



**State of New Mexico
Higher Education Department
Adult Education Division**

**Program Annual Report
Preparation Guidelines and
Reporting Template**

2020-2021

Please email reports to:

adult.education@state.nm.us

AND

amy.anderson@state.nm.us

Adult Education Division
New Mexico Higher Education Department
2044 Galisteo, Suite 4
Santa Fe, NM 87505

**Reporting Deadline
September 1, 2021**

(Please email your reports to adult.education@state.nm.us and amy.anderson@state.nm.us no later than 5 p.m.
on the due date.)

Annual Program Report

2020-2021

Checklist:

- ☐ Complete Cover Page with Signatures
- ☐ Complete Section I (Program Narrative)
- ☐ Complete Section II (Student Data)
- ☐ Complete Section III (Evaluation of Program Effectiveness)
- ☐ Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)
- ☐ Complete Section V (Career Pathways Activities)
- ☐ Complete Section VI (Curriculum and Instruction)
- ☐ Complete Section VII (IELCE- Only Complete if Applicable)
- ☐ Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- Only Complete if Applicable)
- ☐ Complete Section IX (Staff and Professional Development).
- ☐ Complete Section X (Fiscal Survey)
- ☐ Attach all NRS Tables
- ☐ Attach MOUs and IFAs, if applicable

Introduction:

NMHED AE Division provides these guidelines for the Annual Report process for programs to supply 2020-2021 program year information. Please take this opportunity to identify areas of program improvement and request technical assistance from NMHED AE. The process also helps the NMHED AE Division to aggregate program information for reporting to OCTAE at the U.S. Department of Education. Please be sure to contact the NMHED AE Division with any questions.

General Instructions:

1. Cover Page
2. Annual Report (Sections I – X).

This section includes:

- Section I (Program Narrative Report)
- Section II (Student Data)
- Section III (Evaluation of Program Effectiveness)
- Section IV (WIOA Partner Activities, Career Services, and Training Services)
- Section V (Career Pathway Activities)
- Section VI (College and Career Readiness Standards)
- Section VII (IELCE Activities- Only Complete if Applicable)
- Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- Only Complete if Applicable)
- Section IX (Staff and Professional Development)
- Section X (Fiscal Survey)

3. Attach all NRS Tables
4. Attach MOU and IFA

(Please remove these instructional pages when submitting your final report.

Your submitted report should begin with the signed cover page.)

Adult Education Local Program Annual Report 2020-2021

Annual Program Report Cover Page

Program Name: **Pathways and Career Education Program**

Institution or Organization: **New Mexico State University - Alamogordo**

Address: **2400 N Scenic Dr**

City: **Alamogordo**

County: **Otero**

Zip: **88310**

Main Phone: **575-439-3812**

Website: **<https://nmsua.edu/academic-affairs/pace>**

Social Media:

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

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

Program Director, Manager, or
Coordinator Name and Title: **Maria Saenz, PACE Director**


Contact Information: Phone(s): **575-439-3813**

Email: **msaenz74@nmsu.edu**

Alternate Contact Name and
Title:

Contact Information: Phone(s):

Email:



Signature of the Chief Executive Officer or Designee

8/31/2021

DATE

Typed Name and Title:

Dr. Mark Cal, Alamogordo Campus Director and Vice President for Academic Affairs

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.

NMSU-Alamogordo, Adult Education program, serves individuals in the Alamogordo, Mesalero, and Otero County Detention Center, to include surrounding communities. Instruction was provided through online and hybrid due to the COVID-19 pandemic. Classes include English, math, computer, ESL, and college refresher. There are an increased number of students ages 16 – 18 years of age. Through student interviews, it has been noted that many were unsuccessful in high school due to online learning through the pandemic.

Preparation beyond an HSE is to get students into college and/or the work force. The major employers of the county are Gerald Champion Regional Medical Center, Holloman Air Force Base, Alamogordo Public School District, and various businesses in the food, hotel, and retail industry. NMSU-A has partnered with Gerald Champion Regional Medical Center and offers certification in the areas of Phlebotomy, EMT, and Certified Nursing Assistants. The I-Best program is a part of this service, and the Basic Skills instructor is in the PACE building. PACE students are targeted and are the focus as candidates for certificates. There were students in the Nurse's Aide certificate program that successfully completed, and several went on and passed the Competency Exam.

In addition, there is collaboration with the Local Workforce WIOA Youth Career Coach to provide services for students ages 16-24. The specialist attends Onboarding and literacy events. Prior to the onset of the pandemic, the specialist had office hours in the PACE building one day a week. The Job Development Career Coach also maintained office hours in the building to meet with students and provide services.

Funds are utilized for instructor, data technician, director, and office assistant salaries. They work as a team with the local one stop team to ensure there is a collaborated, dual program approach for services. Program funds provide curriculum, teaching resources, and technology for students. Finally, professional development opportunities are provided for staff that are free and require a fee.

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.)

In May of this past year, a Memorandum of Agreement was signed with the Italian Air Force to provide English language classes for the Italian NATI Student Pilots and Student Sensor Operators. This was a new experience and one that strengthened the relationship with Holloman Air Force Base. The 8-week class was designed to provide speaking, listening, reading comprehension, and vocabulary content. Classes were interactive with required TABE pre-testing followed by post-testing. In addition, informal assessments were provided during the class. Field trips were taken to local businesses, such as the Chamber of Commerce and library. Guest speakers were brought in for language exposure along with assigned volunteers from campus to provide conversational opportunities.

In July 2021, a Memorandum of Understanding was renewed and signed with the Eastern Area Workforce Development Board. "The primary purpose of the Memorandum of Understanding is to establish and build partnerships, streamline operations, minimize duplication and strengthen the impact of workforce development programs in the Eastern area counties." PACE Director Attends all meetings for policy revision, supportive service updates, sector strategies in working with all partners, and training opportunities.

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.

The service delivery of instruction was changed to accommodate student needs. When the program went to full closure, immediate changes had to be made. Instructors secured student contact information along with an inventory of what students had in the way of technology.

Due to the high number of students not having the proper technology for online instruction, hard copy packets of lessons were made available. Online instruction was integrated for those that could participate. In the beginning, earlier in the fall 2020 session, a hybrid model was used, which allowed for students to come and use the lab and receive support. Many students did not have skills necessary for online learning or how to work with Zoom. Persistence, time-management, motivation, and independence were factors generating success. Students that were using Zoom often would not respond during class time or would leave the meeting.

Successful completion for students was difficult due to the constraints from the pandemic. Many students did not have the proper technology suitable for online classes. This includes computers, laptops, and wi-fi. Chromebooks were available for check out to students but wi-fi was another challenge. Hot spots were investigated but not found to be cost effective.

The hybrid model was more successful. Students were assigned lessons in Google Classroom. They were provided instruction on how to maneuver the Classroom and use Zoom. Differentiation of content was a challenge in the beginning so instructors set up one-on-one Zoom meetings and placed students in breakout rooms.

Creativity and teacher experience were the strengths that made learning achievable. Further, Instructors had up to date technology, use of resources in program, and on-going support when challenges arose.

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.

The NMSU-A Campus has moved forward with re-opening of the campus for face-to-face instruction. However, with the recent rise of the COVID-19 Delta variant and increasing number of cases in the State, college administration has initiated vaccine and testing procedures.

"While in common campus indoor spaces, faculty, staff, students, visitors, vendors must wear masks, regardless of vaccination status."

"By September 30, NMSU should have a process to verify vaccination status. If employees or students are not vaccinated, they must undergo weekly testing."

The purchase of chrome books for student check-out is available in the event the campus moves forward with limited access for instruction. In addition, laptops, and OWLs (360-degree camera with multiple microphones) were purchased to provide efficient Zoom meetings and instruction with students. Students have been provided training with the use of Zoom and Google Classroom. The plan is to have a transition from face-to-face to online should there be a need.

This session, online instruction is not provided. A lesson learned was that the population served do not handle online instruction very well. However, we do have several returning students that did exceptionally well with online learning. The goal is to provide enough classroom instruction and support to enable students the ability to take an online course successfully.

Second fall session, a hybrid class is discussed for those that attained employment but need to continue with classes. In the event students indicate a need for online, that will be an option.

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)	16
Total count of students with 12 + hours	84
Total contact hours for students with 12 + hours	4,769.50
Average contact hours for students with 12 + hours	56.78
Average contact hours for students with 12 + hours experiencing level gains	73.40
Count of all HSE graduates with 12 + hours	3
Percentage of total number of students achieving a measurable skill gain	34.94%
Percentage of total number of students achieving employment second quarter after exit	23
Percentage of total number of students achieving employment fourth quarter after exit	13
Median earnings for former students in the second quarter after exit	\$2,552.25
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	4
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	2

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.

Measurable Skill Gain (MSG) is at 34.57% without ESL and 33.33% with ESL. The challenge with ESL is many were afraid to attend face-to-face classes during the pandemic and online was extremely challenging due to their limited lack of knowledge with technology. ESL students registered in the program tend to have barriers that are difficult to overcome, caring for older parents, children learning at home, and jobs not accommodating school schedules. Unfortunately, the ESL population do not have access or know about resources in the community that could offset their challenges. They often see school as just one more hurdle and choose to stop attending classes to deal with life issues. Often working through isolated feelings of stress and hardship is difficult for students.

There was a lot of movement with students over the past year. Many moved out of the State or to other communities and without the traditional graduation ceremony, students did not complete credential requirements.

Employment opportunities in Otero County have increased in 2021 with many businesses in the retail industry unable to provide full service to customers due to employee shortage. Otero county went from 10.6% unemployment rate, June 2020 to 7.8%, June 2021.

Data for second quarter after exit, 32.39% to employment fourth quarter after exit, at 14.13%. Numbers of employed decreased fourth quarter and this is indicative of individuals not having childcare as children were learning from home. This also added a level of frustration for adult students as they were not able to prioritize job responsibilities with class schedules to attend Zoom lessons and complete lessons.

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:

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

Program effectiveness has been on a continual rise until faced with the challenges of the pandemic. Instructors have been consistent with no turnover. This in turn leads to an increase in experience, familiarity with students, and program challenges. The team collaborates and there are discussions regarding student challenges, resource needs, and overall sharing of ideas. Instructors have built a solid rapport with students and this encourages return and retention.

Instruction via Zoom allowed instructors to identify students that were having difficulty with content and generalized those certain students are not good candidates for online instruction. There were not enough accountability measures to keep students engaged and committed.

A challenge has been follow-up with students after exit of program. A dedicated effort is in place to find numbers have changed, messages are not answered, or students do not wish to discuss. A concerted process is in place and will continue to improve in this area.

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

Professional development attended as a team has been a successful initiative. Although instructors attend numerous training courses, there are training courses attended as a team. For example, AHA Bridges out of Poverty provides strategies for professionals and communities.

The Bridges out of Poverty curriculum is supported with a textbook, A framework for Understanding Poverty, by Dr. Ruby K. Payne, Ph.D. There is also a workbook that provides activities in understanding research, family structure, creating relationships, hidden rules among classes, and instruction and improving achievement.

The training provided the rationale for the use of 14 thinking tools to discuss the different causes of poverty, distinguishing the different registers of language, and overall understanding of poverty and how to build long-term support.

Otero County has a 22.1% poverty rate as of 2019. Students attending the PACE program have identified barriers that are consistent with individuals living in poverty. Barriers identified are English Language Learners, low levels of literacy, cultural barriers, ex-offenders, homeless/runaway youth, low-income individuals, individuals with disabilities, single parents to include pregnant women. There were 25% of the student population served identified as low-income.

Through the Career Pathways Initiative, the PACE team had opportunities to be involved with members from other programs in several activities. Peer-to-peer Coaching, Google Classroom utilized for lesson and idea sharing, group activity to develop sample IET plan, group activity to develop a contextualized instruction plan, and sharing of individual program successes with other programs.

The Entrepreneurship training offered through the EAWDB allowed two program instructors from PACE to work with other programs in the Eastern area to acquire the training and complete modules together for the preparation of delivery for students.

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

Plans are to add another IET, but it has not been decided which direction that will take. A discussion with local one stop partners is needed to determine what is needed in Otero County outside of retail and the health industry. LMI will also help to determine what other areas of industry should be pursued.

Program goals have been set and are as follows, increase enrollment, enhance instruction, and strengthen and increase IET opportunities.

Enrollment includes strengthening retention and completion for students. The entire team is responsible for on-going recruitment through various venues. Community activities will be attended to share program information, community involvement through various committees will be used as a platform to build relationships with others to share program information, and the use of college Facebook and web page.

Instruction will be focused on student centered learning with a contextualized curriculum and the use of differentiation to meet diverse needs of students. Continued structured staff collaboration will also be included in program improvement. In addition, a progress report has been integrated to share with students after 3-weeks of instruction. Individual conferences will be held with students to discuss attendance, tardiness, grades, assignments, challenges, and successes. This will be in addition to the transition plan in place to keep students on track to completion of official testing.

IET opportunities will require collaboration with local one-stop team to identify what the needs in Otero County are, identify through individual student interview what career choices of interest are stated.

Overall professional development needs are understanding of emotional issues and the impact on learning, trauma informed instruction to understand how trauma impacts learning and behavior, and strengthened team building.

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

Measurable skill gains decreased from 38.82%, 2019-2020 to 33.33% in 2020-2021. MSGs were impacted by student inability to successfully complete online instruction. There were students that did not have laptops, computers, or wi-fi. Hard copy packets of content were given to students with limited capacity to identify and provide direct instruction for areas of difficulty. Online students were having difficulty with prioritizing their schedules to coincide with the scheduled Zoom meetings. Many students had children that required home learning and support. Students participating in Zoom learning and would not ask questions or seek assistance.

Google Classroom was a tool used for lessons and many students did not have the skills needed to maneuver the platform. Instructors provided lessons on the use of Zoom and Google Classroom but students either missed the sessions or did not fully understand. The transition to online learning was done quickly with limited resources.

At the end of sessions, the students that did complete the TABE online process were successful. However, there were several students that disappeared and would not return calls or emails, and several were offered a one-on-one option to physically come to the program and test but did not follow through.

Credential attainment of 14.29% is indicative of the number of individuals that did not complete post-testing. However, although there was a pandemic, the credential attainment increased since 2019-2020 from a rate of 9.09%.

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.

Career and training services were sporadic during the time campus was closed.

The Job Development Career Coach had office hours in the PACE building two days a week and the WIOA Youth Career Coach had office hours one day a week. However, with limited access to the building, it was difficult to meet with students. In spring 2021, there were seven students contacted and provided services.

Both representatives were present for the spring 2021 Onboarding to provide information of services available and to encourage appointments and questions.

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.

Students received information on an individual basis and through appointment from WIOA Coaches. However, for the most recent program year, did not receive career services and training services as per definition from WIOA section 116(d)(2)(F).

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.

NMSU-Alamogordo, PACE program is part of the Eastern Area Workforce Connection Center Services. A yearly MOU is signed by a representative from the campus in collaboration with other representatives from entities that fall within the Eastern region.

There are quarterly meetings to discuss professional development opportunities, training for program personnel, outreach and promotion, data analytics, compliance, and certification for compliance. There is periodic review of policy to ensure all entities have equal voice and changes are made as deemed necessary.

"Title I of the Workforce Development Act authorizes job training and related services to unemployed or underemployed individuals. This includes workforce preparation activities, occupational skills training, customized training, incumbent worker training and on the job training."

Youth services provide study skills support, cost of transportation and official GED/HiSET testing. There are paid and unpaid work experiences, which are offered concurrently with attendance at the PACE program. All services are discussed with students during Onboarding and Workforce staff office hours at PACE.

As per the plan, the program communicates with all partners, provides data to the EAWDB to prevent duplication of services amongst partners, and to streamline services.

The PACE program works collaboratively with partners to ensure that academic instruction is provided in the way of reading, writing, math, to prepare students for official testing to receive a high school equivalent. English Language Acquisition classes are provided to support individuals with limited language capabilities.

Literacy events are held two times per semester to ensure students are provided learning opportunities inclusive of families. Students with children are encouraged to be advocates in the education of their children. The literacy activities are designed to provide the resources and skills necessary to complete this task.

- 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.

The EAWDB offered a Startup Generation Immersion Training for all student serving partner programs. The Entrepreneurial Skills Training Program provided the basics of starting and operating a small business, budgeting, workplace ethics, taking initiative, communication, and marketing oneself. The training was 8 weeks and two PACE instructors participated.

Trainings such as “Larry Robbin Training” was provided virtually, and it was on customer service. Sharing of information for students such as Resources and Information for Disability Employment Awareness, quarterly meetings with One Stop Service and Youth Committee, and training for students such as Stand-Out Resumes workshops.

As mentioned, office hours are provided by local workforce staff to meet with students. They attend all Onboarding sessions and present information.

- 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 attached, signed July 16, 2021 on behalf of PACE by Dr. Mark Cal, Alamogordo Campus Director and Vice President for Academic Affairs.

IFA attached.

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 PACE program participated fully in Year 2: New Mexico Statewide Career Pathways Initiative. The following elements comprised the initiative; Peer-to-Peer Coaching, Contextualizing Instruction and Developing IET programs, Individual Education and Career Plan Process and Career Pathways Mapping Workgroups, Pathways to Success Virtual Seminar Series, Google Classroom, and meeting for Progress and Sustainability.

Significant developments are the Peer-to-Peer Coaching. The collaboration between programs allowed for sharing of challenges, solutions, and ideas on how to better serve students. Discussions were on career pathway progress, IET programs, and miscellaneous challenges within programs.

The challenges that continue are in IET in that the program needs to add an additional area. However, the training received from Jeff Fantine and Carol Bible have provided a foundation to move forward. The components of student interests, time needed, community contacts and partnerships, availability of a qualified instructor, and cost of certification test.

A qualified instructor needs support and guidance to proceed with adding another IET. Labor Market Information, soft skills are in place but integrated education and training and certificate process needs to be developed.

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).

The PACE instructors provide a rounded delivery of content with a contextualized curriculum and assessment process. Content is College and Career Readiness aligned. Sample topic lessons include, homelessness, pollution in the home, physical complaints of neurotics, financial literacy, therapy for prisoners, and influence on people's first names.

Inclusion of soft skills in curriculum are integrated in lessons. Introduction and presentation of content is assessed with practice and knowledge of application. Google Classroom is used in all classes and students are required to complete lessons and submit using the platform.

The partnership with Allied Health has created a career pathway for students in the areas of Nursing Assistant and Phlebotomy. PACE students are provided content relevant to a health career, soft skills, and assessment. Being a part of a branch campus allows students to have access to Student Services that aid with enrollment, financial aid, and advising. The IBEST instructor teaches in the PACE program and provides basic skills for reading, language, and math in Allied Health that leads to successful certificate completion.

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.

There is present interest at investigating the possibility of adding an IET in Early Childhood. The community of Alamogordo is experiencing a deficit in early childhood providers. A meeting with the CHINS Director is the next plan of action to explore the possibility of a partnership in moving forward.

Also, a discussion with Career and Technology Division Head on campus would be the next step to identify the process for setting up a certificate.

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.

During the 2021 summer, we had a MOA with the Italian Air Force – NATO. The Italian Air Force sent four students to Holloman Air Force Base to train on the MQ-9, Predator, drones. For the students to complete their training, students needed to be fluent in English. The Pathways and Career Education Program provided an intensive English class for the students that met five days a week for eight weeks, three hours a day. The English class focused mostly on conversation, reading comprehension, and listening comprehension. Students had weekly conversation assessments in weeks two through seven with a final oral speech delivered to the whole class.

Furthermore, students took part in an eight-week reading activity, reading the novel *The Martian*, in class and outside of class. Unknown vocabulary and word pronunciation along with reading comprehension were addressed throughout the activity. Informal reading assessments were completed in the class, and two separate reading assessments were completed in a one-to-one environment.

Additionally, the class visited multiple sites in the area and many community members visited the class for the students to practice speaking with citizens of the community.

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.
 - A. The PACE Program's curriculum is designed to align with the CCRS and is contextualized with different career pathways. The curriculum is also designed so that English and math classes are not taught with problems in isolation, but rather contextualized in careers such as construction, business, healthcare, and soft skills. The data derived from the curriculum currently being taught provides evidence that students are making substantial learning gains. There is a growth in the amount of learning gains that is increasing as proven by the MSG's. Students are involved in their learning through inquiry, comprehensive learning, and performance assessments.
 - B. The reading curriculum is designed to meet the needs of students based on the results of their TABE scores. This curriculum includes: (1) phonemic awareness; (2) phonics; (3) vocabulary development; (4) reading fluency, including oral reading skills; and (5) reading comprehension strategies. A Reading Class will be implemented in the Fall 2021 session and reading is also incorporated into the English and math classes. Once students complete the TABE Assessment, low-level reading students are identified and placed into the stand-alone Reading Class. The PACE Program identifies low-level readers as those who score into NRS levels 1-3 and into the E and M books of TABE.
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.

During the pandemic, the PACE Program started using Google Classroom and Zoom to meet the needs of students. The instructors use resources such as Khan Academy, HelpTeaching, Math is Fun, Flipgrid, and Nearpod are used to enhance

instruction. All instruction that is provided in face-to-face classes is also placed in the Google Classroom. For example, face-to-face classes are recorded and uploaded into the classroom for those students who are online. All materials presented in the face-to-face classes are also given to online students. Students can also receive tutoring for language and math at the Academic Support Center via Zoom. Technology has allowed the PACE program to reach more students who were hesitant to attend classes due to the pandemic. Also, the two full time instructors are QM Certified, which helps to ensure the courses have measurable objectives and to ensure best practices for online course delivery.

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.

The CCRS have been fully implemented in all classes. Students are placed into classes based on their needs of the standards they are not proficient in. Curriculum has been created by the instructors using the standards, and each of the standards is addressed. The New Reader's Press TABE Mastery Curriculum was purchased for the Reading class.

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)

N/A

 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. Program Professional Development hours have been attached at the end of this document.

[illegible]

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
		\$0

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

Total hours contributed	Fair Market Value per Hour	Total
		\$0

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

Total hours contributed	Fair Market Value per Hour	Total
40	\$10	\$400

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

0

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

0

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

0

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
4,585	\$4.29	\$19,669.65

Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

(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
Dollar General	\$5,000

B. Program Income Activities

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

\$210

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	

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).

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

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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:

NMSU-Alamogordo

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	3
ABE Level 2	0	0	0	0	2	2	4	12	0	1	5	2	1	1	30
ABE Level 3	0	1	0	0	0	0	6	11	0	0	7	7	0	0	32
ABE Level 4	0	1	0	0	0	0	2	3	0	0	3	2	0	1	12
ABE Level 5	0	0	0	0	0	0	0	2	0	0	3	0	0	0	5
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
ESL Level 5	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2
ESL Level 6	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Total	0	2	0	0	2	2	13	32	0	1	20	13	1	2	88

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

** See definitions for ethnicity/race categories.

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

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	2	1	7	4	0	0	10	1	1	2	28
19-24	0	1	0	0	0	0	1	16	0	0	2	4	0	0	24
25-44	0	1	0	0	0	1	1	9	0	1	7	8	0	0	28
45-54	0	0	0	0	0	0	4	1	0	0	1	0	0	0	6
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Total	0	2	0	0	2	2	13	32	0	1	20	13	1	2	88

*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

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

Select Reporting System:

Agency:

NMSU-Alamogordo

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	1	0	0	0	0	1	1	0	0	3
19-24	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2
25-44	0	0	0	0	0	1	0	4	0	0	2	0	0	0	7
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55-59	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
60+	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	0	0	0	0	0	2	1	8	0	0	4	1	0	0	16

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

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

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

Ethnicity/Race: See Table 1

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

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**	28	20	21	6	0	1	76
Integrated Education and Training Program	0	3	4	0	0	0	7
Adult Secondary Education***	0	3	2	0	0	0	5
Integrated Education and Training Program	0	1	0	0	0	0	1
English Language Acquisition****	0	0	5	0	0	1	6
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	1	0	0	0	0	1
Integrated Education and Training Program	0	1	0	0	0	0	1
Total	28	24	28	6	0	2	88

*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.

NRS Table 4

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

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				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Periods of Participation in Which Participants Achieved at Least EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	3	0	150.5	2	0	0	1	0	66.67	3	2	0	0	66.67

ABE Level 2	30	0	1719	11	1	0	16	2	40	31	12	1	0	41.94
ABE Level 3	32	0	1798.5	12	1	0	17	2	40.63	32	12	1	0	40.63
ABE Level 4	12	0	735.5	0	1	0	9	2	8.33	12	0	1	0	8.33
ABE Level 5	5	1	211	0	0	0	3	1	0	4	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	82	1	4614.5	25	3	0	46	7	34.57	82	26	3	0	35.37
ESL Level 1	1	0	12	0	0	0	0	1	0	1	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	1	0	12	1	0	0	0	0	100	1	1	0	0	100
ESL Level 4	1	0	43	0	0	0	0	1	0	1	0	0	0	0
ESL Level 5	2	0	70	0	0	0	1	1	0	3	0	0	0	0
ESL Level 6	1	0	46	0	0	0	0	1	0	1	0	0	0	0
ESL Total	6	0	183	1	0	0	1	4	16.67	7	1	0	0	14.29
Grand Total	88	1	4797.5	26	3	0	47	11	33.33	89	27	3	0	33.71

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	2	2	100	0	0	0	0	0	0
ABE Level 2	13	8	61.54	9	69.23	0	0	0	0
ABE Level 3	12	6	50	10	83.33	0	0	0	0
ABE Level 4	1	1	100	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	28	17	60.71	19	67.86	0	0	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0
ESL Level 3	1	1	100	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	1	1	100	0	0	0	0	0	0
Grand Total	29	18	62.07	19	65.52	0	0	0	0

NRS Table 4B

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

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	2	129.5	2	0	0	100
ABE Level 2	23	1586	13	8	2	56.52
ABE Level 3	27	1649.5	12	13	2	44.44
ABE Level 4	10	667.5	1	8	1	10
ABE Level 5	2	130.5	0	2	0	0
ABE Total	64	4163	28	31	5	43.75
ESL Level 1	1	12	0	0	1	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	1	12	1	0	0	100
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	2	24	1	0	1	50
Total	66	4187	29	31	6	43.94

NRS Table 4C

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

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				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma *	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Participants Achieved at Least EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma *	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	2	0	129.5	2	0	0	0	0	100	2	2	0	0	100

ABE Level 2	15	0	756	6	0	0	9	0	40	16	7	0	0	43.75
ABE Level 3	20	0	1105	9	1	0	8	2	50	20	9	1	0	50
ABE Level 4	2	0	136	0	1	0	0	1	50	2	0	1	0	50
ABE Level 5	2	1	37.5	0	0	0	1	0	0	1	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	41	1	2164	17	2	0	18	3	47.5	41	18	2	0	48.78
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	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
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	41	1	2164	17	2	0	18	3	47.5	41	18	2	0	48.78

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.

- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times—once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

NRS Table 5

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	71	23	32.39	71	23	32.39
Employment Fourth Quarter after exit *	92	13	14.13	98	13	13.27
Median Earnings Second Quarter after exit **	23	2552.25		23	2552.25	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	21	0	0	21	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	21	3	14.29	21	3	14.29
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	21	3	14.29	21	3	14.29

Instructions for Completing Table 5

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

NRS Table 5A

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

Primary Indicators of Performance for Participants in Distance Education

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

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

Participant Status on Entry into the Program (A)	Number (B)	
Employed	47	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	29	
Not in the Labor Force	12	
TOTAL	88	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	1	0
Grades 1-5	0	0
Grades 6-8	7	0
Grades 9-12 (no diploma)	50	4
Secondary School Diploma or alternate credential	14	3
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	2	0
Postsecondary or professional degree	3	4
Unknown	0	0
TOTAL (both US Based and Non-US Based)	88	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	

Participant Status on Entry into the Program (A)	Number (B)
Institutional Programs (section 225)	
In Correctional Facility	3
In Community Correctional Program	2
In Other Institutional Setting	0
TOTAL Institutional	5

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

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

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

Employment Status definitions:

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

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

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

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

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

Select Reporting System:

NRS FY 20-21



Agency:

NMSU-Alamogordo

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

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

NRS Table 9

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	1	0	0	1	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome			
Achieved Citizenship Skills	0	0	0			

Voted or Registered to Vote	0	0	0	
Increased Involvement in Community Activities	0	0	0	

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	4	1	25	4	1	25
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 10

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

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

NRS Table 11

Select Reporting System:

NRS FY 20-21 ▼

Agency:

NMSU-Alamogordo

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	9	0	0	9	0	0
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	9	0	0	9	0	0
MSG via Secondary or Postsecondary Transcript	9	0	0	9	0	0
MSG via Progress Toward Milestones	9	0	0	9	0	0
MSG via Passing Technical/ Occupational Skills Exam	9	0	0	9	0	0
Employment Second Quarter after exit	0	0	0	0	0	0

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

Instructions for Completing Table 11

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

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

Select Reporting System:

NRS FY 20-21

Agency:

NMSU-Alamogordo

[illegible]

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

Agency: NMSU-Alamogordo

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

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

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING is made by and between: (A) the Eastern Area Workforce Development Board (EAWDB); (B) the Workforce Board's Chief Elected Officials (CEOs); and the American Job Center (AJC) Partners.

LEGAL AUTHORITY

On July 22, 2014, President Barack Obama signed the Workforce Innovation and Opportunity Act of 2014 (WIOA), Public Law 113-128, into law. The WIOA is designed to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training and education programs in the United States. WIOA supersedes the Workforce Investment Act of 1998 and amends other federal statutes, including the Adult Education and Family Literacy Act, the Wagner-Peyser Act and the Rehabilitation Act of 1973. WIOA sec. 121(c)(1) requires local workforce development boards, with the agreement of the Chief Elected Officials to develop and enter into a Memorandum of Understanding (MOU) consistent with WIOA Sec. 121(c)(2) concerning the operation of the one-stop delivery system in the local area. It must describe the operation of the "One-Stop" delivery system as well as the sharing and allocation of infrastructure costs among the American Job Center (AJC) partners. This is further described in Final Rule at 20 CFR 678.500, 34 CFR 361.500, 34 CFR 463.500 as well as supplemental Federal guidance.

PURPOSE

The primary purpose of the Memorandum of Understanding (MOU) is to establish and build partnerships, streamline operations, minimize duplication and strengthen the impact of workforce development programs in the Eastern area counties of: Union, Harding, Quay, Guadalupe, Roosevelt, De Baca, Curry, Otero, Lea, Chaves, Lincoln and Eddy. It is also to provide information about the relationship between the required partners regarding their respective roles, obligations and responsibilities and expectations for the implementation of the provisions of section 121(c) if Title I of the WIOA of 2014. This MOU is intended to contribute to a cooperative and mutually beneficial relationship between the EAWDB and its various partners to coordinate and align resources to minimize duplication and ensure the most effective delivery of workforce services, and to establish joint processes that will enable partners to integrate the current service delivery system resulting in a seamless and comprehensive array of job matching, education, training, support and other workforce development services. Parties to this document propose to coordinate and perform the activities described herein within the scope of legislative requirements governing the parties' respective programs, services and agencies.

VISION

The vision of the EAWDB is that the employer is the primary customer of the workforce development system. By working with partners to meet the needs of employers in a system of demand driven training and talent development economic prosperity is created for all citizens in the area.

MISSION

It is the mission of the EAWDB that every employer has access to a highly skilled workforce. Further, job seekers should have access to jobs that provide an opportunity for self-sufficient employment in an environment that supports growth and increased opportunity. The EAWDB views its role as one of leadership in bringing the AJC partners, employers and job seekers together in a unified system to generate a range of high quality services to support the needs of all parties. A successful system allows communities to grow and diversify to strengthen the economic base not only within the local community but for New Mexico.

ONE STOP PARTNERS AND SERVICES PROVIDED

WIOA §121(B) sets forth the following list of programs and activities that are required to be carried out by One-Stop Partners:

- Programs authorized under WIOA title I;
- Programs authorized under the Wagner Peyser Act (29 U.S.C 49 et seq.);
- Adult education and literacy activities authorized under WIOA title II;
- Programs authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C 72 Et.seq) other than section 112 or part C of title I of such Act;
- Activities authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.);
- Career and technical education programs at the postsecondary level authorized under the Carl D Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et.seq.);
- Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et.seq.)
- Veterans activities authorized under chapter 41 of title 38, United States Code;
- Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C 9901 et.seq.);
- Employment and training activities carried out by the Department of Housing and Urban Development (HUD);
- Programs authorized under state unemployment compensation laws (in accordance with applicable federal laws)
- Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532); and
- Programs authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et.seq), subject to WIOA §121(C).

WIOA § 121(A) further provides that each entity that carries out one of these programs or activities shall:

- Provide access through the one stop delivery system to such programs carried out by the entity;
- Enter into a MOU with the local board relating to the operation of the one stop system that meets the requirements of WIOA §121(c); and
- Participate in the operation of the One Stop Delivery system consistent with the terms of

the MOU, the requirements of WIOA title I, and the requirements of the federal laws authorizing the program or activities.

CORE PARTNERS

The EAWDB system will work to bring together workforce development, employment and training, and educational services into a seamless customer focused service delivery network that enhances access to all program services and improves long-term employment outcomes for individuals receiving assistance. Workforce partners administer separately funded programs as a set of integrated streamlined services to customers.

The vision for the EAWDB's system is to align a wide range of employment, education and training programs while also providing high-quality customer service to all job seekers, workers and businesses.

To accomplish this the cooperation and collaboration of the core programs must be at its core. The core programs are the:

- Title I Adult program;
- Title I dislocated Worker program;
- Title I Youth program;
- Title II Adult Education and Literacy program;
- Employment Services program, authorized under the Wagner-Peyser Act as amended by Title III of the Workforce Innovation and Opportunity Act (WIOA);
- Job Corps; and
- Vocational Rehabilitation program, authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV.

EASTERN AREA WORKFORCE CONNECTION CENTER SERVICES AND LOCATIONS

The Eastern area's New Mexico Workforce Connection Center (NMWCC) system is comprised of one comprehensive center and six affiliate centers. The EAWDB has established the comprehensive center to be located in Clovis, Curry County, NM. The centers were established under the Workforce Investment Act of 1998 and continued through the Workforce Innovation and Opportunity Act. All centers offer WIOA title I Adult, Dislocated Worker and Youth Services, and Title III Wagner Peyser services. The centers provide for both staff assisted and self-directed services as well as access to Unemployment Services via telephones or resource room services.

The standard hours of operation for all AJCs within the Eastern area is Monday-Friday 8:00 A.M. to 5:00 P.M. except as otherwise directed by the one stop operator and in agreement with the local community partners. Offices will observe and be closed on all state holidays and during periods of inclement weather will follow the public-school schedule for the community in which the center is located. In special cases offices may be closed due to facility problems or for training purposes. In this event, it will be posted on the door with as much notice to the public as possible.

CONFIDENTIALITY OF RECORDS

The partners to the MOU shall hold and maintain all Records shared or made available to such party in confidence for the sole and exclusive use to benefit the customer and to allow for the most beneficial service delivery by the partner programs. A partner shall not publish, copy or otherwise disclose to any third party, or permit the use by any third party for its benefit or to the detriment of the State, local area or any party to this MOU.

Each party shall restrict access to confidential information to its agents, employees, assigns and subcontractors as necessary to perform such Party's obligations under this MOU. Each party shall ensure that all such agents, employees, assigns, and subcontractors who receive and/or access Confidential Information sign a copy of the nondisclosure agreement provided by the New Mexico Department of Workforce Solutions (NMDWS) or the EAWDB or its Operator. Such non-disclosure agreements remain in force at all times that the agency, employee, assign or subcontractor has access to any confidential information.

Each party shall use, hold and maintain confidential information in compliance with all applicable laws and regulations in facilities located within the United States, and shall maintain a secure environment that ensures the confidentiality of all Confidential Information wherever located.

This agreement shall be deemed to supplement and not replace any additional confidentiality requirements that a Partners' funding authority or program may be bound by.

To the extent permitted by this document and applicable law, the partners shall share Confidential Information with other partners to the extent that such sharing would help advance the purposes of the service delivery to customers of the system.

DATA SHARING

Partners agree that utilizing data to inform decisions made by policy makers, employers and job seekers is important. Additionally, it is necessary to develop and maintain an integrated collaborative case management structure as appropriate that informs customers' service throughout customers' interaction with the system and minimizes the need for customers to duplicate their efforts when seeking services across partner programs.

Customer data may be shared with other programs, for the purposes of receiving services from the programs only after written consent of the individual has been obtained where required. Partners agree to work to unify the release of information across all programs to allow for the sharing of eligibility and programmatic service delivery information in order to streamline services and minimize duplication of effort on the part of the customer or partner programs.

The partners agree to ensure all one-stop center and partner staff are trained in the protection, use and disclosure requirements governing Personally Identifiable Information (PII) and any other confidential data for all applicable programs, including FERPA-protected education records, confidential information in UI records, and personal information in VR records.

REFERRALS

The primary principle of the referral system is to provide integrated seamless delivery of services to workers, job seekers, and employers. In order to facilitate such a system, partners agree to:

- Familiarize themselves with the basic eligibility and participation requirements as well as the available services and benefits of each Partners' programs represented in the Eastern area workforce system,
- Develop materials summarizing their program requirements and making them available for partners and customers,
- Collaborate and work toward the development and use of a common intake, eligibility determination, assessment and registration forms,
- Provide substantive referrals to customers who are eligible for supplemental and complementary services and benefits under partner programs,
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys
- Commit to robust and ongoing communication required for an effective referral process,
- Commit to actively follow up the results of referrals; and
- Work to align case management services for co-enrolled referred customers.

In the Eastern area the board has invested in the development of a referral system that is accessible to all partners in the region that utilizes a SharePoint platform. The platform also provides a method for partners to communicate and share information appropriate to the referrals. Partners to the MOU agree to work with the offices and board staff to develop the procedures to make the referral process and system as beneficial to all partners and customers of the system.

EMPLOYMENT AND OTHER RELATED BENEFITS

All employees providing services pursuant to this MOU remain under the supervision and direction of their respective employing entity. If any employment or work related issues arise, such employing entity shall be solely responsible for the resolution of such issue. Each Party shall be solely responsible for providing all employment-related benefits to its employees and for complying with all employment laws and regulations, including without limitation all federal and state income tax, workers' compensation and unemployment insurance laws and regulations.

GOVERNING LAW

This MOU will be construed, interpreted, and enforced according to the laws of the State of New Mexico. All Parties shall comply with all applicable Federal and State laws and regulations, and Local laws to the extent that they are not in conflict with State or Federal requirements.

The Parties shall strictly comply with all applicable federal and state laws, rules, and regulations in effect or hereafter established, including, without limitation, laws, rules and regulations applicable to discrimination and unfair employment practices. Any changes to such laws are deemed to have been incorporated into this MOU as of the date such changes take effect. The Parties further agree that One-Stop Partner employees and One-Stop Service applicants, customers and participants shall not be discriminated against on the basis of race, color, religion, sex, national

origin, age, disability, genetics, political affiliation, belief or citizenship status.

AMENDMENTS; WITHDRAWAL; TERMINATION; SUBSTITUTION

The main body of this MOU may only be modified, revised, or amended by the mutual written consent of all Parties. Notwithstanding the foregoing:

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

MODIFICATION PROCESS

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

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

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

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

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

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

ASSIGNMENT

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

SEVERABILITY

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

CONFLICTS OF INTEREST

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

DISPUTE RESOLUTION

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

MOU RECORDKEEPING AND ADMINISTRATIVE TASKS

The EAWDB shall be responsible for maintaining the original, copies of this MOU, the Exhibits, and any amendments thereto. EAWDB shall be responsible for maintaining the EAWDB website

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

FINANCIAL OBLIGATIONS

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

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

PERIODIC REVIEW

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

ONE STOP OPERATOR

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

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

KEY TASKS AND RESPONSIBILITIES OF THE OPERATOR

Partner Collaboration and Coordination

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

One-stop Operations

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

Cross Training and Professional Development

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

Outreach and Promotion

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

Data Analytics

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

Compliance and Certification

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

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

SITE MANAGERS

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

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

GOVERNANCE

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

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

NMWCC ROLES AND RESPONSIBILITIES

The Job Center Network is comprised of groups of partner programs working seamlessly and collaboratively to establish system of service delivery that best meets customer needs and leverages staff resources to provide those services in the most efficient and effective manner possible.

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

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

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

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

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

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

PARTNER ROLES AND RESPONSIBILITIES

All parties to this MOU agree to comply with:

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

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

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

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

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

CHIEF ELECTED OFFICIALS

The CEOs of the eastern area will:

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

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

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

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

Operator.

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

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

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

TERMINATION

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

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

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

EFFECTIVE PERIOD

This MOU will become effective as of the date of signing by the signatory and will terminate on June 30, 2022, unless any of the reasons in the Termination section above apply.

AUTHORIZATION

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

PARTNER SERVICES EXHIBITS

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

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

EXHIBIT B – TRADE ADJUSTMENT ASSISTANCE ACTIVITIES

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

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

EXHIBIT C – RAPID RESPONSE ACTIVITIES

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

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

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

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

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

EXHIBIT E – TITLE I - ADULT, DISLOCATED WORKER AND YOUTH SERVICES

Title I of the workforce development act authorizes job training and related services to unemployed or underemployed individuals. This includes workforce preparation activities, occupational skills training, customized training, incumbent worker training and on the job training. To ensure the best possible training outcomes Title I also authorizes supportive services to allow individuals to participate in training or job-related activities and allows for follow up services to be provided after completion of training and placement.

Title I will work with partners to assist with recruiting and referral for services and to provide Title I services to eligible appropriate individuals in enrolled in partner programs and services.

EXHIBIT F – 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 – ADULT EDUCATION AND LITERACY

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

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

The AEL will refer individuals in need of support services to the WIOA Title I program and work collaboratively with the program for case management and service delivery for co-enrolled customers.

EXHIBIT H – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

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

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

EXHIBIT I – TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)

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

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

EXHIBIT K – JOB CORPS

ROSWELL JOB CORPS CENTER (CENTER)

Agreement made by the Roswell Job Corps Center (575-347-7400), hereinafter known as the Center and the Eastern Area Workforce Development Board (575-208-2157) (eawdb.org), hereinafter known as EAWDB

WITNESSETH:

WHEREAS, Roswell Job Corps Center is an education and career-training program administered by the U. S. Department of Labor that helps eligible young people ages 16-24 improve the quality of their lives by empowering them to get great jobs and become independent. It also develops strategic partnerships with local and national employers and community service organizations.

WHEREAS, the Center's program is primarily residential. Participants in the program are provided room and board while they work towards learning a trade, which can last up to two (2) years. The program also helps students complete their high school education, if needed, and gain employment. The Center also provides career counseling and helps students transition into careers when they leave the Center. The Center also offers a program for students in the local area to live off Center and participate fully in the program. These students are called non-residents.

WHEREAS, benefits of a WIOA Youth program and Center partnership include but are not limited to: helping to maximize the level of services provided to youth in a local community; and producing efficiencies or impact that neither program could produce on their own.

WHEREAS, the parties desire to set forth in writing, as specified in the Department of Labor Policy Requirements Handbook (PRH), the agreement reached between them concerning assistance to be rendered.

NOW THEREFORE, the partnership between the Center and EAWDB:

1. There will be specific opportunities for youth co-enrolled with the Title I youth and/or the adult program.
2. The partnership will provide opportunities for additional case management and career coaching services beyond those provided by the Center.

3. Referrals to the center from the workforce connection center for potentially eligible youth.
4. The partnership will promote information sharing between programs to maximize impact and leverage resources to align system partners services with the youth in the community where the Center resides as well as in the community to which the student returns.
5. In this partnership, the EAWDB youth program will work collaboratively to co-enroll youth with the Title I program as determined appropriate by both programs. The Title I Youth program and the Center will work collaboratively on:
 - a. Case management and career coaching to include alignment of employment plans;
 - b. Sharing eligibility and barrier information with all proper releases signed;
 - c. Establishing a regular meeting schedule to discuss progress on career goals and employment plans;
 - d. Work Experience placement Opportunities;
 - e. Transition planning from active to graduate students;
 - f. Contacting youth for follow up and post exit services including supportive services; and
 - g. Sharing program performance information and documentation.
6. The Center will refer youth to the Title I Youth program for eligibility screening and enrollment of eligible youth that demonstrate a commitment to meeting program requirements and goals.
7. The Center will establish a Center contact person for collaboration of service delivery to youth, e.g. youth's career technical instructor, career counselor, staff mentor, etc.
8. The Workforce Connection Centers (WCCs), in coordination with the Center, will assist youth to register in the Workforce Connection Online System; assist completing Center students that are preparing to exit the program and connecting them to a career coach in their home community for placement or continuing career services. WCCs will also work with the Center to identify targeted populations for referral to the Job Corps program.
9. Through co-enrollment, Center students will have access to:
 - a. Additional career planning and preparation;
 - b. Supportive services such as transportation and childcare during times they are participating in program services;
 - c. Incentives for completion of training milestones such as attainment of HSE;
 - d. Workshops and training on work skills such as interviewing, resume preparation, workplace ethics;
 - e. Leadership opportunities;
 - f. Work experience;
 - g. Services such as resume development, interviewing skills, career exploration and financial literacy training,
 - h. Transition assistance including preparation for entry into post-secondary;
 - i. Access to apprenticeship opportunities available in the local area;
 - j. Possible co-enrollment with the adult program for training assistance; and
 - k. Additional case management services.

10. Board staff and the One Stop Operator will work with the Center to identify further opportunities to partner to expand career offerings and opportunities to Center students.
11. The co-enrollment process for Title I youth and the Center will begin with local non-resident students and may be expanded to include resident students as well as students from other communities within the Eastern area.

EXHIBIT L -MESCALERO APACHE RESERVATION

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

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



Digitally signed by Mark P. Cal
Date: 2021.07.16 13:05:47 -06'00'

Dr. Mark Cal, Alamogordo Campus Director and
Vice President for Academic Affairs
New Mexico State University-Alamogordo

Date

**INFRASTRUCTURE FUNDING AGREEMENT
CLOVIS COMPREHENSIVE WORKFORCE CENTER**

Comprehensive

PY 2018

Square Footage Calculation Basis		Budgeted Annual Shared Expense	1 Wagner-Peyser	2 WIOA Adult	3 WIOA DW	4 WIOA Youth	5 Veterans	6 Unempl. Insurance	7 UI TAX	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
Personnel	# of FTE	Assigned Allocation	4.00 40.00%	1.50 15.00%	0.50 5.00%	1.00 10.00%	2.00 20.00%	0.00 0.00%	1.00 10.00%															10.0 100.00%
Space	Assigned	1,260	414	155	50	97	245	64	240		-	-	-											1,260
	Common	8,887	2,920	1,058	353	684	1,728	451	1,693		-	-	-											8,887
	Total Sq Ft	10,147	3,334	1,208	403	781	1,973	515	1,933		-	-	-											10,147
	Sq Ft	Allocation	32.86%	11.90%	3.97%	7.70%	19.44%	5.08%	19.05%		0.00%	0.00%	0.00%											100.00%
Relative Benefit (RB) Calculation Basis			All registrants in VOSS to include self serve	All registrants in VOSS minus self serve	Rapid Response Individuals	Total Youth Served	Total Registrant Vets	Unemployed Individuals	UI TAX does not serve Customers No Relative BEN	SCCEP	ABE ENMU Roswell	ABE NMSU Alamogordo	ENMU Roswell Perkins	ABE Corrections	ABE CCC	ABE Mesalands	ABE ENMU Ruidoso	ABE NMJC	ABE LUNA College	NFJP	DVR	Job Corps	HHS	
Potential Benefit Population	Relative Benefit	%RB	7,604 39.05%	5,062 25.99%	200 1.03%	125 0.64%	400 2.05%	4,147 21.30%	0.00%	16 0.08%	307 1.58%	44 0.23%	517 2.65%	225 1.16%	132 0.68%	22 0.11%	48 0.25%	121 0.62%	33 0.17%	59 0.30%	48 0.25%	364 1.87%		19,474.00 100.00%
Shared Costs																								
Site Manager (20%)	RB	1,600.00	624.75	415.90	16.43	10.27	32.86	340.72	-	1.31	25.22	3.62	42.48	18.49	10.85	1.81	3.94	9.94	2.71	-	4.85	3.94	29.91	\$1,600.00
Operator (8881 @20%)	RB	1,776.00	693.47	461.65	18.24	11.40	36.48	378.20	-	1.46	28.00	4.01	47.15	20.52	12.04	2.01	4.38	11.04	3.01	-	5.38	4.38	33.20	\$1,776.00
IT Support & supplies 25%	RB	2,000.00	780.94	519.07	20.54	12.84	41.08	425.90	-	1.64	31.53	4.52	53.10	23.11	13.56	2.26	4.93	12.43	3.39	-	6.06	4.93	37.38	\$2,000.00
Printed Materials/supplies	RB	750.00	292.85	194.95	7.70	4.81	15.41	159.71	-	0.62	11.82	1.69	19.91	8.67	5.08	0.85	1.85	4.66	1.27	-	2.27	1.85	14.02	\$750.00
Approved In-Kind Value	Contributions		1,730.89	617.69	24.41															18.56				\$2,991.55
Shared Costs Total-(Billed)		\$ 6,126.00	\$ 661.13	\$ 974.68	\$ 38.50	\$ 39.32	\$ 125.83	\$ 1,304.54	\$ -	\$ 5.03	\$ 96.57	\$ 13.84	\$ 162.63	\$ 70.78	\$ 41.52	\$ 6.92	\$ 15.10	\$ 38.06	\$ 10.38	\$ -	\$ (0.00)	\$ 15.10	\$ 114.50	\$3,734.45
Maximum Potential CAP																								
Infrastructure Costs																								
Property Management	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Facility Lease	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
utilities Refuse	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Pest Control	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Chamber Dues	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Internet	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Telephone	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Copier lease and supplies	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Postage and Mail Services	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Office supplies & Supplies	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Printed Materials/supplies	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
IT Maintenance and support 75%+ travel	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Janitorial and Landscape	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Maintenance	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Office supplies billed to partners ordering	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
	Sq Ft		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Infrastructure Total		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Master Budget Total		6,126.00	661.13	974.68	38.50	39.32	125.83	1,304.54	0.00	5.03	96.57	13.84	162.63	70.78	41.52	6.92	15.10	38.06	10.38	0.00	0.00	15.10	114.50	\$6,126.00
Maximum Potential CAP																								

Costs are for non-fixed items such as utilities and supplies are projections only and will be billed to partners based on actual costs incurred.

Staff PD Hours

NMSU-A PACE

Harms-Van Duyn, Paula

7/28/20	Contact Tracing	7.00	Hours
7/29/20	LACES Training	2.00	Hours
9/18/20	NMAEA Conference	4.00	Hours
11/25/20	Math Teacher Lounge 1 through Amplify	1.00	Hours
11/30/20	Measuring Student Learning in Any Setting through Education Week	1.00	Hours
12/3/20	Algebra: A Balancing Act through COABE	1.00	Hours
12/4/20	Preparing for the Second Half of the School Year and Beyond through Education Week	1.00	Hours
12/17/20	Invigorate Math Instruction with Contextualized Resources through COABE	1.00	Hours
5/6/21	ASCD Policy Priorities & Educator Advocacy in 2021	1.00	Hours
6/25/21	AHA Training	3.00	Hours
		22.00	Hours

Hughes, Dillon

7/29/20	LACES Training	2.00	Hours
8/17/20	Teaching 101	2.00	Hours
9/18/20	NMAEA Conference	4.00	Hours
9/24/20	Negotiating a Positive and Productive Advisor-Advisee Relationship	1.25	Hours
10/7/20	CVs/Resumes and Cover Letters for Academe and Industry	1.25	Hours
3/11/21	NMAEA Conference Day 1	6.00	Hours
3/13/21	NMAEA Conference Day 2	4.00	Hours
6/25/21	AHA Training	3.00	Hours
		23.50	Hours

Lopez, Lara

7/29/20	LACES Training	2.00	Hours
9/18/20	NMARA Conference	4.00	Hours
9/22/20	LINCS - Meeting Language Needs	3.00	Hours
12/22/20	Starr Commonwealth - Trauma-Informed Resilient Schools	6.00	Hours
6/25/21	AHA Training	3.00	Hours
		18.00	Hours

Saenz, Maria

7/15/20	Managing the Return to Workplace	0.50	Hours
7/15/20	Title IX Training	0.50	Hours
7/29/20	LACES Training	2.00	Hours
9/18/20	NMAEA Conference	4.00	Hours
10/20/20	Diversity, Inclusion, & Discrimination Training	1.00	Hours
12/15/20	Strategic & Essential Training	1.00	Hours
2/9/21	Computer & Data Security	1.00	Hours

Staff PD Hours

NMSU-A PACE

Saenz, Maria (continued)

2/15/21 Larry Robbin Customer Service Training	1.00 Hours
5/15/21 COVID-19 Safe Practices	0.75 Hours
6/25/21 AHA Training	3.00 Hours
	14.75 Hours

Velasco, Kathleen

7/31/20 Edmentum - Building School Around Every Student	4.00 Hours
8/24/20 Teaching Academy "Do I Belong Here"	1.00 Hours
9/17/20 NMAEA Conference	4.00 Hours
1/8/21 CNM Conference on Teaching	8.00 Hours
4/13/21 The Use of Symbiotic Intelligence (SYM-Q) to Create Intercultural Effectiveness	1.00 Hours
4/13/21 SABES Tech & Tell Using Digital Tools to Design Assessments	1.00 Hours
6/25/21 AHA Training	3.00 Hours
	22.00 Hours