

**Annual Program Report
Cover Page**

Program Name:	Adult Education	
Institution or Organization:	Eastern New Mexico University-Roswell	
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City:	Roswell	
County:	Chaves	
Zip:	88203	
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Social Media:		
Workforce Region(s) Served:	Eastern Area Workforce Region	
New Mexico Counties Served:	Chaves and Roosevelt	
Submission Date:	9/21/2022	
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Shawn Powell

August 30, 2022

Signature of the Chief Executive Officer or Designee

DATE

Dr. Shawn Powell, President, ENMU-Roswell

Typed Name and Title:

Section I. Program Narrative Report

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

- 1. Describe your program 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 ENMU-Roswell Adult Education program is housed on the Eastern New Mexico University - Roswell campus. We are located in Chaves County within the southeast quadrant of the state. We also serve parts of Roosevelt County in addition to the Chaves County valley areas. The program operates under the auspices of the Adult Education (AE) and Family Literacy Act (Title II of WIOA). We offer continuing education to adults fostering understanding and learning through diverse courses, participation aligned with university events, and job opportunity engagement. Our services are provided free of charge and serve ages 16 years and older. The student population is varied in its diversity with the program serving different ethnic groups, the larger ethnic group belonging to Hispanic and White.

Our program provides high-quality, free education and life-long learning opportunities. All adult education students have access to a customized training program (Center for Workforce and Community Development) with availability to businesses and industries. One notable change occurred in May of 2022. A grand opening was held for the New Mexico Workforce Connections office which is now located directly on the ENMU-Roswell campus. This has been advantageous as it helps with co-enrolling students and ensuring students are receiving needed services.

The Roswell AE Program allocates services provided under WIOA Title II in the following categories:

- Adult Education classes to earn a high school equivalency credential
- Literacy activities to strengthen basic academic skills
- Strengthening workplace readiness in Adult Education and literacy activities
- Family literacy and technology activities
- English language acquisition activities
- Integrated English literacy and civics activities
- Workplace preparation to enter career pathways
- Integrated Education and Training (IET) in, Certified Nursing Assistant, Emergency Medical Services, and most recently Entrepreneurship. We have additional requests to add Occupational Therapy Assistant.

Eastern New Mexico University Roswell is defined as a Hispanic Serving Institution which is clearly demonstrated in our Adult Education FY 21-22 enrollment data. Of the 441 NRS eligible students enrolled, 336 were of Hispanic Origin and 77 were White. The remaining 28 students reported were of Asian, Black or African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, or identified as more than one race. FY 21-22 data demonstrated that we served more female students than males although this disparity is not great. NRS table 1 reflects 241 female students enrolled as compared to 192 male students.

- 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.**

The ENMU-Roswell Adult Education program made significant changes in staffing and in meeting hiring goals. Several staff members left or retired as a result of the COVID-19 pandemic. A new Director was hired in July

2021 and an Assistant Director in October of 2021. Programming has remained strong and consistent offering ESL and Adult Education classes within multiple strategic locations within the Roswell community. These locations help to provide access to our target populations. ESL classes have resumed at faith-based organizations, specifically Grace Community Church and Church on the Move. Additionally, we have resumed ESL and HSE preparation classes at Parkview Elementary as of August 2022.

Significant strides in expanding our target population goals have been met. Part of this effort and success includes providing High School Equivalency Preparation classes at the Roosevelt County Detention Center. We are currently on the periphery of resuming classes at this location and have worked closely with Corrections and the Detention Center to get staff members TABE certified. This will significantly aid in providing supplementary support in enrolling students because currently we are limited to virtual instruction only. Our goal is to resume classes in mid-September. We have been unable to serve justice-involved individuals at the Chaves County Detention Center due to COVID restrictions, but remain positive about eventually serving this population once again.

As a new Director, one of my personal goals was to complete a Bachelor's of Business Administration and graduate with Honors. Both goals were accomplished in 2021, and I exceeded Honors by graduating Cum Laude. Another personal goal was to begin a Master's Degree in the fall of 2022. A professional goal as a new Director is to enhance a visionary mindset by focusing on multiple objectives to be achieved within my first two years as Director. The list includes, but is not limited to improving program access for students, advocacy of Adult Education, providing employee professional development, stakeholder and partnership development, and improving performance outcomes. We have created and developed an efficient process of streamlining the Adult Education program service delivery through asynchronous and synchronous accessibility. These areas include the registration and intake process, course offerings, and website applications, with added focus on technology and advertising. Additionally, we have started to promote an Adult Education social media presence with a Facebook and Instagram page. An internal information and document repository will be created to streamline daily processes and provide easy access to all Adult Education staff members. Instructor and student support remains at the forefront of program priority.

- 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?**

Our program has continued to respond to the changing pandemic landscape in multiple ways. We anticipate for pandemic-related issues to continue for the remainder of the calendar year. As a result, we are addressing student basic needs insecurity as identified in a recent Real College Survey. We are planning to open an ENMU-Roswell Food Pantry in the late fall of 2022 that will be open to Adult Education students. We have continued the availability of hybrid classes. This has proven to be successful in allowing additional flexibility and access to classes, although the majority of students prefer to attend in-person, face-to-face classes. Most recently, we have implemented Burlington English as part of the ESL classroom offerings which has allowed ESL students to participate in asynchronous instruction if needed.

- 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 Roswell AE program has formal MOUs with the following agencies:

- Roswell Job Corps- Provides on-the-job training and skills needed to succeed in today's workforce for young adults. Roswell Job Corps Center offers career vocational training in Certified Nurse Assistant, Automotive and Machine Repair, Construction, Painting, and Electrical to name a few. These students continue to attend our Adult Education classes due to limited staffing in their facility. A new MOU was formalized with Roswell Job Corps in August of 2022.
- Chaves County Comprehensive Strategy Board- This is a multi-agency board composed of local associations that convene monthly to address the disproportionate representation of minority youth within the Chaves County Juvenile Justice System, by conducting an in-depth assessment of finding, implementing, intervention solutions, and developing alternatives to detention. Participation in this board has continued with monthly agency meetings.
- Roswell Independent School District- We have partnered to offer HSE and ESL preparation classes at Parkview Early Literacy Center. Most recently we have received additional student referrals from the RISD school district.
- New Mexico National Guard Youth Challenge Academy- Cadets work towards earning an HSE credential, and are eligible to receive college credits in a vocational training program provided by Eastern New Mexico University-Roswell Adult Education. Two student cohorts are served each academic year, averaging from 50-100 students per cohort.
- Eastern Area Workforce Development Board- We coordinate and align resources to minimize duplication and ensure the most effective delivery of workforce and Adult Education services, and establish joint processes that will enable both partners to integrate the current service delivery system. Job matching, education, training, support, and other workforce development services are sought out for co-enrolled students. We have partnered to offer the entrepreneurial skills and training program in which students are co-enrolled in the Adult Education Program and WIOA Youth Program. This unique collaboration offers students pay-for-completion incentives and emulates a workplace environment. An updated MOU with the Eastern Area Workforce Development Board was signed in June of 2022.

The Roswell AE program has informal agreements with the following:

- ENMU-Roswell Campus System
- CASA-Court Appointed Special Advocates
- Grace Community Church
- Portales Chamber of Commerce
- Wings for Life
- Assurance Home of Roswell
- Church on the Move
- Roswell Literacy Council
- Roosevelt County Detentions Center
- Portales Chamber of Commerce
- Literacy Coalition of the Permian Basin
- TRIO Programs (Upward Bound, Student Support Services)

Section II. Core Indicators of Performance 2021-2022

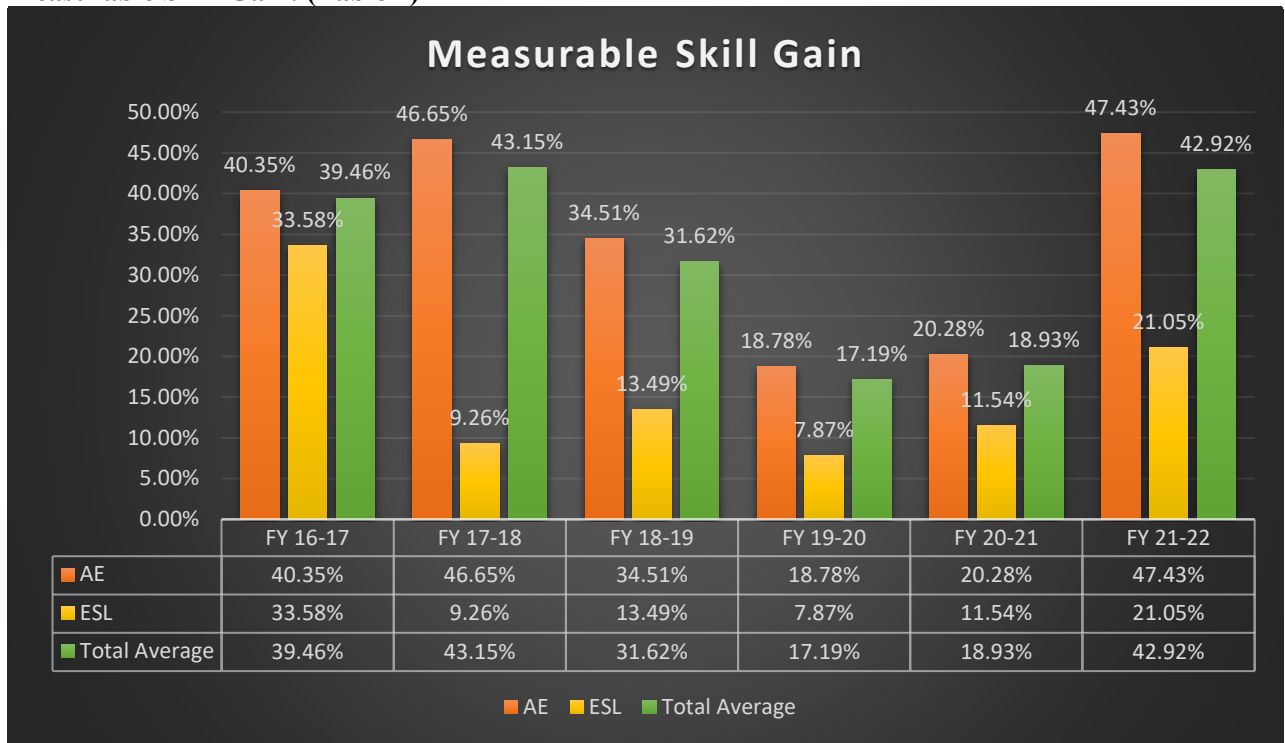
Please enter the following information regarding core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Performance Measure	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022
Measurable Skill Gain (MSG)	37.1%	42.92% (Table 4, Column J)
Credential Attainment Rate	20.4%	33.33% (Table 5, Column D)
Employment (Second Quarter After Exit)	25%	45.21% (Table 5, Column G)
Employment (Fourth Quarter After Exit)	35.3%	13.44% (Table 5, Column D)
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$3,770.46 (Table 5, Column C)

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.

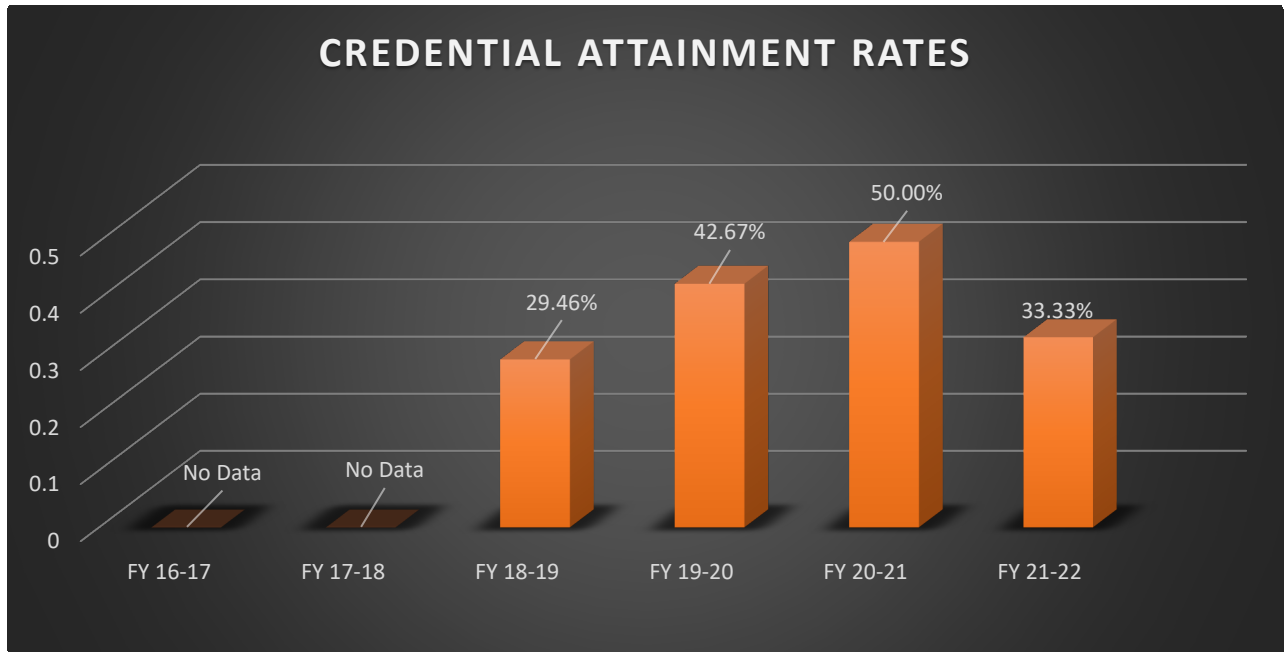
Measurable Skill Gain: (Table 4)



- In FY 16-17 our Percentage of Achieving Measurable Skill Gain for AE was 40.35% and our ESL total was 33.58% Total program Measurable Skill Gain totaled **39.46%**.
- In FY 17-18 our Percentage of Achieving Measurable Skill Gain for AE was 46.65% and our ESL total was 9.26%. Total program Measurable Skill Gain totaled **43.15%**.
- In FY 18-19 our Percentage of Achieving Measurable Skill Gain for AE was 34.51% and our ESL total was 13.49%. Total program Measurable Skill Gain totaled **31.62%**.
- In FY 19-20 our Percentage of Achieving Measurable Skill Gain for AE was 18.78% and our ESL total was 7.87%. Total program Measurable Skill Gain totaled **17.19%**.
- In FY 20-21 our Percentage of Achieving Measurable Skill Gain for AE was 20.28% and our ESL total was 11.54%. Total program Measurable Skill Gain totaled **18.93%**.

In FY 21-22 our Percentage of Achieving Measurable Skill Gain for AE was 47.43% and our ESL total was 21.05%. Total program Measurable Skill Gain totaled **42.92%**. These percentages indicate a greater outcome partly due to lower enrollment which allowed for a more targeted individualized student learning experience. Consistent student support, frequent check-ins, and coaching are believed to be some of the other factors that attributed to this increase. Close attention to the LACES dashboard in measuring outcomes, and post-test eligible students has helped.

Credential Attainment Rate: (Table 5, Column D)



In FY 16-17 this data was not available.

In FY 17-18 this data was not available.

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

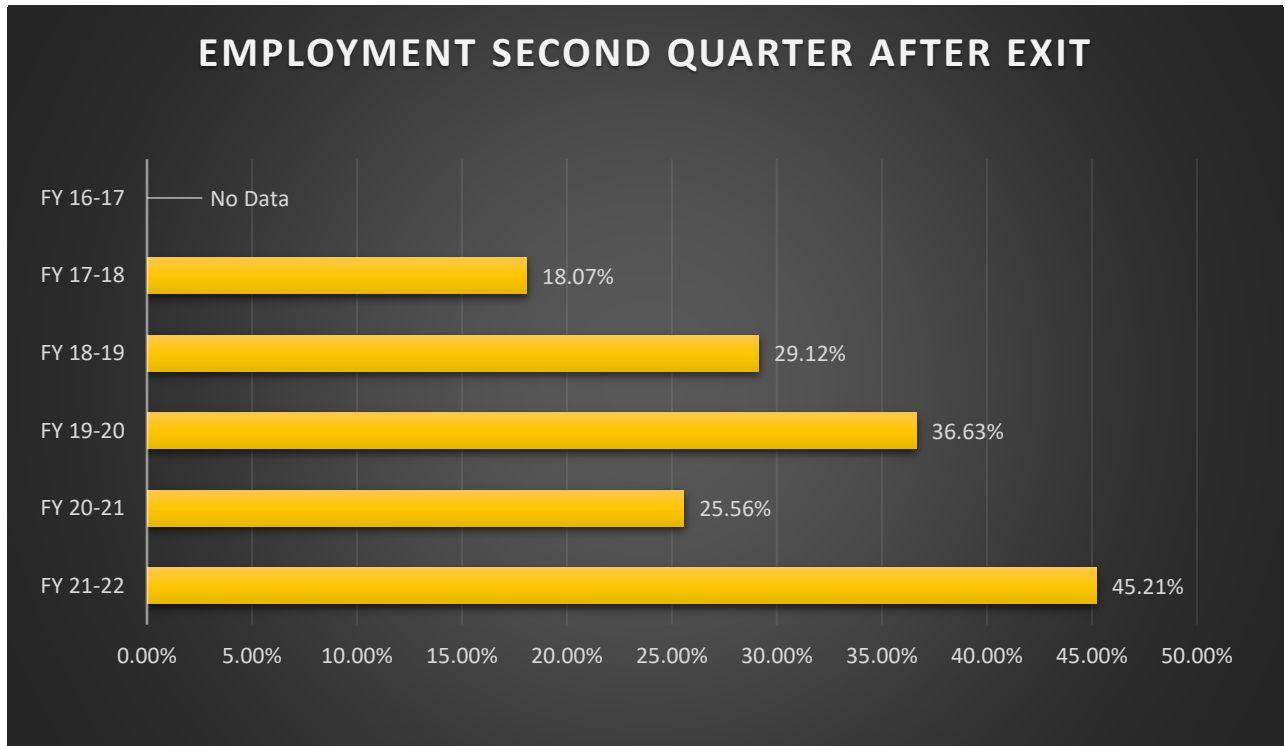
In FY 19-20 our Percentage of Participants Achieving any Credential was **42.67%**.

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

In FY 21-22 our Percentage of Participants Achieving any Credential was **33.33%**

We have experienced a decline in credential attainment of 16.67% from the last fiscal year. Although this still exceeds the 20.4% negotiated state performance level by 12.93%, additional research is being devoted to investigating and remediating this decline.

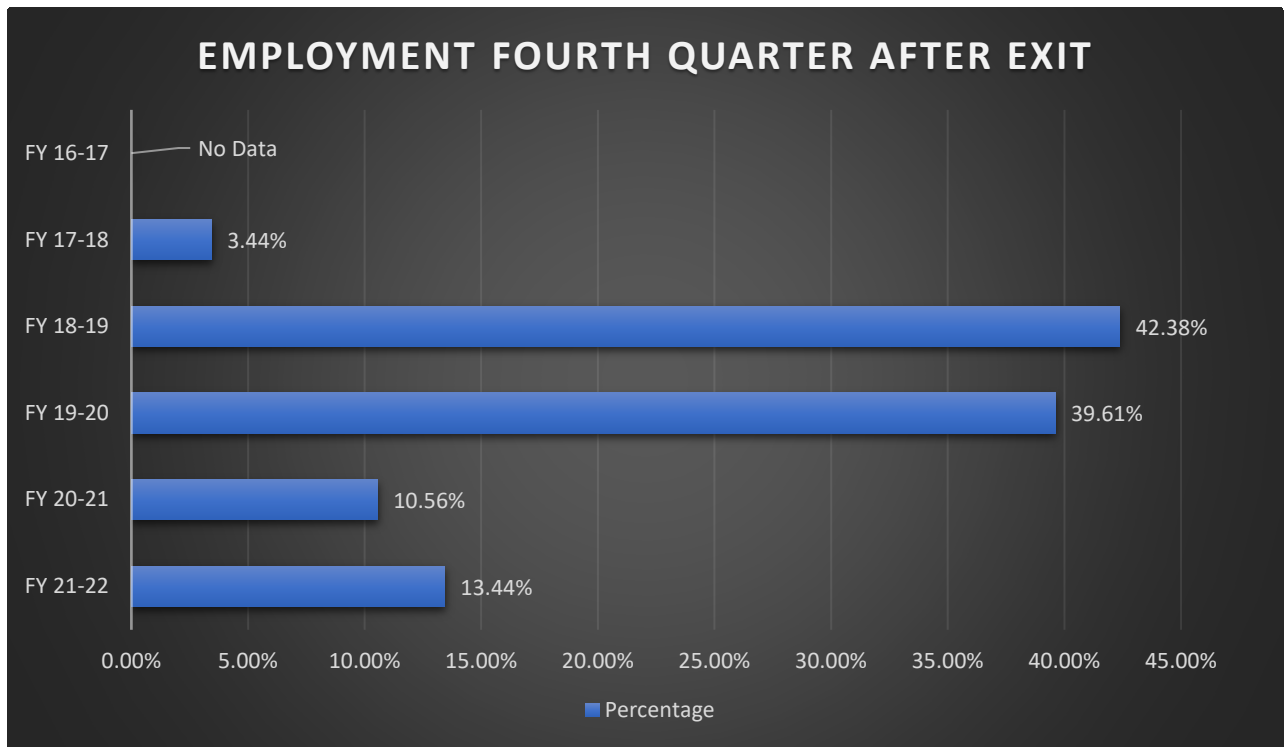
Employment Second Quarter After Exit: (Table 5, Column D)



- In FY 16-17 the Percentage of Participants Achieving Employment Second Quarter after Exit was Not Available.
- In FY 17-18 the Percentage of Participants Achieving Employment Second Quarter after Exit was **18.07%**.
- In FY 18-19 the Percentage of Participants Achieving Employment Second Quarter after Exit was **29.12%**.
- In FY 19-20 the Percentage of Participants Achieving Employment Second Quarter after Exit was **36.63%**.
- In FY 20-21 the Percentage of Participants Achieving Employment Second Quarter after Exit was **25.56%**.
- In FY 21-22 the Percentage of Participants Achieving Employment Second Quarter after Exit was **45.21%**.

When comparing the 45.21% Employment Second Quarter after Exit rate for FY 21-22 to the previous year it reflects a 19.65% increase and culminated to 20.21% above the state negotiated performance rate of 25%. It is believed that additional consideration toward conducting employment surveys is attributed to this figure.

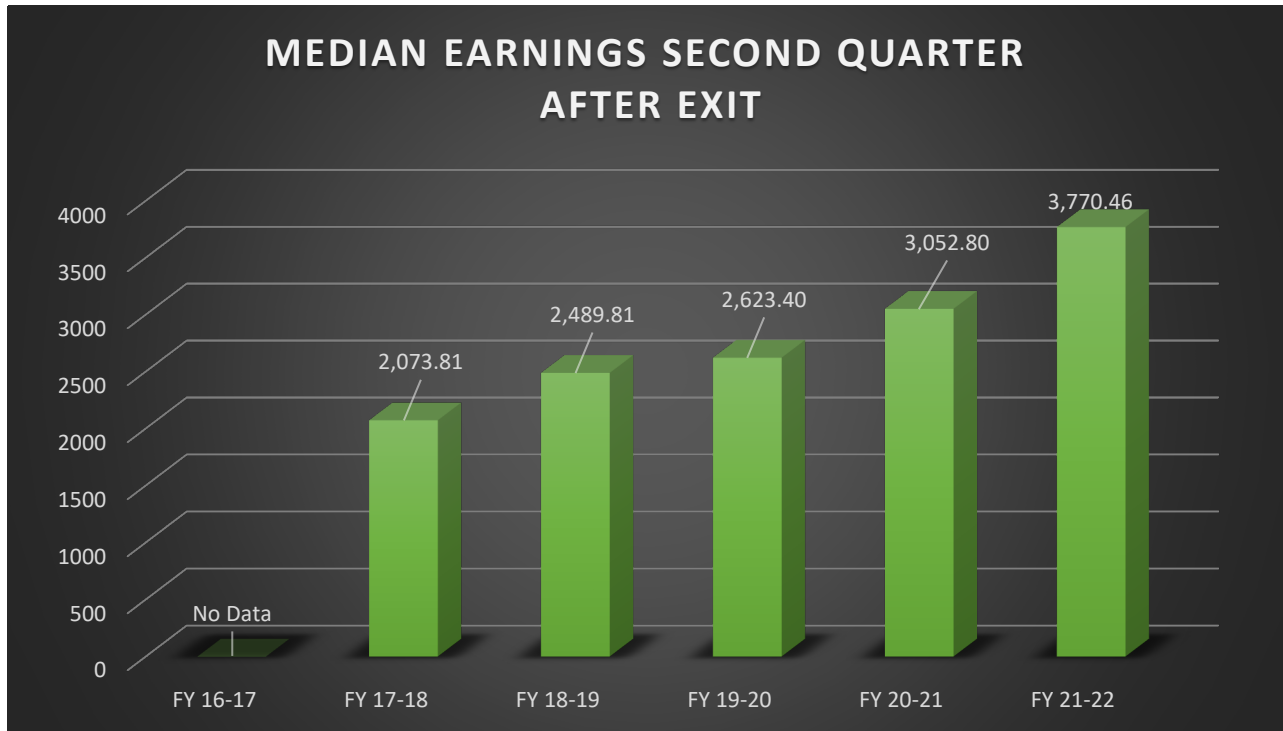
Employment Fourth Quarter After Exit: (Table 5, Column D)



- In FY 16-17 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was Not Available
- In FY 17-18 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **3.44%**.
- In FY 18-19 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **42.38%**.
- In FY 19-20 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **39.61%**.
- In FY 20-21 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **10.56%**.
- In FY 21-22 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **13.44%**

When comparing the Employment Fourth Quarter after Exit rates, FY 21-22 reflects a 2.88% increase from the previous year. This is 21.86% below the negotiated expected level of performance of 35.3%. Various factors are to be considered for this decrease in the southeast quadrant of New Mexico as well as New Mexico in general. Additional research is being devoted to investigating and remediating this change on a program level, to ensure that every eligible outcome is being counted and measured.

Median Earnings Second Quarter After Exit: (Table 5, Column C)



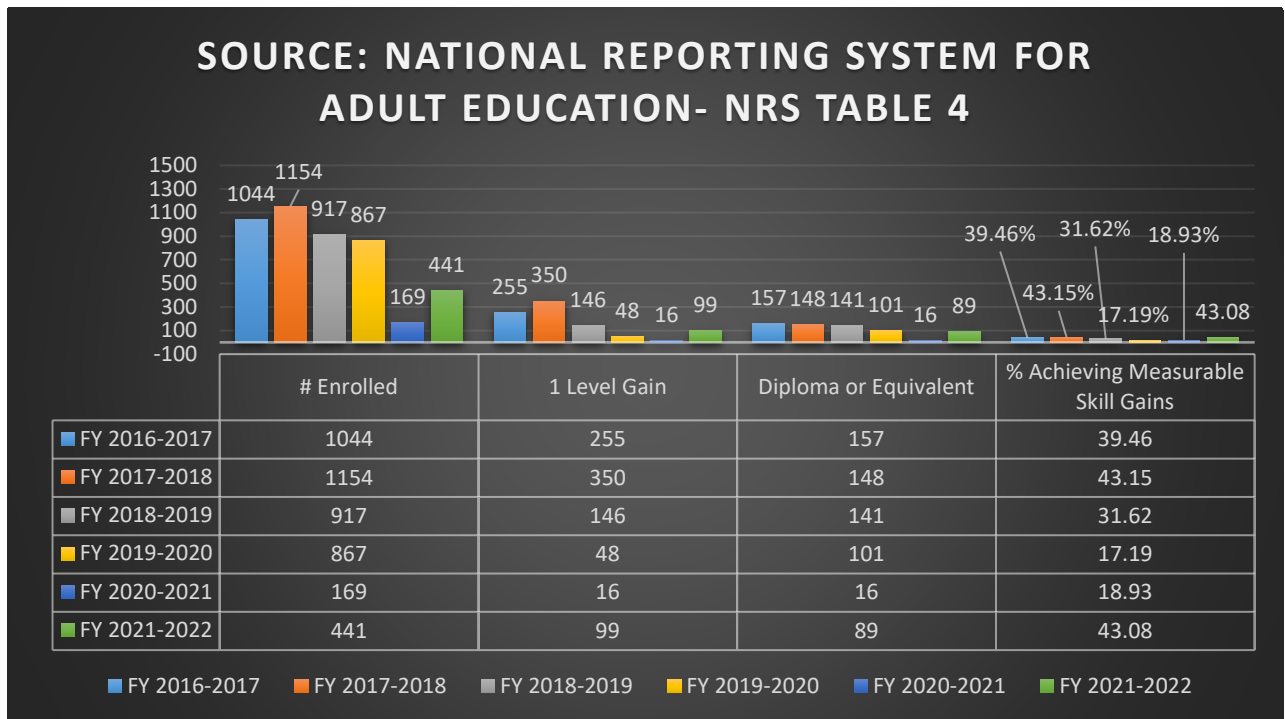
- In FY 16-17 the Median Earnings Second Quarter after Exit were Not Available.
- In FY 17-18 the Median Earnings Second Quarter after Exit was \$2,073.81.
- In FY 18-19 the Median Earnings Second Quarter after Exit was \$2,489.81.
- In FY 19-20 the Median Earnings Second Quarter after Exit was \$2,623.40.
- In FY 20-21 the Median Earnings Second Quarter after Exit was \$3,052.80.
- In FY 21-22 the Median Earnings Second Quarter after Exit was **\$3,770.46**.

When comparing the Median Earnings Second Quarter after Exit across multiple years, it has increased each year with a total increase of \$1,696.65 from FY 16-17. FY 21-22 exceeds the negotiated performance level of \$3,220.00 by \$550.46.

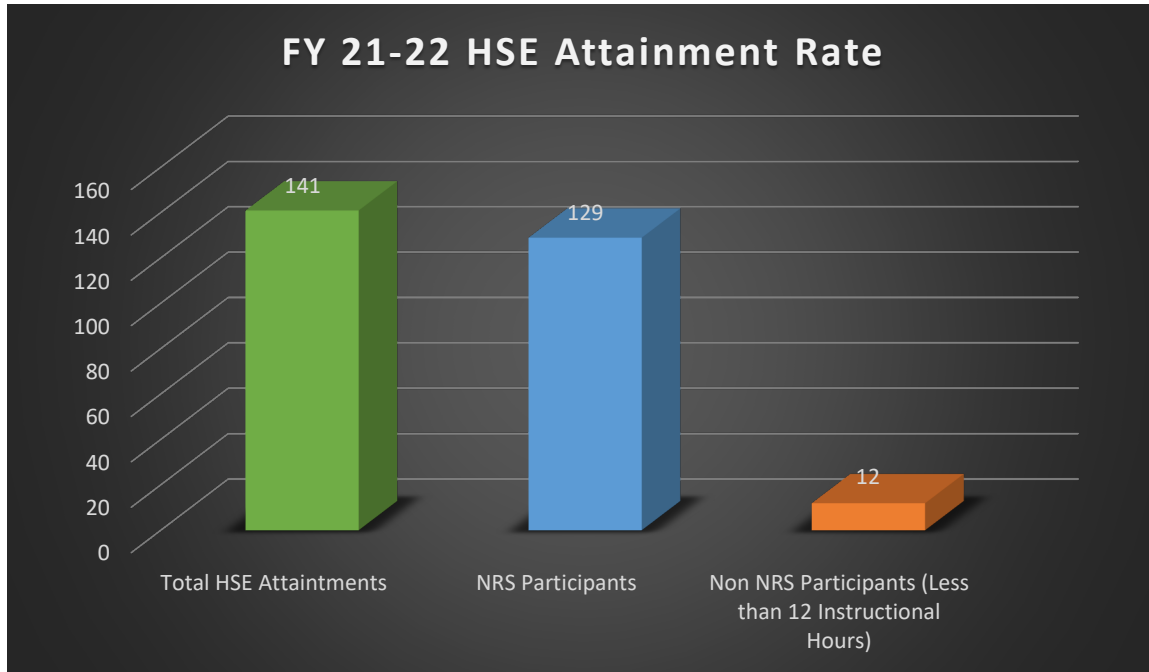
2. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?

Additional support from stakeholders is needed in this area to understand how to best improve this outcome. The only performance target that our program did not meet is Employment Fourth Quarter after Exit. Further investigation on the timeline of when to conduct student employment surveys is being conducted. Additional attention to Student Alerts on the LACES dashboard will be placed to ensure follow-up for this specific measure is being conducted at least quarterly. Part of our strategy includes collaborating with our agency partners to secure post-program employment or transition to post-secondary education and ensuring this is being recorded properly in the LACES database.

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.)



One notable trend in our program is the gradual increase in post-pandemic enrollment. An area of next focus will be on targeting students who do not have 12 instructional hours. The recent change in the way hours are counted in LACES will help this effort as our overall program headcount for FY 21-22 was 752 and of those 752 students 441 are counted in Table 4.



One other notable trend is the number of students that our program helped to complete their HSE. Of the 141 students that completed their HSE, 129 were counted as NRS participants.

Historically, when comparing our Measurable Skill Gain performance measures over the past fiscal years, it is evident that this trajectory is headed in the right direction. Overall program Measurable Skill Gain increased a resounding 24.15% from last fiscal year, exceeding our negotiated performance target of 37.1% by 5.98%.

Part of the increase in Measurable skill gain is evidenced by an increased percentage of HSE graduates by 216% in the concluded fiscal year. This is the second highest percentage increase among all 28 Adult Education programs in the State and resulted in an additional funding incentive of \$10,000. These funds came from a \$50,000 recurring appropriation to Adult Education to incentivize HSE completions.

Reasons for the increase in Measurable Skill Gain are attributed to the rebound of face-to-face instruction, as many students indicated a preference for this type of learning. Intensive and intentional student follow-ups were conducted frequently to aid in retaining students and eliminate barriers to their education. Some changes in enrollment practices also helped this effort by offering additional orientation sessions with more flexibility in scheduling, offering multiple days and varied times, and continued open enrollment practices. Additionally, the utilization of partner incentives has helped in promoting HSE completion. Workforce incentives such as a \$500.00 pay for completion model and \$75.00 measurable skill gain payment to students has helped in maintaining student motivation. The ENMU-Roswell Skills and Technical Training Scholarship has encouraged Adult Education students to pursue post-secondary education, as the cost is no longer a barrier. This scholarship has been monumental in eliminating the financial barrier many Adult Education students experience when entering college as it helps cover tuition, fees, supplies, and tools for eligible programs of study. Furthermore, the close proximity of the TRIO program to our Adult Education program has also aided students in realizing that multiple supports are readily available to help in their educational journey.

- 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.**

The use of program data is vital in driving the trajectory of the next focus not only to ensure quality services are being provided but to ensure continuous program improvement. Up-to-date data monitoring allows for immediate change if needed. We have recently changed from entering student attendance from once per month to bi-weekly. This practice will allow for more immediate feedback on student retention, classroom performance, and will inform us if remediation is needed in any of these areas. Additionally, monthly data check-in meetings are being held with the full-time Adult Education staff to track enrollment, student alerts, students who are post-test eligible, measurable skill gain, post-test percentage rates, and other performance-based outcomes as indicated on all Core Indicators of Performance. These are vital in securing adequate funding for program functions.

Data-driven instruction practices are tracked to foster a greater understanding of how students are performing in each classroom. We also track which methods are working and if adjustments need to be made. Classes with low levels of performance are being given additional support from AE administrative staff. Historically, Math and ESL classes have been our biggest challenges.

The AE Director has conducted Staff and Instructor surveys to identify what internal supports are needed to further drive program improvement, employee satisfaction, engagement, and areas of next focus. This practice will be continued annually.

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	752	\$11.69	\$9,456.00
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	714	\$9.23	\$3,726.00
Referrals to and coordination of activities With other programs and services.	Career Service	752	\$0.00 All done through Admin Staff on State Funding	\$0.00 All done through Admin Staff on State Funding.
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	752	\$1.01	\$189.00
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	752	\$0.67	\$126.00
Integrated Education and Training (IET) programs	Training Service	59	\$202.40	\$9,108.00
Grand Totals:				\$22,605

- 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 Eastern Area Workforce Development Plan was modified in FY 2022. We are working hard to increase both enrollment and success rates in postsecondary education. We are eager to facilitate student learning to help them earn a credential that translates into better employment opportunities and higher earnings. One way of completing this is to ensure that barriers to student success are being addressed by accessing the multitude of supportive services such as transportation, assistance with educational testing, emergency housing assistance, and access to technology such as chrome books. Additionally, accessing incentives for HSE obtainment, work experience, skill level gain by post-testing, and the attainment of a post-secondary credential is helping completion rates. Our program meets the needs of adults and youth, including dislocated workers, low-income individuals, migrants, seasonal farm workers, individuals training for nontraditional employment, veterans, public assistance recipients, and individuals with multiple challenges to employment. This includes individuals with limited English-speaking proficiency, disabilities, and/or older populations. Our goal is to provide instruction that is appropriate for students at their level of literacy. This goal considers the alignment of services when students are co-enrolled with partner programs such as the Workforce. We continue to examine best practices to strengthen pathways and wraparound supports, strong career planning, and intensive coaching for our students.

- 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?**

We have partnered with our local Workforce Development Board to deliver both co-enrollment practices and braided funding. In partnership with The Eastern Area Workforce Development Board (EAWDB) the ENMU-Roswell Adult Education program continued an Entrepreneurial Skills Training Program. The primary target for this program is students ages 16 through 24 seeking to complete their high school diploma, develop the skills to run a business, and be more valuable to an employer. Participants of this program are co-enrolled with the New Mexico Workforce Connections to build a stronger, coherent system and to leverage the services of both programs for the betterment of local students.

Below are the Entrepreneurial skills that are provided each semester which spans (12 to 18 weeks):

- The basics of starting and operating a small business
- Budgeting
- Workplace ethics
- Taking initiative
- Communication
- Marketing oneself
- Learn critical and strategic thinking efficiency
- Resilience
- Time management skills
- Teambuilding

This program is unique in that it pays students an hourly wage to attend class. Braided funding between our agencies has allowed for this type of incentive. Workforce funding has been used towards developing entrepreneurial skills and student payments while AE funding has been used to provide HSE preparation. It has been increasingly successful in each cohort. Our last cohort ended with approximately 95% of students completing their HSE for those that completed the program from start to finish. Students earn badges for having completed specific parts of the curriculum which can help prove to employers that they possess the necessary skills to be successful in unsubsidized workplaces. Some of the challenges that we have experienced are with adults 25 years of age and older. These students are HSE seeking and interested in attending the Entrepreneurial program but they do not qualify for the hourly wage to attend class. This has created a barrier to some that are interested in enrolling but must work during the day.

- 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.**

Due to the length of the most recent MOU and IFA, they have been attached at the end of this document.

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?**

The state-sponsored Career Pathway Initiative has been a highlight of the past three years. The ENMU-Roswell Adult Education program participated in all three years of the Career Pathway Initiative. Our level of engagement remains strong in this effort as we have developed a vast knowledge base on developing IETs, contextualizing instruction, understanding the core programs under WIOA, and methods of developing partnerships. Currently, we are looking at expanding our IET programs to include Occupational Therapy Assistant program. We have also added additional components to our onboarding process targeted toward career exploration to help students identify a career plan. For instance, we redesigned our student evaluation sheet to include a student life plan setting both short- and long-term goals. Additionally, a career interest profiler is now being used that provides information on careers directly associated with programs at ENMU-Roswell.

- 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.**

Career planning and advising are built into our program in several ways. Initially, all students are exposed to this during our orientation process, information about career opportunities is presented and students begin identifying career interests using the ONET interest profiler. A similar profiler designed specifically for certificate and degree programs offered at ENMU-Roswell is also being used. Intentional follow-up advising sessions are held with students to ensure they remain on track for the goals they have set or to update these goals. Once students complete their HSE exams additional discussions are held to ensure they are connected with partners such as workforce connections or TRIO for those interested in college

enrollment. The ENMU-Roswell skills and technical scholarship is also provided to those students enrolling into eligible programs of study. Often times even after having completed the Adult Education program students seek out advice as we have made a direct impact and connection with them.

A few of our programs have career planning and advising structurally built into class, one program to highlight is The New Mexico National Guard Youth ChalleNge Academy (NMYCA). The collaboration between our two agencies specifically promotes student success in the areas of education, outreach, placement, and transition to college. NMYCA cadets will enroll in a vocational training class through ENMU-Roswell at no cost to the cadet and their families. The vocational training courses that ENMU-Roswell currently offers are Construction trades, Media Arts, Emergency Medical Responder, Fire Science, and Microsoft Office.

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:

Yes, our program offered IET programs.

The IET programs at ENMU-Roswell were developed from the IBEST model which is a nationally recognized instructional model that increases students' basic skills in reading, writing, math, English, workforce preparation, and digital literacy. We have developed three IET programs (Emergency Medical Services EMT, CNA Nursing Assisting), NMYCA, and most recently an Entrepreneurial Skills Training program all of which fulfill the components needed to be an IET program. These students can enroll in a class to receive a certificate in a career/technical program while consecutively working on attaining a High School Equivalency Credential.

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

1. Health Sector
 - a. EMT-Emergency Medical Services
 - b. CNA-Certified Nursing Assisting
2. Entrepreneurial Skills Training program
3. NMYCA-New Mexico Youth ChalleNge Academy- we are researching adding NMYCA as an IET program as they are now meeting all the eligibility criteria for IET designation.

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

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

Each of our programs listed below incorporates all three components required to constitute an IET program: adult education and literacy activities, workforce preparation activities, and workforce training.

- Health Sector
 - EMT-Emergency Medical Services and CNA- we provide activities that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills. We provide basic skills in Reading, Writing, Math, English, workforce preparation, and digital literacy. This is conducted during instructor-developed workshops and tutoring sessions.

- Entrepreneurial Skills Training program-
 - This program is designed to improve student employability skills, assist with job counseling and guide them with career planning. Within these classes, we have an embedded curriculum that is designed to help students obtain their High School Equivalency and a Certificate of Completion. Certificates are provided by Startup Generation and the Workforce Program. They list the badges earned by students such as Team Formation, Prototype development, Business modeling, Pitch Readiness, and Entrepreneur to name a few.
- NMYCA-New Mexico Youth ChalleNGe Academy- we are researching adding NMYCA as an IET program as they are now meeting all the eligibility criteria for IET designation. Currently, cadets are offered the ability to earn college credit toward industry-recognized credentials in the following areas:

NMYCA Vocational Trainings
<i>Cadets earn college credit, a certificate of Employability Skills to obtain employment</i>
Construction Trades - Credits earned: 22 <i>(Plus a OSHA Safety Certification Course)</i>
Media Arts - Credits earned: 22 <i>(Plus a OSHA Safety Certification Course)</i>
Emergency Medical Responder - Credits earned: 25 <i>(plus a CPR/Fire Aid Certification Course)</i>
Fire Science - Credits earned: 26 <i>(plus a CPR/Fire Aid Certification Course)</i>
Microsoft Office - Certificate of Employment - Credits earned: 26

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.**

It has been proven that on-campus IET programs are needed. Additional requests for an IET program from the division of health have been made; specifically for ENMU-Roswell’s Occupational Therapy Assistant program.

Section VI. Curriculum and Instruction

1. **Please describe your program’s orientation and onboarding process.**

We provide a formal week orientation process to introduce our students to the AE program. It is delivered twice per week, in both English and Spanish. Establishing the student’s educational and personal needs is vital during this process. During the intake orientation process, students should receive enough information about the program to make the time and energy commitment the program requires and to reach their personal goals. During orientation a presentation is provided that explains the educational program, discusses college life, learning styles, remedies to transportation barriers, availability of childcare assistance, and a multitude of partner agency services. During the week a pre-TABE assessment is conducted on all Adult Education students. This test is a diagnostic assessment used to determine a person's skill levels and aptitudes. ESL and IELCE students are tested with BEST Plus 2.0. This is administered in a face to face-to-face scripted oral interview, designed to assess interpersonal communication using everyday language combined with listening and speaking skills. BEST Plus 2.0 provides the accountability needs of programs that report to the National Reporting System (NRS). The results of pre-tests are critical in designing a class

schedule or virtual program of study for each student. Presently, we continue to adjust and be creative and flexible on how to provide student enrollment and course offerings.

After pre-assessments are completed, each student is scheduled for an individual conference to review test results, program service offerings, best-help practices, and academic goals. The evaluator advises and guides each student to set a workable course schedule. This process is critical in establishing trust and rapport. It is one method of retaining students by instilling comfort and a welcoming environment. Our students cover the full spectrum from low-to-no literacy, to those who are college-ready, or professionals in their home countries. Students' personal and professional interests, along with other factors, such as student work schedules, and family responsibilities are taken into consideration. Once placed into class students receive instruction focused on Adult Learning Theory.

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.

We have designed our schedule to offer the greatest amount of flexibility to ensure student access. Our program is open from 7:30 am to 8 pm on Monday, Tuesday, and Thursday; and from 7:30 am to 5:30 pm on Wednesday. Additionally, we are open on Friday from 8 am to 12 pm. We also offer instruction on Sunday and Wednesday at Grace Community Church from 6 am to 7:30 pm.

We offer both face-to-face and online classes in multiple locations across the Roswell community at various hours for both ESL and HSE populations. We have a computer lab that is made available to all students during our open hours. Our practice of open enrollment also allows students to readily enroll in our Adult Education program without having to wait for semester enrollment periods. This helps in retaining interested students. We ensure adequate intensity by using approved curricula such as the Common Core Basic and Common Core Achieve materials by McGraw-Hill. These contain building essentials, lesson plans, and resources, and provide test readiness skills for Reading, Writing, and Math. Using the building essentials test and readiness skills for high school equivalency exams, the common core provides foundational skills that our students need in obtaining their high school equivalency credential.

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.

To support student success and address barriers to learning, our program provides Chromebooks to support their learning process, increase accessibility to online learning, and build confidence in maneuvering the digital world. Additionally, smart boards were implemented in classrooms to support teachers and students in learning operational functions of technology in which to facilitate continued off-site learning, discussions, and assignments. This has also allowed students to easily attend remotely via Zoom or Google Meets when needed. We continued the use of Program Application software so that students could access study material on their smartphones to complete lessons or assignments for asynchronous learning, and so that instructors can remotely track and monitor all student activity. Smartphone access allows learners to "binge learn" outside of class with innovative teaching videos, rigorous practice, and audio-visual help.

A list of the digital technology software and programs we use to support continued learning in and out of the classroom include:

- Google Classroom
- Learning Upgrade
- EdReady

- Smart Boards
- Logitech Rally Video Conferencing Systems
- Virtual Meeting Software
- Quizlet
- Kahn Academy
- Mavis Beacon
- Google Suite
- PLATO/Edmentum
- Oxford Picture Dictionary
- Duolingo
- Nearpod
- Quizlet
- ICIVICS
- Burlington English
- Learning Genetics

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.

Required curriculum and resources to support instruction and implementation are provided through a policy of requiring instructors to align their curriculum to College and Career Readiness Standards with specific designations to each standard. Instructors have been provided professional development on how to implement these standards into their curriculum. We have also paired seasoned instructors with new instructors to share best practices and facilitate this implementation. We were very fortunate to have participated in the three-year Career Pathways Initiative which allowed us to share and integrate CCRS into our program development.

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

- Instructors use differentiation instructional strategies to allow for the varying language and acquisition skills of students by; close reading, scaffolding, and reading strategies such as prediction, visualization, connection through stories, passages, informational text, and annotation.
- Common Core Basic and Achieve curriculum by McGraw-Hill is used as it contains building essentials, lesson plans, and resources, and provides test readiness skills for reading and writing.
- Instructors use meaningful and authentic texts to emphasize delivery of decoding words through workbooks which segue to interdisciplinary of all areas.
- Vocabulary instruction is used to foster inference and comprehension using – Burlington English and Grammar Sense textbooks.
- Khan Academy is used to assist students with reading math words specific to mathematical concepts.
- Ed Ready is an online platform used to help students in Reading, or English. Targeted reading instruction and subjects focus on inference, comprehension, main ideas, and supporting details and involve decoding word problems, charts, and graphs.
- Interactive voice and visuals using YouTube help ESL students in mastering phonetic awareness.

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 training.

The theoretical frameworks for program design, curriculum development, and staff training function under the uniform standards set by Adult Education. In addition, my research as the AE Program Director is the Model of Adult Learning Theory: Concept, Construct, and Proposition. This theoretical framework based on the work by Watson (1930), Vygotsky (1978), Mezirow (1991), and Dirkx (2006) can be applied to standard face-to-face and online classrooms as “checklists” for course development, projects, or assignments that match adult learning theories. Our particular focus from this framework supports the Proposition concept in which our program supports the different learning styles of our students, adjusting teaching methods or styles in consideration of the academic and personal needs of our population (Watson, et al)... This reflects in both curriculum development and staff training to align and implement the framework.

As the Director of the program, leadership, and management practices have been derived from years of firsthand experience in discovering a multitude of best practices among peers, from professional development from COABE, NMAEA, OCTAE, and management classes through Eastern New Mexico University. I firmly believe in transformational leadership to provide professional growth, direction, innovation, and most importantly inspiration.

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

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

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

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

75

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

Our program promotes further understanding of IELCE requirements by aligning the curriculum to the following:

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

We provide multiple ESL classes at various times that focus on Reading, Listening, Speaking, and Writing at all levels of instruction. The learning environment fosters a stress-free setting where teachers incorporate games and music while focusing on the curriculum at hand. This has helped in retaining students. Curriculum activities from Burlington English have been implemented and include college and career readiness to obtain the skills required for academic and career success.

All students benefit from lessons being taught even if particular students are not in the citizenship process. During some civics lessons, we use educational videos to support and supplement the learning process.

Additionally, America's Storybooks by Angela O'Dell are one example of the type of book that helps to promote Civics and Government learning. Life skills, ESL Lessons, and Workplace literacy is also the focus of IELCE classes.

We utilize the "Conversations for Work" books by Ellen Vacco and Paula Jablon which helps students in developing language skills and to communicate effectively in jobs. Other lessons featured are; conversation, key grammar, and vocabulary, listening and speaking, activities for the workplace, and critical thinking. We model note-taking skills using T-charts, Venn diagrams, and cloze exercises to name a few. Students are also encouraged to use the AE computer lab to access additional programs and to learn digital literacy skills.

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

Our goal is to continuously provide instruction in Integrated English Literacy and Civics Education to immigrants and other limited-English proficient populations. Instruction includes adult education, literacy, workforce preparation, English language acquisition activities, integrated English literacy, civics education (IELCE), and integrated education and training (IET). These help students in developing the necessary skills required to enter into unsubsidized employment.

Key components in our IELCE Preparation are 1) our strong relationship and close proximity with our regional workforce office which helps us in providing wraparound support services to our students. 2) Activities including applied citizen preparation, civic participation, field trips that support class-based instruction, peer-to-peer learning, and the use of technology. 3) Outreach of demonstrated effectiveness, guest speaker events that support class-based instruction, workforce preparation activities, and workforce training activities.

We have developed community partnerships with the following agencies to help prepare and provide additional resources for IELCE students, these partners include:

- ENMU-R Career Success Center & Veteran's Resource Center provide Community Career Fair for students that need a job as well as counseling.
- (MET) Motivation Education and Training Provides rural communities in New Mexico, with employment training, family services, and activities through a network of service centers.
- ENMU-Roswell TRIO Educational Opportunity Center provides students support services and is designed to increase the college retention and graduation rates of its participants and ease the transitions from high school to college and the workforce.
- EMT and CNA (I-BEST) Integrated Best Education Skill Training provides activities that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills.
- New Mexico Workforce Connections assists individuals with employment and career transition, and assist local businesses with a variety of workforce-related services
- At Parkview Elementary we provide a family literacy program to parents and their children with the goal of further educating students on the west side of the city to be able to enter subsidized employment.
- Within the New Mexico Youth ChalleNGe Academy Program we have begun serving IELCE students as this has become a part of their student population.
- We have partnered with the following faith-based organizations to provide ESL classes and childcare services (Church on the Move & Grace Community Church).

A challenge that we have faced is having adequate resources to help students that enter the program and need to translate their former degrees from their home countries. Oftentimes, it is easier for these students to enter the Adult Education program and obtain their High School Equivalency due to high the costs of translating former degrees.

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

Our IELCE program operates on an “open-entry/open-exit” platform which allows students to enroll in a class at any point during the year and withdraw when they have met their individual learning goals. One advantage of this structure is that students need not wait until the next term to begin classes. This helps avoid problems associated with recruitment, retention, and the delivery of our services that are available to youth and adults. We ensure IELCE students are familiar with the service and programs offered by our workforce counterparts. Workforce partners attend our ESL orientation to present information on eligible training providers, labor market information, and required evaluations in which to enter their program. Challenges include helping students to realize that they are ready for the next level of instruction, and have mastered levels of employability skills. Our data exhibits a strong IELCE student population has been established. Strong leadership from the local Eastern Area Workforce Development Board also plays an important role in ensuring that our programs collaborate to provide the best possible service and outcomes for students.

- 5. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.**

Oftentimes, Adult Education and Workforce counterparts use widely different terminology and interpretations of key concepts related to the workforce system and service delivery; this can make collaborations challenging. Other challenges include establishing good relationships among all regions.

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

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

(If your program did not provide these types of services in 2021-2022, just indicate N/A).

0

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

To date, we have not served any Justice-Involved Individuals, however, we have conducted an internal survey within the facility to assess interest and are planning on resuming services in the Roosevelt Detention Center in mid-September of 2022.

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

Recently, we have collaborated with Lieutenant Clay Layher from The Roosevelt County Detention Center and will soon be providing services in a virtual capacity to Justice-Involved Individuals. This center is

located in Portales, New Mexico, and is a 187-bed minimum-security adult facility for both males and females. Our goal is to achieve face-to-face classes at pre-pandemic levels of service including academic and career help, high school equivalency, career exploration, and workforce preparation. We are also working on providing exit packets to each inmate upon exiting the facility to guide them to their next nearest Adult Education program as well as other important support services.

- 3. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.**

We are working towards overcoming access to Detention Facilities in Chaves County to resume Adult Education services.

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.

Professional Development Attended	Position	Full or Part Time	Date	Location
AE and Trio partnership meeting	Director, Assistant Director	Full Time	3/14/2022	Virtual
AE Monthly Director's Meeting	Director	Full Time	Monthly	Virtual
Bi-Weekly Tech Ed. Meetings	Director and Assistant Director	Full Time	Bi-Weekly	ENMUR-Roswell
Board Works Webinar	Director	Full Time	12/7/2021	Virtual
Burlington English Admin Training	Director, Assistant Director, Data Tech	Full Time	5/16/2022	Virtual
Campus Leadership Cohort	Director	Full Time	Monthly	ENMU-Roswell CUB 110
Campus Wide Facebook Live Sessions	Director and Full Time Staff	Full Time/ Part Time	Monthly	Virtual
Campus Wide Meeting	Assistant Director	Full Time	10/15/2022	ENMU-Roswell PAC
Campus Wide Meeting	Assistant Director	Full Time	11/12/2021	ENMU-Roswell PAC
Campus Wide Meeting	Director, Assistant Director	Full Time	1/14/2022	ENMU-Roswell ITC
Campus Wide Meeting	Director, Assistant Director	Full Time	12/17/2021	ENMU-Roswell OTC 124
Campus Wide Meeting	Director, Assistant Director	Full Time	3/11/2022	ENMU-Roswell OTC 124

Adult Education Local Program Annual Report

2021-2022

Career Pathways	Director	Full Time	11/5/2021	Virtual
Career Pathways Symposium	Director, Assistant Director	Full Time	6/3/2022	Virtual
Chaves County Health Committee	Assistant Director	Full Time	Monthly starting 1/2022	Virtual
COABE Conference	Director, Assistant Director	Full Time	4/11/2022 - 4/13/2022	Seattle, WA
COABE Conference	Director, Assistant Director	Full Time	4/10/2022-4/14/2022	Seattle, WA
Community Partnership Study-Sierra Middle School	Director	Full Time	1/25/2022	Virtual
Comprehensive Strategy Board meeting	Director	Full Time	Monthly	Virtual
CPI Year 3/TAC Group Meetings	Director, Assistant Director	Full Time	11/2021 - 5/2022	Virtual
Defensive Driving Training	Director	Full Time	10/18/2021	ENMU-Roswell
Department Staff training/meeting	Director, Assistant Director, Data Tech, Instructors	Full Time, Part Time	12/21/2021	ENMU-Roswell CSC 201E
Department Staff training/meeting	Director, Assistant Director, Data Tech, Instructors	Full Time, Part Time	5/20/2022	ENMU-Roswell CSC 201E
Eastern Area Workforce Development Board Meeting	Director	Full Time	12/21/2022, 2/9/2022	Virtual
Emergency Operations Tabletop Training	Director	Full Time	6/22/2022	ENMU-Roswell
ENMU-R Annual Inservice	Director, Assistant Director and Data Tech	Full Time	8/13/2021	ENMU-Roswell

Adult Education Local Program Annual Report

2021-2022

Entrepreneurial Skills Training program meeting	Instructors	Part Time	Monthly	Virtual
Everfi Training	Director	Full Time	1/28/2022	Virtual
Food Awareness Day	AE Staff	Full Time, Part Time	4/18/2022	ENMU-Roswell
Hunger Awareness	Director	Full Time	4/5/2022	ENMU-Roswell
Indispensable Institution Webinar	Director	Full Time	9/14/2021	Virtual
Institutional Capacity Building Cohort	Director, Data Tech	Full Time	9/9/2021, 9/21/2021, 12/9/2021, 2/15/2021, 5/10/2021, 5/26/2021	ENMU-Roswell CUB 110
Internal Staff Professional Development	All Adult Education Staff	Full Time, Part Time	11/23/2021	ENMU-Roswell
Internal Staff Professional Development	All Adult Education Staff	Full Time, Part Time	5/20/2022	ENMU-Roswell
Juvenile Community Corrections Panel	Director	Full Time	1/11/2022, 6/14/2022	Virtual
LACES Data Training	Director, Assistant Director, Data Tech, Instructors	Full Time, Part Time	Monthly starting 1/2022	Virtual
Leadership Fellows Academy	Director	Full Time	Once Per Month	ENMU-Roswell
Leadership Seminar by Andy Wood	Director	Full Time	6/13/2022 - 6/16/2022	ENMU-Roswell
LINCS Webinar: Exploring the Equitable Apprenticeship Toolkit	Director	Full Time	6/28/2022	Virtual

Adult Education Local Program Annual Report

2021-2022

LINCS Webinar: Rights and Responsibilities of AE Programs and Educators	Director	Full Time	6/22/2022	Virtual
Literacy Coalition of the Permian Basin	Director	Full Time	4/6/2022	Carlsbad
NEDP Webinar	Director, Assistant Director	Full Time	5/4/2022	Virtual
New Director's Training	Director	Full Time	8/31/2021	Virtual
New Mexico Adult Education Association Meetings	Director and Instructor	Full Time, Part Time	Once Per Month	Virtual
NIOSD Conference	Director and Staff	Full Time, Part Time	10/20/2021 - 10/22/2021	Virtual
NMAEA Board Meetings	Director and Instructor	Full Time, Part Time	Once Per Month	Virtual
NMAEA Conference	Director, Assistant Director, Data Tech, Instructors	Full Time, Part Time	5/25/2022 - 5/27/2022	Albuquerque, NM
NMAEA Conference Committee	Director	Full Time	9/13/2021	Virtual
NMAEA Membership Committee	Director	Full Time	6/21/2022	Virtual
NMAEA Retreat	Director and Instructor	Full Time/ Part Time	8/5/2021 - 8/6/2021	Albuquerque, NM
NMYCA Instructor PD Training	Director and NMYCA Instructors	Full Time/ Part Time	8/4/2021	ENMU-Roswell
Overview of the U.S. Naturalization Test Webinar	Director, Assistant Director	Full Time	1/26/2022	Virtual

Adult Education Local Program Annual Report

2021-2022

Professional Development Certification and Credentialing Workgroup	Director	Full Time	March, April	Virtual
Professional Senate Meeting	Director	Full Time	7/15/2022	ENMU-Roswell
Real College Survey	Director and Data Tech	Full Time	Once Per Month	ENMU-Roswell
RISD Substance Abuse Prevention	Director, Assistant Director	Full Time	4/27/2022, 6/8/2022	RISD
RISD-AESC Meeting	Director, Assistant Director	Full Time	1/31/2022	RISD
RISD-Meet the Moment Opportunity Fair	Assistant Director	Full Time	2/15/2022	RISD
Roswell Independent School District Meeting	Director	Full Time	7/20/2021	RISD
Roswell Job Corps Community Workforce Council	Director	Full Time	6/30/2022	Virtual
Scrub Camp	Instructors	Part Time	6/9/2022	ENMU-Roswell HSC
Security Awareness Training	Director	Full Time	4/29/2022	Virtual
Teachers Institute	Director, Assistant Director, Data Tech, Instructors	Full Time, Part Time	10/21/2022	Virtual
Teacher's Institute	Director and Staff	Full Time, Part Time	10/21/2021	Virtual
Title IX Training	Director	Full Time	10/5/2021	ENMU-Roswell
Training (P-Cards)	Director, Assistant Director	Full Time	4/7/2022	ENMU-Roswell CUB 110

Adult Education Local Program Annual Report

2021-2022

Training (Purchase Orders, Closing and end of year)	Assistant Director	Full Time	3/3/2022	ENMU-Roswell CUB 110
Training (Requisitions, Amazon/Staples, etc.)	Assistant Director	Full Time	3/31/2022	ENMU-Roswell CUB 110
Training (Summit and Travel)	Director, Assistant Director	Full Time	3/10/2022	ENMU-Roswell CUB 110
WIOA Youth Conference	Instructors	Part Time	6/2/2022	Roswell, NM
Workforce Youth Conference	Director, Assistant Director, Instructors	Full Time, Part Time	6/2/2022	Roswell Convention Center

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.

\$22,605.00

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.

\$0.00

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
166	\$18.00	\$2,988.00

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

Total hours contributed	Fair Market Value per Hour	Total
131	24.51 Per Hour	\$3,208.50

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

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

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

\$200.00

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

\$5,000.00

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

\$15,000

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
10,000	\$23.21 (Via Google Search for Roswell Area)	\$232,100.00

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
Altrusa Int'l Foundation of Roswell, NM Inc.	\$1,500.00

B. Program Income Activities

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

\$0.00

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.

Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years.” WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table below.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, *we ask you to calculate these costs only for Program Year 2020-2021* (not for the three preceding program years, as specified by WIOA).

Please do your best to calculate these expenditures faithfully; we appreciate your efforts. *Last year, some programs did not calculate these numbers very accurately or according to our guidance, leading to numerous data reporting problems on our end.* This year, we have provided in Section IV a table that you can use to more accurately calculate your expenditures. Please take note of the following additional guidance, and let us know if you have any questions.

- Because of the nature of career services (see the table in Section IV for a list of all of them) *all or nearly all* of the students in your programs receive many of the services listed as “career services” (e.g., orientation, initial assessment).
- You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you *do not need to report them in Section IV.*
- Do not include any administrative costs in your report.
- Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these activities are not included in the career and training services report.
- If your program utilizes AEFLA federal funds to provide an IET program, **only the training component** would be categorized as a training service and should be included in the cost calculation of training services.

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

Please email Amber.Rodriguez@state.nm.us (and cc: Katya.Backhaus@state.nm.us) if you have any questions as you prepare this report.

Student:

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: ENMU-Roswell

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
ABE*** Level 1	0	0	0	0	0	0	4	2	0	0	0	1	0	0	7
ABE Level 2	7	0	0	0	0	1	30	18	0	0	9	3	0	0	68
ABE Level 3	2	5	2	0	4	2	56	101	0	1	16	26	0	1	216
ABE Level 4	0	1	0	0	1	0	16	26	0	0	11	8	0	0	63
ABE Level 5	0	0	0	0	0	0	5	4	0	0	0	3	0	0	12
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	15	21	0	0	0	0	0	0	36
ESL Level 2	0	0	0	0	0	0	8	11	0	0	0	0	0	0	19
ESL Level 3	0	0	0	0	0	0	2	7	0	0	0	0	0	0	9
ESL Level 4	0	0	0	0	0	0	1	5	0	0	0	0	0	0	6
ESL Level 5	0	0	1	0	0	0	2	2	0	0	0	0	0	0	5
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	9	6	3	0	5	3	139	197	0	1	36	41	0	1	441

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

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

Select Reporting System:

NRS FY 21-22

Agency: ENMU-Roswell

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 (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	9	5	0	0	2	1	77	57	0	0	22	13	0	0	186
19-24	0	0	1	0	1	1	22	43	0	0	7	12	0	0	87
25-44	0	1	2	0	2	1	25	68	0	0	6	14	0	1	120
45-54	0	0	0	0	0	0	9	20	0	0	0	2	0	0	31
55-59	0	0	0	0	0	0	4	6	0	0	1	0	0	0	11
60+	0	0	0	0	0	0	2	3	0	1	0	0	0	0	6
Total	9	6	3	0	5	3	139	197	0	1	36	41	0	1	441

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: ENMU-Roswell

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	3	1	0	0	1	0	29	27	0	1	15	12	1	2	92
19-24	0	0	0	0	1	0	29	30	0	0	8	5	0	0	73
25-44	1	0	0	0	0	1	26	57	0	0	6	3	0	1	95
45-54	0	0	0	0	0	0	5	11	0	0	0	0	1	0	17
55-59	0	0	0	0	0	0	2	4	0	0	0	0	0	0	6
60+	0	0	0	0	0	0	2	3	0	0	1	0	0	0	6
Total	4	1	0	0	2	1	93	132	0	1	30	20	2	3	289

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

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

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

Ethnicity/Race: See Table 1

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 21-22

Agency: ENMU-Roswell

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**	182	76	66	7	1	1	333
Integrated Education and Training Program	11	23	13	3	1	0	51
Adult Secondary Education***	2	3	7	0	0	0	12
Integrated Education and Training Program	1	1	6	0	0	0	8
English Language Acquisition****	1	5	11	2	2	0	21
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	1	3	36	22	8	5	75
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	186	87	120	31	11	6	441

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

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

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

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

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

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

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

NRS Table 4

Select Reporting System:

NRS FY 21-22

Agency: ENMU-Roswell

Measurable Skill Gains (MSG) by Entry Level

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

First Period of Participation										All Periods of Participation				
Enter ing Educ ation al Funct ionin g Level (EFL) (A)	Num ber of Parti cipan ts (B)	Total Num ber of Parti cipants Exclu ded from MSG Perfo rman ce (C)	Total Atten danc e Hour s for All Parti cipants (D)	Num ber Who Achie ved at Least One EFL Gain (E)	Num ber Who Attai ned a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent (F)	Num ber of IET or Work place Litera cy Parti cipants Who Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma * (G)	Num ber Sepa rated Befor e Achie ving Meas urabl e Skill Gain s (H)	Num ber Rem ainin g in Progr am With out Meas urabl e Skill Gain s (I)	Perc enta ge Achie ving Meas urabl e Skill Gain s (J)	Total Num ber of Perio ds of Parti cipati on (K)	Total Num ber of Parti cipants Achie ved at Least One EFL Gain (L)	Total Num ber of Perio ds of Parti cipati on in Whic h a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent Was Attai ned (M)	Total Num ber of IET or Work place Litera cy Perio ds of Parti cipati on in Whic h Parti cipants Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma * (N)	Perce ntage of Perio ds of Parti cipati on with Meas urabl e Skill Gains (O)
ABE Level 1	7	0	1024.75	3	0	0	4	0	42.86	7	3	0	0	42.86

ABE Level 2	68	0	11184.25	26	16	0	22	4	61.76	69	26	17	0	62.32
ABE Level 3	216	0	23171.35	44	52	1	74	45	44.91	218	44	52	1	44.5
ABE Level 4	63	0	6425.95	12	16	0	25	10	44.44	63	12	16	0	44.44
ABE Level 5	12	0	1212	0	3	1	5	3	33.33	12	0	3	1	33.33
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	366	0	43018.3	85	87	2	130	62	47.54	369	85	88	2	47.43
ESL Level 1	36	0	1875.75	2	0	0	30	4	5.56	37	2	0	0	5.41
ESL Level 2	19	0	2163.95	8	0	0	8	3	42.11	19	8	0	0	42.11
ESL Level 3	9	0	1092.75	3	2	0	4	0	55.56	9	3	2	0	55.56
ESL Level 4	6	0	282.55	1	0	0	4	1	16.67	6	1	0	0	16.67
ESL Level 5	5	0	330.75	0	0	0	3	2	0	5	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	75	0	5745.75	14	2	0	49	10	21.33	76	14	2	0	21.05
Grand Total	441	0	48764.05	99	89	2	179	72	43.08	445	99	90	2	42.92

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.

- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the

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

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Total	14	14	100	0	0	0	0	0	0
Grand Total	135	111	82.22	63	46.67	0	0	0	0

Instructions for Completing Table 4A

- Column B is the number of participants who achieved an EFL gain during the program year
- Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants, if tested in both areas. EFL gains reported in Columns C and D may be measured by reading, writing, literacy skills, speaking or listening tests approved for use in the National Reporting System for Adult Education (NRS).
- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Multiple outcomes are permissible on this table for individual participants.
- In each of Columns C, E, G, and I, record the total number of participants who achieved at least one educational functioning level gain of that type.
- Calculate Percentages as follows:
 - Column D = Column C/Column B
 - Column F = Column E/Column B
 - Column H = Column G/Column B
 - Column J = Column I/Column B

NRS Table 4B

Select Reporting System:

NRS FY 21-22 ▼

Agency: ENMU-Roswell

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	5	830.25	3	2	0	60
ABE Level 2	48	10247	39	5	4	81.25
ABE Level 3	111	19032.3	63	27	21	56.76
ABE Level 4	37	5351.25	16	19	2	43.24
ABE Level 5	7	968.5	0	5	2	0
ABE Total	208	36429.3	121	58	29	58.17
ESL Level 1	7	967.75	2	4	1	28.57
ESL Level 2	8	1746	8	0	0	100
ESL Level 3	4	891.75	3	1	0	75
ESL Level 4	1	142.75	1	0	0	100
ESL Level 5	1	78	0	1	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	21	3826.25	14	6	1	66.67
Total	229	40255.55	135	64	30	58.95

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: $G = \text{Column D} / \text{Column B}$

NRS Table 4C

Select Reporting System:

NRS FY 21-22

Agency: ENMU-Roswell

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

First Period of Participation										All Periods of Participation				
Enter ing Educ ation al Func tionin g Level (EFL) (A)	Num ber of Parti cipan ts (B)	Total Num ber of Parti cipan ts Exclu ded from MSG Perfo rman ce (C)	Total Atten danc e Hour s for All Parti cipan ts (D)	Num ber Who Achie ved at Least One EFL Gain (E)	Num ber Who Attai ned a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent (F)	Num ber of IET or Work place Litera cy Parti cipan ts Who Achie ved an MSG Other EFL Gain and Seco ndary Scho ol Diplo ma * (G)	Num ber Sepa rated Befor e Achie ving Meas urabl e Skill Gain s (H)	Num ber Rem ainin g in Progr am With out Meas urabl e Skill Gain s (I)	Perc enta ge Achie ving Meas urabl e Skill Gain s (J)	Total Num ber of Perio ds of Parti cipati on (K)	Total Num ber of Parti cipati on in Whic h Parti cipan ts Achie ved at Least One EFL Gain (L)	Total Num ber of Perio ds of Parti cipati on in Whic h a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent Was Attai ned (M)	Total Num ber of IET or Work place Litera cy Perio ds of Parti cipati on in Whic h Parti cipan ts Achie ved an MSG Other EFL Gain and Seco ndary Scho ol Diplo ma * (N)	Perce ntage of Perio ds of Parti cipati on with Meas urabl e Skill Gains (O)
ABE Level 1	1	0	170.5	0	0	0	1	0	0	1	0	0	0	0

ABE Level 2	2	0	94	0	0	0	0	1	1	0	2	0	0	0
ABE Level 3	32	0	1136.25	2	6	0	14	10	25	32	2	6	0	25
ABE Level 4	4	0	141	0	1	0	2	1	25	4	0	1	0	25
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	39	0	1541.75	2	7	0	18	12	23.08	39	2	7	0	23.08
ESL Level 1	1	0	30	0	0	0	1	0	0	1	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	1	0	14	0	1	0	0	0	100	1	0	1	0	100
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	2	0	44	0	1	0	1	0	50	2	0	1	0	50
Grand Total	41	0	1585.75	2	8	0	19	12	24.39	41	2	8	0	24.39

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.

- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.

- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

NRS Table 5

Select Reporting System:

NRS FY 21-22 ▼

Agency: ENMU-Roswell

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 *	145	66	45.52	146	66	45.21
Employment Fourth Quarter after exit *	387	52	13.44	398	56	14.07
Median Earnings Second Quarter after exit **	66	3770.46		66	3483.84	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	3	0	0	3	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	3	1	33.33	3	1	33.33
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0

Attained any credential (unduplicated) *****	3	1	33.33	3	1	33.33
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Instructions for Completing Table 5

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

For the purposes of reporting on Employment 2nd Quarter, Employment 4th Quarter, Median Earnings, and the Credential Attainment indicators on Tables 5, 5A, 8, 9, 10, and 11 each program entry and exit per participant during the reporting period is considered a period of participation.

Do not exclude participants because of missing Social Security numbers or other missing data.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

NRS Table 5A

Select Reporting System:

NRS FY 21-22

Agency: ENMU-Roswell

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	48	28	58.33	49	28	57.14
Employment Fourth Quarter after exit	18	10	55.56	18	10	55.56
Median Earnings Second Quarter after exit	28	5960.74		28	5960.74	
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
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Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

NRS Table 6: Participant Status and Program Enrollment

Select Reporting

NRS FY 21-22 ▼

Agency: ENMU-Roswell

System:

Participant Status on Entry into the Program (A)	Number (B)	
Employed	165	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	240	
Not in the Labor Force	36	
TOTAL	441	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	1	1
Grades 1-5	0	3
Grades 6-8	25	12
Grades 9-12 (no diploma)	231	42
Secondary School Diploma or alternate credential	39	15
Secondary School Equivalent	24	6
Some Postsecondary education, no degree	6	8
Postsecondary or professional degree	12	14
Unknown	0	2
TOTAL (both US Based and Non-US Based)	441	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	0	
In Community Correctional Program	0	
In Other Institutional Setting	0	
TOTAL Institutional	0	

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

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

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

Employment Status definitions:

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

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

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

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

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

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

Select Reporting

NRS FY 21-22 ▼

Agency: ENMU-Roswell

System:

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

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

NRS Table 9

Select Reporting
System:

 ▼

Agency: ENMU-Roswell

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	75	17	22.67	76	17	22.37
Employment Second Quarter after exit	27	4	14.81	27	4	14.81
Employment Fourth Quarter after exit	67	8	11.94	71	8	11.27
Median Earnings Second Quarter after exit	4	4839.98		4	4839.98	
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	5	0	0			

Voted or Registered to Vote	0	0	0	
Increased Involvement in Community Activities	4	0	0	

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting

NRS FY 21-22

Agency: ENMU-Roswell

System:

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

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

NRS Table 11

Select Reporting System:

NRS FY 21-22 ▼

Agency: ENMU-Roswell

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	59	17	28.81	59	17	28.81
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	59	0	0	59	0	0
MSG via Secondary or Postsecondary Transcript	59	2	3.39	59	2	3.39
MSG via Progress Toward Milestones	59	0	0	59	0	0
MSG via Passing Technical/ Occupational Skills Exam	59	0	0	59	0	0
Employment Second Quarter after exit	24	15	62.5	24	15	62.5

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Employment Fourth Quarter after exit	35	13	37.14	35	13	37.14
Median Earnings Second Quarter after exit	15	2730		15	2730	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

Agency: ENMU-Roswell

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

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

Instructions for Completing Table 14

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

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

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

*** Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding between the **Eastern New Mexico University-Roswell, Adult Education (AE) Program** and **Roswell Job Corps Center** is established to develop collaboration between the two parties in the areas of education, outreach, placement, and transition to college.

I. PURPOSE

The purpose of this **Memorandum of Understanding (MOU)** is to establish the framework for a collaborative partnership on mutually agreed activities in the education, outreach, placement, and transition to college, for the upcoming year of July 1, 2022 – June 30, 2023

II. OBJECTIVE

The objectives of this collaborative partnership resulting from this MOU include:

1. Development of a collaborative working relationship between **Eastern New Mexico University-Roswell, Adult Education Program**, and the **Roswell Job Corps Center**.
2. Provide collaborative services that will benefit the education and advancement of students needing GED/HiSET or English Language assistance. Any student who has a High School Diploma or a GED/HiSET but needs remedial services will also be assisted using the combined efforts of both parties. At no time will the services of either party supplant any services offered by the other. Each party will use its combined resources to maximize student learning and career outcomes.
3. Provide joint professional development services yearly. Topics for these joint development sessions will be agreed upon by the program directors at the Eastern New Mexico University-Roswell AE program and the Roswell Job Corps Center. Topics for these events will focus on improving the delivery of educational services to at-risk students.

III. Participant Responsibilities

A. ENMU-R Adult Education agrees to:

1. Provide part-time instructors to teach classes that will supplement Job Corps program instruction. These include but are not limited to:
 - a. ESL/ELL

- b. Math
 - c. Reading
 - d. Social Studies
 - e. Science
 - f. Writing
 - g. Basic Computer Skills
2. Provide AE enrollment forms and assistance so student progress can be monitored
 3. Assist in the pre-and post-testing of students as needed
 4. Keep student attendance records for each Job Corps student assisted
 5. Follow the rules and guidelines required by the Roswell Job Corps Center
 6. Coordinate professional development training between both programs
 7. Cooperate to the fullest extent possible in planning

B. Roswell Job Corps Center agrees to:

1. Ensure that a copy of the State of New Mexico Underage Permission/Hardship Withdrawal form is provided to the ENMU-R AE program for every student who is under the age of eighteen
2. Ensure all RJCC students attending AE classes have filled out an appropriate Intake and FERPA form for each program year.
3. Provide safe and secure settings for instruction or testing if needed

III. Misconduct/Cheating:

When ENMU-R personnel finds there is misconduct in connection with any testing associated with the classroom, the test taker will be dismissed and ENMU-R may decline to score the test or may cancel the test score. ENMU-R will notify Job Corps in the event that this occurs. Student classroom conduct will be governed in accordance with the ENMU-Roswell Student Handbook as outlined in the Student Conduct Policies and Disciplinary Actions. This includes Standards of Behavior in Class, Academic Dishonesty, Disciplinary Actions for Academic Dishonesty, Appealing Violations of students' Rights, and Standards of Behavior.

This Memorandum of Understanding is intended as a broad vehicle to promote programmatic interaction in the form of a joint collaboration between the Eastern New Mexico University-Roswell Adult Education Program, and Roswell Job Corps Center students and personnel as well as joint development of relevant projects.

The collaboration may include the following:

1. **Joint training activities.** Training activities arising from complementary interests may be developed by the Roswell Job Corps Center and Eastern New Mexico University-Roswell, Adult Education Program and others as identified needs arise.
2. **Joint dissemination of information and outreach.** The partners will disseminate information and enhance the visibility of the work of the collaboration through mutually agreed vehicles including training activities, meetings, email, and phone calls.

V. RESOURCE OBLIGATIONS

This MOU describes in general terms the basis upon which the Parties intend to cooperate in these activities. It does not create a binding, enforceable obligations against any Party. All activities undertaken pursuant to the MOU are subject to the availability of personnel, resources, and appropriated funds.

VI. OTHER AGREEMENTS OR ARRANGEMENTS

This MOU does not affect or supersede any existing or future agreements or arrangements among the Parties and does not affect the ability of the Parties to enter into other agreements or arrangements related to this MOU.

VII. NAMES AND ADDRESSES OF PARTICIPANT PARTIES AND POINTS OF CONTACT

A. Matthew Rincon

**Eastern New Mexico University-Roswell, Adult Education Program
52 University Blvd
Roswell, NM 88202**

B. Redford Salmon

**Roswell Job Corps Center
57 G. Street
Roswell, NM 88202**

VIII. DURATION OF MOU

This MOU shall not be altered, changed, or amended except by an instrument, in writing, executed, and approved by both parties. It shall become effective upon the signature of all the Parties and will continue in effect for one year. It may be extended by mutual written agreement of the Parties in writing. It may be modified by mutual consent or terminated by either Party upon a 30-day advanced notice to the other Party.

IX. INDEMNIFICATION:

Each party shall indemnify, defend, and hold harmless the other party from and against all claims, liabilities, damages, suits, losses, penalties, fines, fees, costs, and expenses, of any nature whatever, including but not limited to attorney's fees, arising out of this agreement in proportion to and to the extent such injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party or indemnifying party's officers or employees. This provision does not apply if both parties are, or are alleged by the claimant to be independently responsible.

X. REGULATIONS

This **MOU** and all associated agreements will be subject to the applicable federal and state laws and regulations.

This agreement shall begin July 1, 2022, and expires June 30, 2023, unless canceled. MOU may be canceled by either party within 30 days.

Eastern New Mexico University-Roswell



Date: 8/2/2022

President of ENMU-Roswell

Roswell Job Corps Center



Date: 8/1/22

Center Director

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 Peysner 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 be modified, revised, or amended by the mutual written consent of all Parties. Notwithstanding the foregoing:

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

MODIFICATION PROCESS

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

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

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

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

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

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

ASSIGNMENT

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

SEVERABILITY

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

CONFLICTS OF INTEREST

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

DISPUTE RESOLUTION

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

MOU RECORDKEEPING AND ADMINISTRATIVE TASKS

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

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

FINANCIAL OBLIGATIONS

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

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

PERIODIC REVIEW

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

ONE STOP OPERATOR

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

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

KEY TASKS AND RESPONSIBILITIES OF THE OPERATOR

Partner Collaboration and Coordination

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

One-stop Operations

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

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

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

PARTNER ROLES AND RESPONSIBILITIES

All parties to this MOU agree to comply with:

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

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

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

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

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

CHIEF ELECTED OFFICIALS

The CEOs of the eastern area will:

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

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

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

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

Operator.

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

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

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

TERMINATION

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

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

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

EFFECTIVE PERIOD

This MOU will become effective as of the date of signing by the signatory and will terminate on June 30, 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 authorized to execute this MOU.

PARTNER SERVICES EXHIBITS

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

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

EXHIBIT B – TRADE ADJUSTMENT ASSISTANCE ACTIVITIES

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

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

EXHIBIT C – RAPID RESPONSE ACTIVITIES

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

Judith Cooper, Chair
EAWDB

Date

Yolanda Montaya-Cordova, Deputy Secretary
NM DWS

Date

Ryan Trooper, President
Eastern New Mexico University Ruidoso

Date

Dr. Charles Nwankwo, President
Clovis Community College

Date

Alisha Tafoya Lucero
Cabinet Secretary
New Mexico Corrections Dept.

Date

Shawn Powell

Dr. Shawn Powell, President
Eastern New Mexico University, Roswell

June 22, 2022

Date

Candace Calhoun, Acting Center Director
Roswell Job Corps Center

Date

Diane Mourning Brown, Executive Director
NM Division of Vocational Rehabilitation

Date

Mary Best, CEO
Goodwill Industries of NM

Date

Dr. Andrew Nwanne, Interim President
Southeast New Mexico College-Carlsbad

Date

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

Date

Dr. Gregory T. Busch, President
Mesalands Community College

Date

David R. Scrase, Secretary
Human Services Department

Date

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

Date

Angelita Burma
Mescalero Apache Reservation

Date

MET

Date

Mayor Marilyn Burns
EAWDB Lead CEO

Date