may retrieve, review and submit course work as well as supplement resource sites like Khanacademy, You Tube, Math Antics, Grammar.com and Burlington English used by the instructors for blended learning and to expand upon daily lessons.

A Zoom option is available for students attending remotely from home providing structure of a class and support of an instructor. EdReady, Khanacademy or Burlington English are available for Distance Learning students who cannot attend a scheduled class due to childcare, transportation, or work schedules, allowing them to work from home, at

their own pace. These options offer variety and quality of learning while increasing digital literacy skills.

Mockingbird Education has been purchased for implementation in HSE classrooms which will supplement current curriculum and bring workforce, career exploration with Integrated Education and Training for a stronger and more focused exploration into Career Pathway clusters.

Burlington English (BE) has been implemented in both the ESL and HSE Transition Reading classes as their online platform provides differentiated instruction allowing students to customize their own learning. BE instruction addresses the three instructional shifts outlined in the CCSS in Literacy: building knowledge through content rich nonfiction, evidence-based reading, writing and speaking, and regular practice with complex texts and their vocabulary. In addition, BE online courses have supplemented daily lessons and allows independent exploration into Career Clusters.

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.

NMJC AE recognizes the importance of integrating CCRS into their subjects and lessons to prepare students to enter into a Career Pathway that will provide the wages needed to support a family and open the door to advancements during their employment. ¹Susan Pimentel (2013) states, "Leading economists who have examined labor market projections note that key college and career ready knowledge and skills are closely linked to being able to get the training necessary to earn a living wage in high-growth industries. It is crucial, then, that adult education programs provide students the opportunity to acquire these skills to pursue their long-term career aspirations and goals." These standards focus on the skill of, not only understanding the concept, but being able to retrieve and apply the information at a later date. Using contextualized lesson can help students connect to prior knowledge allowing them to retrieve that skill for a more complex purpose. NMJC AE program is currently building our program's Google Classroom to house contextualized lessons to provide resources to students as well as co-support among instructors.

Enrolled students are placed at the level that best fits their needs and guided through development towards college readiness. To support these means, curriculum has been selected that integrate Common Core and CCRS standards in their lessons. Both physical textbooks and electronic curriculum is used to provide support for students in

understanding complex text, research, analyzing, and then presenting well-communicated information which is gained from both prior knowledge and newly acquired information.

Predominately individuals share their struggle with math, therefore instruction at all levels are offered to support skill development using New Readers Press Math Focus 1, 2, 3 with support from TABE Scoreboost, Khanacademy, and Math Antics. English grammar and writing instruction is supported through McGraw Hill's Common Core Basic and Achieve curriculum as well as New Readers Press TABE Mastery and Scoreboost curriculum. Students learn the importance and proper usage of grammar, such as: parts of speech, vocabulary, spelling, sentence structure which allows them to ground reading, writing and speaking in evidence from text, both literary and informational. Instructors use all genre to support writing and research skills as science, social studies/civics, literature, poetry, Shakespeare are incorporated into the curriculum.

ESL classes are offered for levels 1, 2, and 3, building from beginning phonics with basic word and sentence development to students being able to read and write stories as well as have meaningful conversations in English. ELA instructors use the following curriculums to guide classroom instruction: Side by Side, Challenger reading series, Focus on Phonics and TABE Scoreboost. Burlington English has, also, been implemented in both the ESL and HSE Transition Reading classes.

According to ACT (2006) "complexity of text that students are able to read is the greatest predictor of success in college and careers". With that, students are tasked to read daily classic literature, poetry, Shakespeare as well as advanced information from subjects like Biology, Chemistry, Physics, Government, US and World History's while incorporating the reading content standards of Analyzing, Inference, Synthesizing and Comprehension.

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:
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.
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.
4. 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.

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.
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

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2020-2021. *If you have your own program tracking system/spreadsheet, you may simply attach those in lieu of the sheet below.*

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Baker	Linda	AE Instructor	Part	Bach		Ferpa	8/3/20	Online
						Malware Protection	8/3/20	Online
						Implicit Bias & Microaggression	8/3/20	Online
						Conflict management: Staff to Staff	8/3/20	Online
						Email & Message Safety	1/31/21	Online
						Stress Management	1/31/21	Online
						Title IX & Sexual Harassment	1/31/21	Online
						NMAEA: Write Away Strategies	4/9/21	Online
						NMAEA: Creating Classes that Foster	4/9/21	Online
						NMAEA: Filling Your Well	4/9/21	Online
Bledsoe	Syritha	Assessment & Data	Full	Some College		Career Pathways Phase 2	6/30/20	Online
						Ferpa	7/6/2020	Online
						Conflict Management: Staff to Staff	8/1/20	Online
						Implicit Bias & Microaggression	8/1/20	Online
						Malware Protection	8/2/20	Online
						NMAEA: Focus Listening Instruction	3/22/21	Online
Bledsoe	Joe	AE Instructor	Part	Master		NMAEA: Distance/Hybrid Learning	3/22/21	Online
						NMAEA: Building IET's that Work	6/11/21	Online
Ferrell	Kathleen	Director	Full	Bach	11 years	NMAEA: Virtual Active Learning	6/11/21	Online
						Career Pathways Phase 2	6/30/20	Online
						Making Measurable Skill Gains	11/16/20	Online
						Title IX & Sexual Harassment	1/25/21	Online

Adult Education Local Program Annual Report

2020-2021

					FERPA	1/25/21	Online
					Email & Message Safety	1/25/21	Online
					Stress Management	1/26/21	Online
					NMAEA: Contextualized Learning	5/8/21	Online
					NMAEA: Increasing MSG	5/8/21	Online
					NMAEA: Motivational Coaching	5/8/21	Online
					TBR Online Version	6/31/21	Online
Lamb	Ninfa	AE Instructor	Part	Master	Conflict Management: Staff to Staff	7/31/20	Online
Hernandez	Maria	AE Instructor	Part	HS	Google Forms Workshop	12/14/20	Online
					NMAEA: Community Assist Resources	6/24/21	Online
					NMAEA:Support Instruct with Distance	6/24/21	Online
Monteblanco	Jenni	AE Instructor	Part	Bach	Motivational Coaching Course	7/22/20	Online
					NMAEA: Fostering Cultural Conv	6/7/21	Online
					NMAEA: Docs, Sheets, Slides	6/7/21	Online
Pages	Haidee	AE Assistant	Part	Master	TABE Cert Part 1	2/25/21	Online
					TABE Cert Part 2	2/25/21	Online
					NMAEA: Building LET's	4/14/21	Online
					NMAEA: Listening Resources	4/14/21	Online
Rodriguez	Celia	AE Assistant	Part	HS	Implicit Bias & Microaggression	7/30/21	Online
					Malware Protection	7/30/21	Online
					FERPA	7/30/21	Online
					Conflict Management: Staff to Staff	7/30/21	Online
					Title IX & Sexual Harassment	1/11/21	Online
					Stress Management	1/11/21	Online
					Email & Message Safety	1/11/21	Online
					NMABETEACH: ELA Workshop	3/20/21	Online
					NMAEA: TBR Virtual	5/10/21	Online
					NMAEA: Empathetic Teaching Matters	4/26/21	Online
					NMAEA: Jeff Fantine: Pathways to Success	4/28/21	Online
					Basic Literature	5/3/21	Online

Adult Education Local Program Annual Report

2020-2021

Tasy	Alex	AE Instructor	Part	Master	Implicit Bias & Microaggression	7/31/20	Online
					Malware Protection	7/31/20	Online
					FERPA	7/31/20	Online
					Conflict Management: Staff to Staff	7/31/20	Online
					Email & Message Safety	1/25/21	Online
					Stress Management	2/6/21	Online
					Title IX & Sexual Harassment	2/8/21	Online
Vega	Emily	AE Instructor	Part	HS	Implicit Bias & Microaggression	8/4/20	Online
					Malware Protection	8/4/20	Online
					FERPA	8/4/20	Online
					Conflict Management: Staff to Staff	8/4/20	Online
					Email & Message Safety	1/14/21	Online
					Stress Management	1/19/21	Online
					Title IX & Sexual Harassment	1/19/21	Online
					NMAEA: Motivational coaching	6/5/21	Online
					NMAEA: Creating Classes that Foster	6/5/21	Online
					NMAEA: Doc, Sheets, Slides	6/5/21	Online

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.

N/A

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

N/A

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
NMJC Main Campus ~ 1320	\$8.40	\$11,088
Hobbs Literacy Center ~ 3352		\$28,157
Lovington Youth Center ~ 868		\$7,291
Methodist Church ~ 475		\$3,990

Alternate option:

Please indicate institution's building renewal and replacement allocation

(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.

Source	Amount
N/A	

B. Program Income Activities

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

N/A

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).
5%.

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
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 child care; 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:

New Mexico Junior College

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	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)	
ABE*** Level 1	0	0	0	0	0	1	1	4	0	0	0	0	0	0	6
ABE Level 2	0	0	0	0	0	2	7	32	0	0	3	7	0	1	52
ABE Level 3	0	0	0	0	0	1	4	23	0	0	5	7	0	0	40
ABE Level 4	0	0	0	0	0	0	9	16	0	1	5	3	0	0	34
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	1	0	0	4	23	0	0	0	0	0	0	28
ESL Level 2	0	0	0	0	0	0	4	14	0	0	0	0	0	0	18
ESL Level 3	0	0	1	0	0	0	8	24	0	0	0	0	0	0	33
ESL Level 4	0	0	0	0	0	0	1	6	0	0	0	0	0	0	7
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	1	0	4	38	142	0	1	13	19	0	1	220

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

** See definitions for ethnicity/race categories.

Student:

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

Select Reporting System:

NRS FY 20-21



Agency:

New Mexico Junior College

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

Age Group (A)	Male		American Indian or Alaska Native	Asian	Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White	More than One Race		Total		
	(B)	F (C)			M (D)	F (E)	M (F)	F (G)	M (H)	F (I)		M (J)	F (K)		M (L)	F (M)
16-18	0	0	0	0	0	0	0	10	6	0	0	5	6	0	0	27
19-24	0	0	0	0	0	0	0	8	28	0	1	7	6	0	0	50
25-44	0	0	1	1	0	2	14	81	0	0	1	7	7	0	1	108
45-54	0	0	0	0	0	2	3	23	0	0	0	0	0	0	0	28
55-59	0	0	0	0	0	0	3	1	0	0	0	0	0	0	0	4
60+	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Total	0	0	1	1	0	4	38	142	0	1	13	19	0	1	1	220

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

Student:

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

Select Reporting System:

NRS FY 20-21



Agency:

New Mexico Junior College

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

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)
	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
16-18	0	0	0	0	0	0	2	2	0	0	0	0	0	0	4
19-24	0	0	1	0	0	0	1	8	0	0	2	3	0	0	15
25-44	0	0	2	0	1	0	9	17	0	0	1	2	0	0	32
45-54	0	0	0	0	0	0	2	3	0	0	0	0	0	0	5
55-59	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Total	0	0	3	0	1	0	15	31	0	0	3	5	0	0	58

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 20-21

▼

Agency:

New Mexico Junior College

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	24	40	53	11	2	2	132
Integrated Education and Training Program	5	3	0	0	0	0	8
Adult Secondary Education***	0	0	2	0	0	0	2
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	3	10	53	17	2	1	86
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	27	50	108	28	4	3	220

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System:

NRS FY 20-21



Agency:

New Mexico Junior College

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

[illegible]

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System:

NRS FY 20-21



Agency:

New Mexico Junior College

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level	(A)	(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)
ABE Level 1	2	1	50	1	50						0	0	0		0	0	0	
ABE Level 2	21	7	33.33	16	76.19						0	0	0		0	0	0	
ABE Level 3	20	10	50	14	70						0	0	0		0	0	0	
ABE Level 4	10	4	40	6	60						0	0	0		0	0	0	
ABE Level 5	1	0	0	1	100						0	0	0		0	0	0	
ABE Level 6	0	0	0	0	0						0	0	0		0	0	0	
ABE Total	54	22	40.74	38	70.37						0	0	0		0	0	0	
ESL Level 1	16	16	100	0	0						0	0	0		0	0	0	
ESL Level 2	7	7	100	0	0						0	0	0		0	0	0	
ESL Level 3	12	12	100	0	0						0	0	0		0	0	0	
ESL Level 4	3	3	100	0	0						0	0	0		0	0	0	
ESL Level 5	0	0	0	0	0						0	0	0		0	0	0	
ESL Level 6	0	0	0	0	0						0	0	0		0	0	0	

Student:

NRS Table 4B

Select Reporting System:

NRS FY 20-21



Agency:

New Mexico Junior College

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	3	216.26	2	0	1	66.67
ABE Level 2	43	4082.66	21	9	13	48.84
ABE Level 3	33	3984.4	20	6	7	60.61
ABE Level 4	25	4395.57	10	7	10	40
ABE Level 5	1	80	1	0	0	100
ABE Total	105	12758.89	54	22	31	51.43
ESL Level 1	22	2352.83	16	1	5	72.73
ESL Level 2	12	1351.32	7	0	5	58.33
ESL Level 3	21	2060.03	12	2	7	57.14
ESL Level 4	5	543.21	3	1	1	60
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0

Student:

NRS Table 4C

Select Reporting System:

NRS FY 20-21



Agency:

New Mexico Junior College

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

First Period of Participation

All Periods of Participation

[illegible]

Student:

NRS Table 5

Select Reporting System:

NRS FY 20-21



Agency:

New Mexico Junior College

Primary Indicators of Performance

First Period of Participation

All Periods of Participation

	(A)	(B)	(C)	(D)	(E)	(F)	(G)
			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
Employment Second Quarter after exit *	371		43	11.59	375	45	12
Employment Fourth Quarter after exit *	316		31	9.81	324	32	9.88
Median Earnings Second Quarter after exit **	43		4557.77		45	4597.17	
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

Student:

NRS Table 5A

Select Reporting System:

NRS FY 20-21



Agency:

New Mexico Junior College

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation

All Periods of Participation

	(A)	(B)	(C)	(D)	(E)	(F)	(G)
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	
Employment Second Quarter after exit	21	0	0	21	0	0	
Employment Fourth Quarter after exit	0	0	0	0	0	0	
Median Earnings Second Quarter after exit	0	0	0	0	0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0	
Attained any credential (unduplicated) *****	0	0	0	0	0	0	

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:		NRS FY 20-21		Agency:		New Mexico Junior College	
Participant Status on Entry into the Program (A)						Number (B)	
Employed						88	
Employed, but Received Notice of Termination or Military Separation is pending						0	
Unemployed						29	
Not in the Labor Force						103	
TOTAL						220	
Highest Degree Level of School Completed*				US Based Schooling		Non-US Based Schooling	
No Schooling				0		0	
Grades 1-5				0		0	
Grades 6-8				4		16	
Grades 9-12 (no diploma)				92		69	
Secondary School Diploma or alternate credential				1		10	
Secondary School Equivalent				0		1	
Some Postsecondary education, no degree				0		8	
Postsecondary or professional degree				1		10	
Unknown				0		0	
TOTAL (both US Based and Non-US Based)						212	
Program Type**							

Staff:

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

Select Reporting System:		NRS FY 20-21		▼	
Agency:		New Mexico Junior College			
Adult Education Personnel					
Function (A)	Total Number of Part-time Personnel (B)		Total Number of Full-time Personnel (C)		Unpaid Volunteers (D)
State-level Administrative / Supervisory / Ancillary Services	0		0		0
Local-level Administrative / Supervisory / Ancillary Services	1		2		0
Local Counselors	0		0		0
Local Paraprofessionals	0		0		0
Local Teachers	9		0		0
Teachers' Years of Experience in Adult Education					
Less than one year	0		0		
One to three years	1		0		
More than three years	8		0		
Teacher Certificate					
No certification	4		0		
Adult Education Certificate	0		0		
K-12 Certification	4		0		
Special Education Certification	1		0		
TESOL Certification	0		0		

Student:

NRS Table 11

Select Reporting System:

NRS FY 20-21



Agency:

New Mexico Junior College

Outcome Achievement for Participants in Integrated Education and Training Programs

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

		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
Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	(C)	(D)	(E)	(F)	(G)
MSG via Achievement of at Least One Educational Functioning Level Gain	8	6	75	8	6	75
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	8	1	12.5	8	1	12.5
MSG via Secondary or Postsecondary Transcript	8	0	0	8	0	0
MSG via Progress Toward Milestones	8	0	0	8	0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)		Percentage of Participants Achieving Outcome (D)		Total Periods of Participation (E)		Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)		Percentage of Participants in All Periods of Participation Achieving Outcome (G)	
Attained a Postsecondary Credential while enrolled or within one year of exit		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 W/OA 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.

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

MEMORANDUM OF UNDERSTANDING

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.

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.

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

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.

SITE MANAGERS

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

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

GOVERNANCE

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

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

NMWCC ROLES AND RESPONSIBILITIES

The Job Center Network is comprised of groups of partner programs working seamlessly and collaboratively to establish system of service delivery that best meets customer needs and leverages staff resources to provide those services in the most efficient effective manner possible. Each NMWCC Center in the east has at a minimum Title 1 adult, dislocated worker and youth services co-located with the Wagner Peyser Career and employment services. As such each NMWCC center will provide access to these services:

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

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.

- 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

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 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 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.

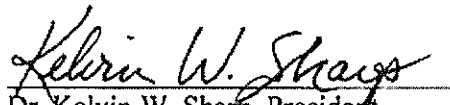
EXHIBIT G – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

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 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.


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

Date 7/16/21

New Mexico Workforce Connection



A Proud Partner of the American Job Center
Network

Eastern Area Workforce Development Board Workforce Connection
Center Operating Budget

PY 18 Infrastructure Funding Agreement

EAWDB

New

Mexico

Workforce

Connection

P. O. Box 70503

Albuquerque, NM 87197

NMWCC ONE-STOP OPERATING BUDGET

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

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

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

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

- Infrastructure/Facilities Cost
- Shared Costs

INFRASTRUCTURE/FACILITIES COSTS

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

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

- Building lease
- Utilities
- Janitorial
- Pest Control
- Security

- Maintenance
- Telephone

• Building Alteration (if required by ADA)

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

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

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

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

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

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

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

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

- Lincoln County — Ruidoso — Attachment G

Partners identified within the Memorandum of Understanding (MOU) between the eastern area's New Mexico Workforce Connection centers and partners physically located in the American Job Center are designated as "Participating Partners". Other partners are designated as "Non-Participating Required Partners" and must contribute to the Infrastructure Funding Agreement. Partners identified as

nonparticipating may provide access to the one-stop via automated online systems or telephone customer service with resources available within the center. Also, those partners will train center staff on basic programmatic and eligibility requirements for their respective programs in to provide better and more accurate information to the shared customer pool.

All non-participating partner programs, excluding Native American programs, must contribute to the cost of the infrastructure for the NMWCC comprehensive Job Center located in Curry County — Clovis.

NonParticipating program customers utilize the Job Center network to access a variety of services such as:

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

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

SHARED COSTS

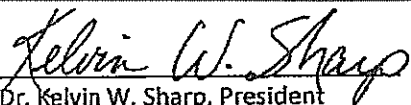
The Shared costs for the comprehensive center to be distributed across all required partners include:

- Site Manager— \$1,600.00
 - One Stop Operator at 20% of Clovis portion \$1,776.00
 - IT Support and supplies \$2,000.00
 - Printed Materials _____s 750.00
- \$6,126.00

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

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

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



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

Ivin W. Sharp, Presiden

8/9/18

Date



Dan Hardin, VP of Finance

New Mexico Junior College

8-8-18

Date

PY 2018

Square Footage Calculation Basis		Budgeted Annual Shared Expense	1	2	3	4	5	6	7	8
	Wagner-Peyser		WIOA Adult	WIOA DW	WIOA Youth	Veterans	UI Phones	TAA	UI TAX	Job Corp
Personnel	# of FTE	Assigned	4.00	0.75	0.25	1.00	1.00			1.00
		Allocation	50.00%	9.38%	3.13%	12.50%	12.50%			
Space	Assigned	923	371	125	42	127	90	50		119
	Common	3,410	1,371	460	153	469	333	185	-	440
	Total Sq Ft	4,333	1,742	584	195	596	423	235	-	-
	Sq Ft	Allocation	40.20%	13.49%	4.50%	13.76%	9.75%	5.42%	0.00%	12.89%
Shared Costs										
			-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-
Approved In-Kind Value	Contributions									
Shared Costs Total		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maximum Potential CAP										
Infrastructure Costs										
	Utilities-Electricity		-	-	-	-	-	-	-	-
	Utilities-Water		-	-	-	-	-	-	-	-
	Utilities-Sewer/Refuse		-	-	-	-	-	-	-	-

9	10	11	13	14	15	16	17	
DVR								TOTAL
								8.0
								87.50%
	-							923
	-							3,410
	-							3,774
0.00%	0.00%							100.00%
								-
								0.00%
	-	-	-	-	-	-	-	\$0.00
	-	-	-	-	-	-	-	\$0.00
	-	-	-	-	-	-	-	\$0.00
	-	-	-	-	-	-	-	\$0.00
\$	\$	\$	\$	\$	\$	\$	\$	\$0.00
	-	-	-	-	-	-	-	\$
	-	-	-	-	-	-	-	\$
	-	-	-	-	-	-	-	\$

**INFRASTRUCTURE FUNDING AGREEMENT
CLOVIS COMPREHENSIVE WORKFORCE CENTER**

Comprehensive

1207 PY 2021

[illegible][illegible]

Partner Commitment Form

Instructions to Applicant: Please provide a copy of this form to **each** named partner in your application and submit all completed and signed forms as an attachment to your application.

Applicant School District: Hobbs Municipal Schools

School for which this Form is Being Completed: Southern Heights Elementary

Instructions to Partner Organization: The school and school district named above are submitting an application to the New Mexico Public Education Department for a Community School Implementation grant. To evaluate the strength of each application's existing and future partnerships, each applicant must submit this form for each named partner in the application. As a named partner, please complete the form below to the best of your ability.

Name of Individual Completing Form: Kathleen Ferrell

Title and Organization: Director Adult Education, New Mexico
Junior College

Phone Number: 575-492-2630 | **E-mail Address:** kferrell@nmjc.edu

Your Role (check all that apply):

- ☐ Community-wide Leadership Team
☐ Site-based Leadership Team
☒ Unsure

Questions: (Please use as much space as needed to answer each question completely.)

1. What role, if any, has your organization played in the development of the community school named above? Resource in planning
2. What role, if any, did your organization play in helping to shape this community school grant application? Attended the community planning meeting
3. If this grant application is funded, how will your organization support this community school? Please include both financial, in-kind, and other resources that your organization has committed or will commit to support the identified priorities of the community school.
Provide assessment testing for student placement, textbooks for student use
4. Are there any additional comments you would like to provide?

DocuSigned by:
Kathleen Ferrell
 Signature of Person Completing Form