Annual Program Report
Cover Page

Program Name:	**Clovis Community College Adult Education**	
Institution or Organization:	**Clovis Community College**	
Address:	**417 Schepps Boulevard**	
City:	**Clovis**	
County:	**Curry**	
Zip:	**88101**	
Main Phone:	**575-769-4095**	
Website:	**https://www.clovis.edu/css/adulteducation/index.aspx**	
Social Media:	**https://www.facebook.com/CCCAdultEdu/**	
Workforce Region(s) Served:	**Eastern**	
New Mexico Counties Served:	**Curry, Roosevelt, DeBaca**	
Submission Date:	**9/1/2022**	
Program Director, Manager, or Coordinator Name and Title:	**Emily Glikas**	
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Robin Jones - Acting President — 8/29/22

Signature of the Chief Executive Officer or Designee — **DATE**

Dr. Robin Jones, Execute Vice President of Academic Affairs

Typed Name and Title:

Section I. Program Narrative Report

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

1. Describe your program briefly. 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. You may reference AEFLA allowable activities from WIOA Sec. 203 (https://wioaplans.ed.gov/node/37896. Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

   The majority of services offered by the Clovis Community College Adult Education program fall into two categories: preparation for a High School Equivalency (HSE) exam and English as a Second Language (ESL) instruction. The program's High School Equivalency courses are offered in English and Spanish, with a focus on applied arithmetic and content area literacy. English as a Second Language courses are offered at multiple levels, with a focus on improving students' spoken and written communication skills in English. Leveled ESL classes are offered in tandem with a one hour multi-level Conversation Club to provide students with a space to master their voice. Both High School Equivalency and English as a Second Language courses are offered in the mornings and evenings to expand student access to instruction. The program offers several other types of programming, including on-campus programming such as weekly bilingual Computer Basics' classes, and satellite classes offered in collaboration with local partners, such as the ESL classes offered at La Casita Elementary and the HSE classes offered at the Bridge to Hope Center in Portales. This past year, the program had two new partnership projects: the High School Equivalency program designed in partnership with Freedom Ranch, a local addiction recovery and rehabilitation program, and the Spanish Language Computer Classes offered at La Casita Elementary. In the upcoming school year, the program intends to continue all current services and pilot additional partnerships to expand programming.

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. If you are a new Director, please consider including a summary of your personal goals and priorities as a leader.

   In FY 21-22, the Clovis Community College Adult Education program hired two key new staff members, a part-time evening advisor and a full-time instructional coordinator. These hires functionally doubled the program's core team and are largely responsible for the program's improved program performance and student success this year. One of the program's primary staffing goals over the past few years has been to consolidate staffing from a large number of part-time positions to a smaller number of full-time positions. This years' performance has validated this desire and proved the program's hypothesis: having a smaller group of more closely involved staff members has fostered stronger communication and collaboration among instructional and advising staff, and this teamwork is supporting increased student success. The program currently employs a full-time director, a full-time coordinator, a full-time time data specialist, two full-time instructional leads, a part-time advisor, eight part-time instructors, and one part-time tutor. Future plans include shifting four of the part-time instructional positions into two full-time instructional positions, as moving to two full-time instructional leads has had such a dramatic impact on program performance.

   Like many programs, program enrollment dropped drastically during the Covid-19 pandemic and is slowly recovering. One trend the program has been monitoring closely is the delayed return to class witnessed in its ESL programming. While the program's pre-pandemic ESL enrollment was typically above 40%, ESL enrollment compromised only 15% of 20-21 enrollment. FY 21-22 was a year of recovery for the program's ESL courses, as ESL enrollment climbed to 38% of student enrollment with just over a hundred ESL

students. The program hopes to continue this trend and increase enrollment in both ESL and HSE programming in the upcoming academic year.

3. How is your program continuing to respond to the changing pandemic landscape? Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How are challenges evolving? What is planned for the fall? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

   While Covid has continued to impact program practices and student attendance, FY 21-22 has been a recovery year for program performance, as most evidenced in program's increased HSE completions. This is largely due to the staffing growth noted above, and the return of face-to-face instruction as the primary mode of service delivery. The program has continued to integrate digital literacy into all of its courses through the in-class use of Chromebooks and Google for Education. The program has also maintained two online software subscriptions, Aztec GED® Prep and Burlington English, which are used to provide students additional study materials at home and to allow students unable to attend classes to study independently on their computer or mobile device at home.

   In addition to the changes in student population noted above, one Covid trend that has continued into this year is the shift towards younger students enrolled in the Adult Education Program. While students 16-24 years old comprised 38% of students pre-Covid in FY 18-19, 16-24 year old students were 42% of the program's enrollment in FY 20-21 and 40% in FY 21-22. While the shift has eased, the trend has been even more dramatic among 16-18 year old students; while 16-18 year old students composed 12% of enrollment pre-Covid, 16-18 year olds made up 20% of 21-22 enrollment. This shift has challenged classroom management practices and increased the need for administrative support to respond to student behavior. The program anticipates this to continue, and would appreciate guidance from the state or the professional development team in responding to this trend.

4. List and provide a *brief* description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

   The Adult Education Program has formal partnerships with Clovis Community College (CCC) and the Eastern Area Workforce Development Board (EAWDB). CCC is the host institution for the Adult Education Program and provides classroom space, IT support, furnishings, utilities, network support, and student resources to the program. Clovis Community College Adult Education is in a formal MOU with the EAWDB and partners with the local Workforce Connect office to connect students to WIOA resources, Workforce services, and other support services that EAWDB partners offer students.

   The Adult Education Program has informal partnerships with the following community partners:

   - **La Casita Elementary - The Adult Education Program provides on-site ESL instruction for parents and community members at La Casita Elementary in the evenings. Elementary school staff provide twice-a-week evening day-care services to increase accessibility to class for working and single parents.**

- **Bridge to Hope Center - The Adult Education Program provides on-site HSE instruction for community members in Portales, NM. The Bridge to Hope Center provides classroom space and assists students with career development, parenting classes, and other life skills during the day.**
- **Freedom Ranch - The Adult Education Program piloted a twice-a-week class providing HSE instruction to men at a local recovery center. Freedom Ranch provided transportation to bring students to campus, and assisted students with study materials and exam fees.**

Section II. Core Indicators of Performance 2021-2022

Please enter the following information regarding core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Performance Measure	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022
Measurable Skill Gain (MSG)	37.1%	37.99
Credential Attainment Rate	20.4%	24.8
Employment (Second Quarter After Exit)	25%	30.86
Employment (Fourth Quarter After Exit)	35.3%	16.21
Median Earnings (Second Quarter After Exit)	$3,220.00	$2,865.65

Section III. Evaluation of Program Effectiveness

1. Analyze how your program performed relative to the target levels of performance we negotiated with OCTAE (U.S. Department of Education, Office of Career, Technical, and Adult Education) See Section II above. For each performance indicator, indicate whether your program met, exceeded, or fell short of these negotiated target levels. Please reflect on the reasons and support your answer with data.

   The Adult Education Program at Clovis Community College exceeded target levels of performance for Measurable Skill Gains (MSGs), Credential Attainment Rate, and Employment (Second Quarter after Exit). The program's attainment of the target levels for these goals testifies to its academic strengths, particularly in preparing students for a High School Equivalency Exam. The program also works closely with Workforce Career Coaches to refer students to employment opportunities during and after program participation.

   The targets that the Adult Education Program at Clovis Community College fell short of were Employment (Fourth Quarter After Exit) and Median Earnings. These performance indicators are likely due to local economic and cultural trends.

2. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?

   The program has a few strategies to improve follow-up employment data. First, the program suspects that some of the gap is due to missing data, as the program only collects 55% of student social security numbers, and many follow-up calls are rerouted to full message boxes or disconnect messages. In the upcoming year, the program will attempt to collect more student social security numbers by explaining how their information is used to track program performance. The program is also encouraging students to download Google Chat to their mobile devices and practicing logging in and out frequently to attempt to strengthen methods of contact for students and graduates.

   In addition to data collection efforts, the Adult Education Program hopes to strengthen its exit and transition processes to increase efforts to guide students to sustainable employment or desirable post-secondary programs. Goals to support these efforts in the upcoming year include increasing participation in campus student activities among adult education students, increasing exposure and awareness opportunities by hosting more college and community speakers to meet with students, and expanding follow-up procedures.

3. Consider your performance data from the last and previous program years. What trends do you see? (Note: If you need help obtaining such data, reach out to Katya.)

   FY 21-22 program performance data is promising and continues to demonstrate recovery from the onset of the Covid-19 pandemic. While program enrollment only increased by two students from FY 20-21 to FY 21-22, HSE completions increased from 17 graduates to 41, and MSGs increased from 29.92% to 38.72%. Another trend the program noted was a drastic drop in attendance hours from 19,955 in FY 20-21 to 13,917 in FY 21-22. The decrease in instructional hours compared to the increase in educational gains are evidence of improved instructional quality and efficacy in FY 21-22. The program believes this has two facets: first, the addition of another full-time instructional lead has improved instructional training, mentorship, and collaboration efforts, and second, face-to-face instruction is much more

efficacious than online instructional options. Another promising trend evident in FY 21-22 data is the drastic increase in ESL student enrollment, moving from 41 in FY 20-21 to 101 in FY 21-22. Program advisors and ESL instructional staff have been working to rebuild ESL programming and enrollment since the onset of the Covid-19 pandemic. FY 21-22 data validates program efforts.

4. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific*. If you are a new Director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past practices to support continuous improvement. If you are an established Director, describe strategies you intend to use in the coming year to promote continuous improvement.

   Enrollment and performance data are closely monitored by the program's data specialist, who works closely with advisors to identify students ready to test, at risk of leaving class, or in need of outreach or intervention. Advisors monitor class rosters daily to reach out to absent students with reminders and support to encourage consistent attendance. Data also guides course scheduling and offerings, as the program monitors enrollment trends and NRS levels to determine appropriate class levels and ensure adequate instructional staffing.

   In addition to the performance data analysis and the actionable data monitoring noted above, the Adult Education program routinely collects qualitative data through student-teacher evaluations, teacher-supervisor evaluations, and staff-director evaluations. These evaluations allow students and staff members to evaluate curriculum, program design, course scheduling, instructional staff, and more each semester. Survey information is regularly used to improve student and staff experiences in the upcoming year.

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. Fill out the chart for common career and training services applicable to AEFLA programs. *For definitions of career and training services, how to calculate these costs, and other guidance,* ***please read*** *the appendix to this report template. Do not fill this out without reading the entire appendix.*

Career and Training Services Applicable to AEFLA	**Category of Service**	**Total Number of Participants Who Received This Service**	***Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding* Administrative Costs**	**Total FEDERAL FUNDS Expenditure for This Service, *Excluding* Administrative Costs, for Program Year 2021-2022**
Outreach, intake, and orientation information	Career Service	266	$3.69	$981.44
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	266		*This service is delivered using state funds.*
Referrals to and coordination of activities with other programs and services.	Career Service	266		*This service is delivered using state funds.*
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	108	$9.08	$981.44
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	266		*This service is delivered using state funds.*
Integrated Education and Training (IET) programs	Training Service	0	N/A	N/A
Grand Totals:		1,172	$12.77	$1,962.

2. In addition to the New Mexico State Combined Plan (link provided earlier, in Section I), each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: https://www.dws.state.nm.us/en-us/Workforce-Boards Aside from the general fact of providing Adult Education services to people with barriers to employment, how is your program specifically working to serve the unique regional needs and priorities identified in the Local Plan?

   The Adult Education Program at Clovis Community College leans heavily on institutional and workforce partners to support regional workforce development. CCC's Vice President of Enrollment and Student Affairs sits on the Eastern Area Workforce Development Board and is currently hosting conversations regarding developing a workforce one-stop on-site at the college to improve student access. WIOA Youth has served as a critical resources for the program's growing 16-24 year old population. The program hosts WIOA Career Coaches during registration to pair eligible students with additional supports like on-the-job training opportunities and testing incentives. The program anticipates this partnership to be crucial in light of increased truancy rates and a recent rise in juvenile crime in Clovis.

3. Describe specific activities and strategies your organization has implemented to partner with the LWDB(s) and your local One Stop staff / operators, including working to promote co-enrollment and braided funding. What's working well? What are your biggest challenges?

   Exchanging referrals to avoid duplication of services and connect students to the correct agencies has continued to be a critical component of student onboarding. The program has found that the most effective way to distribute information to students and share referrals with agency partners is by inviting agency staff members into registration workshops to allow them to promote their service and meet individually with students interested in available services.

   The largest challenge in navigating workforce partnerships over the past two years has been personnel turnover. While the EAWDB and the Youth Committee the Adult Education director serves on have maintained consistent participation, staffing in the local workforce and TANF offices has been difficult to follow in the post-Covid climate, particularly with students working remotely with non-local caseworkers.

4. 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. 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.

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 2021-2022 program year.

1. Briefly report on your program's level of engagement and activities related to the third and final year of the state-sponsored "Career Pathway Initiative." Describe how your program continued to develop its career pathways-oriented service delivery model this year as part of its global continuous improvement efforts. Any significant changes or challenges?

   Clovis Community College participated in all three years of the statewide Career Pathway Initiative (CPI), including participation in two of the offered TAC groups this fiscal year. With the onset of the Covid-19 pandemic at the end of the first year of the CPI, the program was forced to pivot career exploration and planning strategies to online formats. This ultimately benefited the program, as these key online components of career exploration and career planning have been captured in Google Forms and Google Classroom assignments, building up the program's bank of available digital resources for career pathway programming. Other CPI efforts highlighted on the program's CPI poster shared at the 2022 NMAEA conference include increased partnership with WIOA Career Coaches, enhanced advising services, and increased professional development for instructors regarding contextualization and other career pathway strategies for daily instruction.

2. To what degree is career planning and advising structurally built into your Adult Education program at this point, for the students who want and need it? Be specific.

   All students enrolled in the Adult Education Program at CCC are required to participate in career exploration and submit a career cluster declaration as part of their onboarding to the program. This allows students to begin defining their goals when they start the program. Advisors and instructors refer to career clusters when matching students with referrals or planning instructional activities for the classroom. Students 16-24 also meet with a WIOA Youth Career Coach during onboarding. Other structured career activities include the career research project and presentation activity that HSE students complete in their writing classes. This project guides students through career research and analysis as they learn to write an argumentative essay.

3. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information: **N/A**

   i. A full list of all IET programs offered in the reporting year period.

   ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINCS checklist:

   https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

4. If your program does not currently offer any IET programs to AE students but has plans to develop new IET programming, or if it is working in partnership with another organization or entity to develop such programs, please describe the nature and status of the effort(s) here.

   Clovis Community College participated in the StartUp Generation Entrepreneurship IET pilot program offered as a partnership between EAWDB and local AEFLA programs, but

student enrollment in the program has been low. Two CCC Adult Education students participated in the program in FY 20-21, but none participated in FY 21-22. EAWDB has decided to run a combined cohort remotely this year as several programs have struggled to generate enough student interest. The program at CCC will continue to promote the class among its students.

Section VI. Curriculum and Instruction

1. Please describe your program's orientation and onboarding process.

   CCC Adult Education has four-day onboarding workshops for new students. While these differ slightly between HSE and ESL programming, the key elements of onboarding are the same. Monday is typically an icebreaker day, where students meet each other, learn about the program, and review key adult learning philosophies, like active learning and growth mindset. Tuesday and Wednesday of onboarding are our heavy testing days where students complete the appropriate TABE assessments. Thursdays are our intensive advising days; students rotate through one-on-one coaching appointments with the advisors and relevant partners, and work to complete a Google Classroom introduction module and Career Exploration activity.

2. Describe how your program's schedule and components promote adequate intensity and frequency of instruction in order to support participants' achievement of substantial learning gains.

   The Adult Education program offers morning and evenings times for both its ESL and HSE students. A typical HSE student attends four days of class a week, and two to three hours a day, depending on class enrollment. A typical ESL student attends three days of class a week for two to three hours a day depending on their enrollment in the multi-level Conversation Club offered in tandem with leveled ESL classes. Classes are run in four-week sessions to allow for multiple student entry points throughout the semester. Supplemental softwares are used to extend learning beyond the classroom and provide independent instruction online for students desiring an accelerated study plan.

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

   The Adult Education Program at Clovis Community College heavily relies on WIOA, community, and institutional partnerships to provide students with wrap-around support services. Some examples of these partnerships include partnering with the local Workforce Connection Office to identify employment opportunities, utilizing local United Way partners to connect students to supplies and necessities, referring students to the college tutoring center, partnering with the local Income Support Division to connect students to CATS bus passes and CYFD vouchers, and other referrals and connections.

4. Describe how your program aligns instruction to the CCRS. Please include information on required curriculum and resources available to support instruction and the implementation of CCRS.

   The program aligns instruction to the CCRS through the use of CCRS-aligned instructional materials, and by regularly offering CCRS training for instructional staff. The instructional materials used in FY 21-22 include textbooks, such as the Common Core series by McGraw

Hill and the Ventures series by Cambridge, and softwares, such as Burlington English and Paxen GED Prep. All of these resources are aligned to the CCRS and the TABE exam. Instructor training on the CCRS begins at hire. Instructors are required to complete a brief activity introducing the standards, and are encouraged to explore the standards further as they refine their craft.

5. How do you incorporate the essential components of reading instruction into your program?

   Reading instruction forms the core of the programs HSE and ESL courses. All non-math HSE courses are designed to support content area literacy by focusing on reading skills regardless of subject matter. HSE and ESL students are encouraged to refine their literacy with a focus on communication, both in terms of comprehending selected texts and in expressing thoughts or arguments in a written format. While classroom content typically highlights academic texts or work-based texts, the program also maintains a lending library to provide students with access to high quality fiction novels. The lending library has been particularly popular among high-level ESL students, who select a book to read as a group every few months. The program plans to continue expanding text offerings that support high-choice and high-interest reading experiences for Adult Education students strengthening their literacy skills.

6. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.

   Knowles' key components of andragogy form the core considerations of curriculum and program design, and the Adult Education Program at CCC has found choice, self-directed learning, contextualized instruction, and internal motivation to be critical features in successful program design. Of particular interest to the director this fiscal year has been relationship-based learning, in which peer relationships, instructor engagement, and advisor outreach serve as crucial supports for increasing student retention and success. FY 21-22, featuring increased MSGs and HSE completions, evidences the efficacy of building and maintaining strong relationships with students as a strategy for improving program and student outcomes.

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

N/A

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

N/A

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 2021-2022. Please fill out all of the information requested.

Last Name	First Name	Position		Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Glikas	Emily	AE Director		Full Time	Master's Degree	More than three years	• NMAEA 2021 Teacher's Institute • NMAEA 2022 Conference • Leadership Clovis	10/1/21 & 10/21/21 5/25/22 - 5/27/22 FY 21-22	Online Albuquerque, NM Clovis, NM
Guillen	Meriah	AE Instructional Coordinator		Full Time	Bachelor's Degree	More than three years	• NMAEA 2021 Teacher's Institute • COABE 2022 • NMAEA 2022 Conference • Burlington Trainings	10/1/21 & 10/21/21 4/11-14/22 5/25-27/22 8/11/21, 8/16/21, 9/15/21, 10/20/21, 1/10/22, & 2/14/22	Online Seattle, WA Albuquerque, NM Online
Cochran	William	AE Instructional Coordinator		Full Time	Associate's Degree	One to three years	• DEI Diversity Equity Inclusion Symposium Workshop	6/8/22	Online

							• NCPN 2021/ 2022 Leadership Development Academy • TSTM Teaching Skills That Matter • NMAEA 2021 Teachers Institute	12/10/21 - 9/23/22 1/21/22 - 4/1/22 10/1/21 & 10/21/21	Online Online Online
Cano	Veronica	CSS Coordinator		Full	Associates Degree	More than three years	• NMAEA 2022 Conference	5/25-27/22	Albuquerque, NM
Rivera	Lupita	Data Tech		Full	Associates Degree	More than three years	• NMAEA 2022 Conference • Burlington Lunch and Training	5/25-27/22 4/7/22	Albuquerque, NM Clovis, NM
Gonzalez	Corina	AE Advisor		Part Time	Some College	Less than one year	• NMAEA 2022 Conference	5/25-27/22	Albuquerque, NM
Guillen	Isaiah	HSE Instructor		Part Time	Bachelor's Degree	One to three years	• NMAEA 2021 Teachers Institute • CSS Teacher Training	10/1/21 & 10/21/21 3/30/22	Online Clovis, NM
Hendrick	Wendy	HSE Instructor		Part Time	Bachelor's Degree	One to three years	• NMAEA 2021 Teachers Institute • CSS Teacher Training	10/1/21 & 10/21/21 9/13/21, 1/10/22, 3/29-30/22	Online Clovis, NM

Valdiviezo	Jennifer	HSE/ESL Instructor		Part Time	Some College	Less than one year	• NMAEA 2021 Teachers Institute • Burlington Teacher Trainings • Burlington Lunch and Training • CSS Teacher Trainings	10/1/21 & 10/21/21 1/10/22, & 2/14/22 4/7/22 3/29/22	Online Online Clovis, NM Clovis NM
Lunsford	Kasey	HSE Instructor		Part Time	Some College	Less than one year	• NMAEA 2021 Teachers Institute • CSS Teacher Trainings	10/1/21 & 10/21/21 3/29/22	Online Clovis, NM
Gaeta	Claudia	ESL Instructor		Part Time	Bachelor's Degree	More than three years	• NMAEA 2021 Teachers Institute • Burlington Teacher Trainings • Burlington Lunch and Training • CSS Teacher Trainings	10/1/21 & 10/21/21 8/11/21, 8/16/21,9/ 15/21, 10/20/21, 1/10/22, 2/14/22 4/7/22 9/13/21, 1/10/22, 3/29/22	Online Online Clovis, NM Clovis, NM

Acosta	Jennifer	ESL Instructor		Part Time	Some College	Less than one year	• NMAEA 2021 Teachers Institute	10/1/21 & 10/21/21	Online
Yarbrough	Precious	ESL Instructor		Part Time	Bachelor's Degree	Less than one year	• NMAEA 2021 Teachers Institute • Burlington Training	10/1/21 & 10/21/21 9/15/22 & 10/20	Online Online
Wheeler	Marisol	ESL Instructor		Part Time	Bachelor's Degree	One to three years	• NMAEA 2021 Teachers Institute • Burlington Teacher Trainings • Burlington Lunch and Training • CSS Teacher Training	10/1/21 & 10/21/21 8/11/21, 8/16/21, 9/15/21, 10/20/21, 1/10/22, & 2/14/22, 4/7/22 9/13/21, 1/10/22, 3/29/22	Online Online Clovis, NM Clovis NM
Chavez	Dominique	HSE Instructor		Part Time	Bachelor's Degree	More than three years	• NMAEA 2021 Teachers Institute	10/1/21 & 10/21/21	Online

X. Fiscal Survey

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

1. Please provide the total amount from Section IV of the amount of FEDERAL FUNDS used during the 2021-2022 fiscal year to provide Career Services Costs.

   $1,962

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is $0, please indicate that as well.

   $0

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0		

4. Please indicate FY 2021-2022 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0		

5. Please indicate FY 2021-2022 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
0		

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

   N/A

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

   N/A

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

   N/A

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
12,298 square feet	$48.00	$49,192

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2021-2022.

Source	Amount
Institutional Salary Contribution	$20,000
Institutional Supply Contribution	$2,500

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2021-2022 fiscal year. N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, 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, 2022.

Student:

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

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (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	2	0	0	0	0	1	0	0	3
ABE Level 2	1	0	1	1	0	4	15	27	0	0	6	6	0	0	61
ABE Level 3	0	1	0	0	1	0	20	37	0	0	14	4	0	0	77
ABE Level 4	0	0	0	0	0	0	7	10	0	0	4	1	0	0	22
ABE Level 5	0	0	0	0	0	0	1	0	0	0	0	1	0	0	2
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	1	0	0	0	0	15	15	0	0	0	0	0	0	31
ESL Level 2	0	0	0	0	0	0	4	14	0	0	0	0	0	0	18
ESL Level 3	0	0	0	0	0	0	5	21	0	0	0	0	0	0	26
ESL Level 4	0	0	0	0	0	0	3	9	0	0	0	0	0	0	12
ESL Level 5	0	0	0	1	0	0	5	6	0	0	0	0	0	0	12
ESL Level 6	0	0	1	0	0	0	0	1	0	0	0	0	0	0	2
Total	1	2	2	2	1	4	77	140	0	0	24	13	0	0	266

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

Student:

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

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	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)
16-18	0	0	0	1	0	0	15	18	0	0	16	5	0	0	55
19-24	1	1	1	0	1	2	19	23	0	0	3	2	0	0	53
25-44	0	1	0	1	0	1	34	77	0	0	5	5	0	0	124
45-54	0	0	0	0	0	0	8	16	0	0	0	1	0	0	25
55-59	0	0	1	0	0	1	1	4	0	0	0	0	0	0	7
60+	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Total	1	2	2	2	1	4	77	140	0	0	24	13	0	0	266

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

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

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	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)
16-18	0	0	0	0	0	0	5	4	0	0	4	1	0	0	14
19-24	0	0	0	0	1	0	5	6	0	0	1	2	0	0	15
25-44	0	0	0	0	1	1	8	12	0	0	2	3	0	0	27
45-54	0	0	0	0	0	0	0	2	0	0	0	1	0	0	3
55-59	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	2	1	18	25	0	0	7	7	0	0	60

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	52	36	67	6	2	0	163
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	1	1	0	0	0	0	2
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition******	2	16	57	19	5	2	101
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*******	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	55	53	124	25	7	2	266

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.
The total in column H should equal the total in column P of Table 1.
**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) Programs (Sec. 203(11) of WIOA).
***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).
****Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).
*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs. It does not include those enrolled in ELA programs.

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

Student:

NRS Table 4

Select Reporting System: NRS FY 21-22 ▾ Agency: Clovis Community College

Measurable Skill Gains (MSG) by Entry Level

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

First Period of Participation										All Periods of Participation				
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 One 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	138.75	2	0	0	1	0	66.67	3	2	0	0	66.67
ABE Level 2	61	0	3493.75	18	2	0	32	9	32.79	68	19	2	0	30.88
ABE Level 3	77	0	4396	11	21	0	39	6	41.56	78	12	21	0	42.31
ABE Level 4	22	0	889.4	0	17	0	5	0	77.27	24	0	18	0	75
ABE Level 5	2	0	45.25	0	1	0	1	0	50	2	0	1	0	50
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	165	0	8963.15	31	41	0	78	15	43.64	175	33	42	0	42.86
ESL Level 1	31	0	1417	7	0	0	24	0	22.58	33	7	0	0	21.21
ESL Level 2	18	0	1048	6	0	0	10	2	33.33	18	6	0	0	33.33
ESL Level 3	26	0	1190	10	0	0	14	2	38.46	27	10	0	0	37.04
ESL Level 4	12	0	458	5	0	0	7	0	41.67	12	5	0	0	41.67
ESL Level 5	12	0	807	3	0	0	7	2	25	12	3	0	0	25
ESL Level 6	2	0	34	0	0	0	2	0	0	2	0	0	0	0
ESL Total	101	0	4954	31	0	0	64	6	30.69	104	31	0	0	29.81
Grand Total	266	0	13917.15	62	41	0	142	21	38.72	279	64	42	0	37.99

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	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	1	50	1	50	0	0	0	0
ABE Level 2	18	2	11.11	18	100	0	0	0	0
ABE Level 3	16	5	31.25	11	68.75	0	0	0	0
ABE Level 4	0	0	0	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	36	8	22.22	30	83.33	0	0	0	0
ESL Level 1	7	7	100	0	0	0	0	0	0
ESL Level 2	6	6	100	1	16.67	0	0	0	0
ESL Level 3	10	10	100	0	0	0	0	0	0
ESL Level 4	5	5	100	0	0	0	0	0	0
ESL Level 5	3	3	100	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	31	31	100	1	3.23	0	0	0	0
Grand Total	67	39	58.21	31	46.27	0	0	0	0

Student:

NRS Table 4B

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	2	105.75	2	0	0	100
ABE Level 2	35	2746	18	10	7	51.43
ABE Level 3	38	3466.75	16	17	5	42.11
ABE Level 4	7	453	0	6	1	0
ABE Level 5	0	0	0	0	0	0
ABE Total	82	6771.5	36	33	13	43.9
ESL Level 1	13	917	7	6	0	53.85
ESL Level 2	11	895	6	3	2	54.55
ESL Level 3	17	986	10	5	2	58.82
ESL Level 4	5	286	5	0	0	100
ESL Level 5	6	631	3	2	1	50
ESL Level 6	1	14	0	1	0	0
ESL Total	53	3729	31	17	5	58.49
Total	135	10500.5	67	50	18	49.63

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

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

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

Student:

NRS Table 4C

Select Reporting System: NRS FY 21-22 ▾ Agency: Clovis Community College

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

First Period of Participation										All Periods of Participation				
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 One 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	1	0	48	1	0	0	0	0	100	1	1	0	0	100
ABE Level 2	5	0	225.75	0	0	0	5	0	0	6	0	0	0	0
ABE Level 3	14	0	534.25	0	2	0	11	1	14.29	14	0	2	0	14.29
ABE Level 4	5	0	205.4	0	2	0	3	0	40	5	0	2	0	40
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	25	0	1013.4	1	4	0	19	1	20	26	1	4	0	19.23
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	25	0	1013.4	1	4	0	19	1	20	26	1	4	0	19.23

Student:

NRS Table 5

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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 *	233	73	31.33	243	75	30.86
Employment Fourth Quarter after exit *	283	44	15.55	290	47	16.21
Median Earnings Second Quarter after exit **	73	2587.87		75	2865.65	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Student:

NRS Table 5A

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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	233	73	31.33	243	75	30.86
Employment Fourth Quarter after exit	113	31	27.43	114	32	28.07
Median Earnings Second Quarter after exit	73	2587.87		75	2865.65	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

Participant Status on Entry into the Program (A)	Number (B)	
Employed		133
Employed, but Received Notice of Termination of Employment or Military Separation is pending		0
Unemployed		97
Not in the Labor Force		36
TOTAL		266
Highest Degree Level of School Completed*	**US Based Schooling**	**Non-US Based Schooling**
No Schooling	0	0
Grades 1-5	1	10
Grades 6-8	17	23
Grades 9-12 (no diploma)	118	49
Secondary School Diploma or alternate credential	0	8
Secondary School Equivalent	1	0
Some Postsecondary education, no degree	0	12
Postsecondary or professional degree	0	23
Unknown	0	4
TOTAL (both US Based and Non-US Based)		266
Program Type**		
In Family Literacy Program		0
In Workplace Adult Education and Literacy Activities***		0
Institutional Programs (section 225)		
In Correctional Facility		0
In Community Correctional Program		0
In Other Institutional Setting		0
TOTAL Institutional		0

Student:

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

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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			

Student:

NRS Table 9

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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

Instructions for Completing Table 10

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

Student:

NRS Table 11

Select Reporting System: NRS FY 21-22 ▾ Agency: Clovis Community College

Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

Student:

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

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System: NRS FY 21-22 ▼ Agency: Clovis Community College

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

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

Instructions for Completing Table 14

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 MyHub platform. The platform also provides a method for partners to communicate and share information appropriate to the referrals. Partners to the MOU agree to work with the offices and board staff to develop the procedures to make the referral process and system as beneficial to all partners and customers of the system.

EMPLOYMENT AND OTHER RELATED BENEFITS

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

GOVERNING LAW

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

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

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

AMENDMENTS; WITHDRAWAL; TERMINATION; SUBSTITUTION

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

1. Any individual one stop partner may, with the prior consent of the EAWDB and the CEOs, execute an amended Exhibit A-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 Manager
- 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 MANAGER

The Operator will utilize the site manager 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		
Basic Career Services	**Individualized Career Services**	**Training**
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs)
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), provided in combination with the training services described above
Job search and placement assistance (including provision of information on in-demand industry sectors and occupations and non-traditional employment	Referral to training services	On-the-Job Training (OJT)
Access to employment opportunity and labor market information	Group counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the Local workforce system	Individual counseling and career planning	Training programs operated by the public and private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individual in and out of area job search, referral, and	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, 2023, unless any of the reasons in the Termination section above apply.

AUTHORIZATION

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

PARTNER SERVICES EXHIBITS

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

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

EXHIBIT B – TRADE ADJUSTMENT ASSISTANCE ACTIVITIES

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

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

EXHIBIT C – RAPID RESPONSE ACTIVITIES

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

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

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

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

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

EXHIBIT E – 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 J – CARL PERKINS CAREER AND TECHNICAL EDUCATION PROGRAM

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

EXHIBIT K – 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 employments 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.