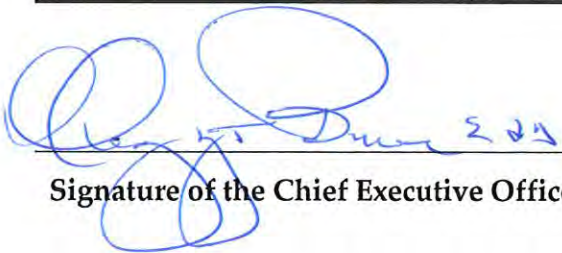


**Annual Program Report
Cover Page**

Program Name:	AE/HSE/ELA/CPI	
Institution or Organization:	Mesalands Community College	
Address:	911 South Tench	
City:	Tucumcari	
County:	Quay	
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Main Phone:	575-461-6624	
Website:	www.mesalands.edu	
Social Media:		
Workforce Region(s) Served:	EAWDB	
New Mexico Counties Served:	Quay, Union, Harding	
Submission Date:	August 31, 2022	
Program Director, Manager, or Coordinator Name and Title:	Dean Garcia, Program Director	
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Signature of the Chief Executive Officer or Designee

8/30/22

DATE

Gregory T. Busch, Ed.D. , President and CEO

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 Adult Education (AE) Program at Mesalands Community College has a rich history in the College and in our community. The program provides High School Equivalency (HSE), Literacy, Workforce Preparation, and Career Pathways instruction to community members and other students. Mesalands Community College is the sole provider for these services in Quay, Union, and Harding Counties. The AE Program maintains a commitment to recruiting, retaining, educating, and transitioning students to post-secondary education. The program offers instruction for people age 16 and over who do not have their high school diploma. The funds for our AE program are used for providing instruction to our students, and to keep current with teaching materials and software.

Our current student population consists of students located in Tucumcari, San Jon, Logan, Clayton, and House. A good majority of our students fall in the 16-24 age range, and are currently working on obtaining their HSE credential. Our current key initiatives are to keep progressing in our career pathways plan, continue working with Mesalands administration to try and develop an IET program or programs that can benefit both our students and our program, and to keep integrating our students back onto our campus and into our classroom.

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.

Our program has not had any significant changes in staffing in the last year. We currently only have 2 full-time staff members (Dean Garcia – Program Director and Kyeli Collins – Program Facilitator). Kyeli and I have both been in our roles in our program for almost 2 years and we grow more comfortable in our abilities and our program every month.

The AE program at Mesalands has had some shifts in terms in the last year to two years in regards to becoming more career pathways related. We have shifted from being a program that was focused solely on HSE credentials and attainment to a program that not only concentrates on HSE attainment, but also getting our students into a viable career pathway that can lead to our student's success not just in academics, but also in life. The career pathways plan that we have been on with the State for the last 3 years enabled us to develop a set of goals for our program and to see where we were lacking in certain areas. I feel our shift into a more career-oriented program will only benefit us and our students going forward.

Our program's goals remain to help our students become more productive members of society and to enrich their livelihoods. We strive to help our students in HSE attainment, literacy, and career pathways planning. A major goal of ours going forward is to work with our new Center for Workforce Development office on campus, as we feel our students can obtain credentials and micro-credentials that can help them when entering the workforce or our academic programs. Having this office on campus will give our students another valuable resource to turn to in obtaining credentials needed to enter certain job and career prospects.

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?

The COVID pandemic had another major impact on our program in the last year. We were constantly changing from masking, to having to limit certain amounts of people on campus, to vaccine mandates, to having to wear certain types of masks, and to practicing social distancing. These requirements seemed to change weekly, monthly, and sometimes daily so it confused our students, and made it hard for us to serve them at times. The pandemic also impacted our relationship with our students in Clayton for the second straight year. We were not allowed to travel for a majority of the last plan year so going to Clayton to test students and have orientations was virtually impossible.

For the 2022-2023 school year, we have returned to mostly all in-person classes for our students in Tucumcari. We still offer a hybrid/distance learning model where our students can work in Edmentum or work with our Facilitator through Google Classroom. It is important for us to keep our distance and hybrid models available because of our rural population that we serve. The distance/hybrid model will also serve us well when we return to serving our students in Clayton.

Challenges still evolve in that COVID continues to be a presence in our community. We do take social distancing seriously and we space out our computer lab and classroom as much as possible. There is also the challenge in getting people back in our program that dropped out during COVID. The last few years saw a lot of students just disappear and quit returning phone calls and messages from our staff. We are going to focus on marketing and outreach to get those students back into our program.

For the Fall, we are going to step up our marketing and outreach by creating social media pages for our program. We feel these pages will help us reach a greater number of our population and service area. We are also working with our graphics team at Mesalands to develop new program materials. Our materials have not been updated in awhile, and we need them to accurately describe the offerings we have currently. Updating our page on our college's website is also in the works. A lot of the information there is outdated, and we need to update the page with current forms, good links to pages with helpful information, our updated hours (we are no longer open on Friday's), and give an overall better feel for our program through our website.

We plan to keep incorporating digital literacy, distance learning, and considerations about digital equity into our program practices by staying up to date on current distance offerings for our students. We currently use Edmentum as an online learning tool, but we have been meeting with other software companies to see if we can better serve our distance students. We also need to keep striving to become better with Google Classroom and our offerings there. We are a very small program, so being able to reach our rural base is important in keeping our numbers up and our HSE graduation rates going up.

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.

Our program has an informal agreement with Mesalands Community College. Mesalands provides our program with 1,840 square footage of donated space, which houses our Educational Services Center. The only payment is the 5% indirect cost that comes from the Federal funds that our program receives. Mesalands also provides the HSE Presidential Scholarship, which was created by the former President of Mesalands, Phillip O. Barry, Ph.D., to benefit the recipients of the High School Equivalency (HSE) through the Educational Services Center at Mesalands who have a FAFSA on file in the financial aid office. The scholarship can be used to supplement Federal funding for up to 15 credit hours of tuition, fees, and required books for students who enter Mesalands the semester following completion of the high school equivalency test (HiSET).

We also have an informal agreement with the Clayton Public Library to provide AE services for the community there. Clayton Public Library has provided our program with a classroom/meeting space for over sixteen years. The librarian will provide potential students with our contact information and our staff will schedule a meeting with the students and make the trip to Clayton to enroll and pre-test the student. This also gives us the opportunity to meet with our enrolled students and post-test them if they have reached forty hours. Mesalands is currently working to establish a learning center in Clayton, that would be beneficial to our program with recruiting efforts there. It would also give us a designated space in which to work and have information available to any potential students there.

Another informal agreement we have is with the Youth WIOA Program in Clovis, which provides training and career services for our age 16-24 youth participants. They have a representative come to our campus at least once a month to meet with our eligible students. We inform our students who are eligible for Youth WIOA of the benefits in partnering with the representative out of Clovis. This partnership enables our younger students to complete their HSE with us by offering them cash incentives, possible funding for post-secondary education, and career training opportunities.

We also have informal agreements with the Youth JPO program, New Mexico Works Program, and Tucumcari Adult Probation and Parole, which refer their clients to use for HSE completion and career pathways services. These programs are vital in helping the clients to achieve an HSE credential and become productive members of society. We feel that working with justice involved individuals is an important part of what our program does, and makes a difference in our community.

The only formal agreement we have is with the Eastern Area Workforce Development Board (EAWDB). It is a goal of our program to continue to strengthen this partnership because of the valuable resources they provide for rural communities and programs like ours. A MOU will be attached to explain our formal partnership in detail.

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%	68.75%
Credential Attainment Rate	20.4%	68.75%
Employment (Second Quarter After Exit)	25%	54.55%
Employment (Fourth Quarter After Exit)	35.3%	37.04%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$1,713.39

Section III. Evaluation of Program Effectiveness

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

The Adult Education (AE) Program at Mesalands performed relatively well to the set target levels of performance. We exceeded all but one of the categories for these levels. Although we did not have a lot of students again in program year 2021-2022, we felt like we did a good job with the students that we did have. Our Measurable Skill Gain's (MSG's) were nearly double the negotiated level of performance, with 10 of our 16 eligible students making a gain. These MSG's were due to our students passing the HiSET exam. Mesalands didn't do much face-to-face HiSET testing in this last program year, but when we did, we made a concerted effort to get our students to pass that test and attain their HSE credential. Our Credential Attainment Rate was also at 68.75% because of our students passing of the HiSET exam. The first two categories go together for us since our MSG's were due to our students passing of the HiSET exam. We feel like we improved in our credential attainment by focusing on having our students do HiSET practice exams and doing a lot of HiSET related classwork. This will continue to be a focus for us going forward to get as much HSE attainment as possible with our students. Our AE Program went from 5 to 10 HSE graduates in the last year, and we have a goal to double that amount again this program year. We also exceeded the negotiated level of performance for employment for both the second and fourth quarters. We have an established record of getting our students SSN's so that this can be easily tracked through the data match process. Our program always tries to stress the importance of obtaining a SSN for data purposes. We feel our students do well on the employment performance indicator because we try to help them find jobs and careers that are available in our rural community. Our median earnings indicator was below the negotiated level because we feel the lack of higher paying jobs in our rural community keeps our students from meeting this indicator. We plan to combat this by having our students train and prepare for higher paying jobs such as nursing and wind energy.

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

Our AE Program failed to meet the negotiated target in the median earnings, second quarter after exit. Our strategy to improve on this target is to have our students train and prepare for more lucrative job opportunities. Mesalands has programs in Nursing (which will be new), Wind Energy, and CDL that can help our students improve their earning potential. There is a new Workforce Development Office on campus that we want to partner with to help our students attain credentials and micro-credentials that can lead to them having an opportunity for better jobs. We have already been in discussions with our Workforce office to see how we can integrate our HSE students into their programs.

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.)

When we look at our program data from last year and the previous 4 years we see our program slowly starting to get back to our pre-pandemic levels. We still have a long way to go,

but we have already started to see an uptick in enrollment and program participation for this current year. The COVID restrictions being loosened has made a big difference in being able to get students to come in and stay in with regards to our AE Program. We have had a successful first month and a half to this current year, and we plan to keep our momentum going by developing social media pages for outreach and recruitment. We also will be updating our Mesalands links on our website to include current information. Another factor in getting our enrollment up will be getting back in the Clayton area to recruit and enroll students. The pandemic really put a halt to our Clayton outreach, and we want to get back into that part of our service area and help that community, as they help us with our numbers.

Program Year	Enrollment	Instruction Hours	Avg. Hrs./Student
2021-2022	16	437.50	27.34
2020-2021	12	267.75	22.3125
2019-2020	27	1747.50	64.71
2018-2019	30	1053.20	35
2017-2018	66	7305	111

- 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.

Our AE Program at Mesalands uses data to see how we can improve our service to our students. Checking instruction hours and getting students post-tested is a goal for us this upcoming year. Having our monthly meetings with LACES, and also our occasional meetings with Katya and Shannon Stangis can help us keep our data current and notice trends so that we can address this in real time, and not wait until the end of the program year. We are also going to do more outreach this year, in terms of recruitment on social media, and also by contacting our past and current students who have not come in recently. We want to start contacting them weekly or bi-weekly to see if there is anything we can do to get them back in our program and being an active participant. We are also working on getting the HiSET testing to be offered as a paper-based test and a computer-based test. Right now, it is only offered on paper, and we are working with our HSE Test Administrator to get that offering expanded. This will help us test more often and get our scores back quicker. Getting back into the Clayton service area will also help us improve our program numbers. Losing the Clayton students in the last few years has been a part of the reason for our numbers decreasing. We plan to go to Clayton soon to establish our program back for the area, and then we can take advantage of the online enrollment form for students to show interest in our program. Another area of recruitment we are using now is having our past HSE graduates who are enrolled in Mesalands talk to our current students. We have more than a few past graduates who are doing well in college classes in Mesalands and we feel they can be a help in getting our current students in reaching their goals. These past students are the perfect examples of what HSE attainment can do for our current students. We want to see continuous improvement in our program get to our pre-pandemic levels and beyond.

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	53	\$341.34	\$18,091.25
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	34	\$150.74	\$5,125.00
Referrals to and coordination of activities with other programs and services.	Career Service	16	\$203.13	\$3,250.00
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	12	\$201.00	\$2,412.00
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	10	\$120.06	\$1,206.00
Integrated Education and Training (IET) programs	Training Service	N/A	N/A	N/A
Grand Totals:	N/A	N/A	N/A	N/A

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 vision of the Eastern Area Workforce Development Board (EAWDB), is outlined in the New Mexico combined state plan and focuses on the provision of foundational education in basic literacy skills, placement and retention in employment and workplace programs, obtaining a High School Equivalency (HSE) diploma, enrollment in post-secondary education, and English Language Acquisition (ELA).

Major components of the EAWDB 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 duplicative of existing technologies and resources.

Our AE Program offers tutoring, study skills training, instruction, and strategies that lead to completion of the requirements for a secondary school diploma or certificate, as well as a post-secondary credential that is aligned with in-demand industry sectors or occupations in the local area. We also offer career awareness, career counseling, and career exploration services. We are hoping to continue developing and utilizing our Workforce Development Office on campus to help with all of our workforce and academic goals. This office can be instrumental in helping us to establish an IET or to provide credentials and micro-credentials in areas of career training that can be of great value to 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?

In keeping in partnership with the Local Workforce Development Board (LWDB), we stay in communication and share information within the system and partners. We work with partners to unify the assessment, referral and collaborative case management process. Also, our commitment to working with the operator to cross train staff, and provide professional learning opportunities that promote and increase knowledge of all partner programs to individuals providing services in working toward development of a unified mission, vision, goals, and strategies.

The Adult Education and Literacy activities for our area include: academic instruction and education services below post-secondary level that include an individual's ability to read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma with transition to post-secondary education and training. Also, 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 their family, and in society. Our program also offers workforce preparation activities and we are looking into the possibility of offering IET programs that will benefit our program and our students in the future.

Our program partners with the Clovis Youth WIOA program to ensure our students age 16-24 have the opportunity to enroll in their program and receive the benefits that they provide. We feel this is a good partnership, as we do not have a one-stop office in Tucumcari. The partnership works well as it provides funding and training opportunities for our younger students. The biggest challenge with this partnership has been the high turnover rate with the Clovis Youth WIOA program. They have been short-staffed and it is hard for their employees to make it to our area at times. We plan to work with them to develop a system of enrolling our students with them virtually so that our students can continue to receive their services when Clovis staff are unable to travel to our area. We also want to work with them to enroll our prospective students in the Clayton area because we both serve Union County and it would benefit both of our programs.

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.

Attached is the MOU between EAWDB and Mesalands Community College. We have a few informal partnerships throughout our program (Juvenile Probation Office, Mesalands Community College, Clovis Youth WIOA), but no MOU's for these partnerships.

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?

Our AE Program has been a full participant in all three years of the Career Pathways Initiative (CPI). We have continued to try and strengthen and develop our partnerships to better serve our students. In this third year of the CPI, we participated in most of the monthly webinar trainings offered by Jeff Fantine. We also took part in TAC Group discussions and trainings on partnerships, career pathways training, and discussion forums on the PD Portal. To conclude the end of the CPI training, our program participated in the Career Pathways Virtual Symposium where many great ideas and presentations were discussed and shown to highlight the progress made throughout the state with regards to career pathways. We took a look at our career pathways plan, and revised it to better serve our needs now that we were in the third year of this initiative. There are certain parts of the plan that we needed to improve on and parts that were no longer of a concern for us. There were not really any significant changes or challenges, just some tweaking that needed to be done to update our plan for our current status. We will always refer back to this plan to keep us on track to meet our needs as a program. Our program is in much better shape when it comes to career pathways than we were three years ago before this initiative was put into place.

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.

Our AE Program starts at orientation with our students. We visit with our students when they are filling out intake paperwork about what career path they are interested in. We take that information and start showing the student different career pathways maps that they can follow to achieve their goals. The career pathways maps that are on Propel are what we use to show students what lies ahead and the career opportunities that are available by following that pathway. We also use the NMDWS Career Solutions link on the Propel website to take students into the Career Exploration portion of that site. This will give our students another resource to start career exploration and explore different jobs and careers that could be available to them. Our program also has career pathways books that can be used to teach soft skills and job skills during our classes.

When it comes to career advising, we meet with our students periodically to discuss how their career exploration is going and if they feel they are on the right pathway. Right now, we do not have a formal process for this, but we are planning on using our Workforce Development Center on campus to help us with this process. That office will have career advising and be in charge of setting up opportunities for students to obtain credentials and micro-credentials that could lead to gainful employment and certain certifications.

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:

- i. A full list of all IET programs offered in the reporting year period.
- ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINC S checklist:

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

Our AE Program does not currently offer any IET programs. We are still working with our administration to develop at least one IET program that we can build on.

- 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.

We do not currently offer any IET programs in our AE Program, but we are still working to see what path we can take to develop at least one IET program in the next year or two. This has been a slow process, but we feel we have programs at Mesalands that could be introduced into an IET format. Programs such as wind energy, nursing, farrier science, solar energy all have the makings of an IET program. We feel like we have the resources at our college to develop strong partnerships that can help our students get the academic hands-on training needed to help them succeed in their career aspirations. This will also help students transition into their post-secondary education and training programs. We feel this is also another area where the new Workforce Development Office on campus can help us to establish these IET opportunities. We will also reach out to our Eastern Area Workforce Development Board (EAWDB) to see if there are any programs that we can be a part of that can further this IET discussion of participation.

Section VI. Curriculum and Instruction

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

Our AE Program’s orientation and onboarding process is done with an open enrollment format, which we feel works better for our small program. It begins with having our students fill out all of our intake forms. While filling out the forms, we go over with our students all of the requirements and workings of the program. We explain what is expected of the students and what they can expect of us. When all of the intake paperwork is done, we have our students take the TABE Locator test. This test gives us the appropriate level of TABE tests to give the student. The students will take the TABE Level 11 tests after their Locator test is completed. The TABE tests give us an idea on where to start the students on their academic skills. During this process, we also go over the career pathways system, and how it can benefit the student to start thinking about what career pathway they wish to choose. This is an important part of our onboarding because it gets the student to think about what they want to do while they pursue their HSE credential. We will also go over our college programs and opportunities so that the students can begin to get the feel of being apart of our academic institution. Making the students feel comfortable and wanted on our campus is a big part of our inclusion process for them.

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

The AE program at Mesalands Community College seeks to assist adult learners in obtaining specific goals such as: improve skill/performance, prepare for a new job or job advancement, and gain their High School Equivalency (HSE), transition into college for the purpose of positively contributing to their community and family. Our AE Program ensures services provided are of sufficient academic intensity and quality by aligning program curriculum to rigorous standards. The program's HSE curriculum is aligned to the College and Career Readiness Standards (CCRS). We have a four-day week on our campus, so we tailor our programs schedule around those four days with classes available during the mornings and afternoons to help fit into our student's schedules. We are also open a few nights during the week so that we may further meet the needs of our students and their availability. Our students must attend class sessions regularly, exhibit good conduct, and complete all required class work. Students are expected to be responsible adults and adhere to the attendance policy.

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.

Mesalands Community College provides our students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the College's offerings). Our program offers several ways to increase classroom use of technology and individualized online instruction. Computer instruction and practice has been integrated into the academic courses. Students in our program have access to the computers in the Educational Services Center, and these computers are maintained by the College and IT. They provide a variety of distance learning courses that allow students to take courses at their convenience. Modes of instruction are Internet, on-line learning, video delivery, as well as lecture capture using Google Classroom. Plato (Edmentum) coursework is a standards-based online learning program grounded in tradition of solid research. Our program also provides career navigation services with our providing and explanation of the career pathways maps and through our Workforce Development Office on campus.

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.

Our AE Program implements the CCRS standards by aligning the academic curriculum with how students score on their initial TABE tests. TABE test scores are used to develop an academic plan with text material that is related to the CCRS. By following the CCRS in the text material, we can be sure we are following up in the right manner to keep students on the path to MSG's and improved test scores. We use such curricular resources as Scoreboost for TABE, TABE Mastery, TABE Tutor, Achieving TABE Success, Common Core Basics, Steck-Vaughn Fundamental Skills Books, and Paxen Career Pathways Workbooks.

The CCRS standards that our program uses emphasize problem solving and contextualization in mathematics, and interdisciplinary literacy and critical thinking in reading. Alignment is ensured by using CCRS aligned resources such as Edmentum/PLATO coursework, Kaplan GED workbooks in all subjects, Common Core Basics and Achieve by McGraw Hill. Our

program also closely monitors high impact coordinators and the utilization of the CCRS on exams such as the TABE and HiSET.

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

The TABE test is used to measure the academic level of each student enrolled in our program, as well as college students that test into pre-collegiate courses. The reading portion of the TABE measures the following: interpret graphic information, words in context, recall information, construct meaning, and evaluate/extend meaning. We can use a students TABE scores in reading to ensure that we work with our students in areas of need and understanding. Post-testing is required after 40 hours of instruction and reported in the National Reporting System (NRS) and Literacy, Adult, and Community Education System (LACES). By using these TABE scores and relating them to work in our CCRS linked workbooks, we can ensure that our students are practicing and completing the standards needed to improve in their reading instruction.

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

Over the past three years, we have worked with Jeff Fantine and have been involved in his career pathways initiative and also his career pathways webinars/trainings. Being involved in these trainings has given me a guideline on how to approach our program from an academic and career standpoint. Jeff and Sara Gutting have provided excellent research theories and techniques to improve program design, curriculum development, and leadership/management practices. These trainings also provided resources where we could dig deeper into the world of adult education and its practices.

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:

N/A

- 2. Describe your program’s efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
- 3. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
- 4. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
- 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.

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).

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

--

- 2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
- 3. 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.

IX. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2021-2022. Please fill out all of the information requested.

Last Name	First Name	Position		Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Garcia	Dean	Director		Full	Bachelors	6.5	Accuplacer-Spotlight: Testing Centers Role in Retention	7/15/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	Accuplacer-Spotlight: Testing Centers Role in Retention	7/15/21	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	Workforce-Credentials: What They Are, Where to Find Them, and What Counts for Performance	7/29/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	Workforce-Credentials: What They Are, Where to Find Them, and What Counts for Performance	7/29/21	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	Mesalands-Guided Pathways with Dr. Fernandez	8/10/21	Mesalands
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	Mesalands-Guided Pathways with Dr. Fernandez	8/10/21	Mesalands
Garcia	Dean	Director		Full	Bachelors	6.5	Password Security, FERPA Education, Information Security on Mobile Devices, 2021 Kevin Mitnick Security Awareness Training	9/3/21	Online
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	Password Security, FERPA Education, Information Security on Mobile Devices, 2021 Kevin Mitnick Security Awareness Training	9/3/21	Online
Garcia	Dean	Director		Full	Bachelors	6.5	CPI-New Hire Orientation	9/22/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-New Hire Orientation	9/22/21	Webinar

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Garcia	Dean	Director		Full	Bachelors	6.5	LACES-IET Webinar	9/27/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	LACES-IET Webinar	9/27/21	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	LACES-Beginner/Refresher Training	9/29/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	LACES-Beginners/Refresher Training	9/29/21	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	PERSIST Workshop-ECMC	10/4/21	Mesalands
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	PERSIST Workshop-ECMC	10/4/21	Mesalands
Garcia	Dean	Director		Full	Bachelors	6.5	CPI Year 3 Kickoff	10/8/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI Year 3 Kickoff	10/8/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-Creating an Active Teaching and Learning Classroom	10/20/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	Teachers Institutes	10/1/21 & 10/21/21	Virtual
Garcia	Dean	Director		Full	Bachelors	6.5	NMHED-PD System Design	10/?/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	NMHED-PD System Design	10/?/21	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	CPI-Using the Career Pathways Maps	11/5/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-Using the Career Pathways Maps	11/5/21	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	CPI-TAC Group Overview	11/10/21	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-TAC Group Overview	11/10/21	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	LACES Monthly Webinar	1/12/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	LACES Monthly Webinar	1/12/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-Race in Adult Education	1/19/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	CPI-TAC Group: Partnerships	1/20/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	NMHED Legislative Priorities Meeting	1/26/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	CPI-TAC Group: Partnerships	2/7/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	LACES Monthly Webinar	2/9/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	LACES Monthly Webinar	2/9/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-TAC Group: Career Pathways Training Part 1	2/11/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-TAC Group: Connect to Discussion Forums on PD Portal	2/14/22	Webinar

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Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-TAC Group: Career Pathways Training Part 2	2/18/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-Using the CCR Standards in Practice	2/23/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	Diploma Sender Webinar	2/23/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	Diploma Sender Webinar	2/23/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	LACES Monthly Webinar	3/9/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	LACES Monthly Webinar	3/9/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	CPI-TAC Group: Partnerships	3/16/22	Webinar
Garcia	Dean	Facilitator		Full	Bachelors	6.5	CPI-TAC Group: Partnerships	3/29/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	LACES Monthly Webinar	4/13/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	LACES Monthly Webinar	4/13/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	CPI-TAC Group: Partnerships	4/19/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	Workforce-Connecting to the Public Workforce System: An Introduction for Youth Service Providers	4/20/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	Workforce-Connecting to the Public Workforce System: An Introduction for Youth Service Providers	4/20/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-Serving Lower Level Learners in Adult Education	4/27/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	National External Diploma Program Training	5/4/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	National External Diploma Program	5/4/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	CPI-TAC Group: Partnerships	5/5/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	LACES Monthly Webinar	5/11/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	LACES Monthly Webinar	5/11/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	CPI-TAC Group: Partnerships	5/12/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-Integrating Employability Skills Into Instruction	5/18/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	CPI-TAC Group: Partnerships	5/19/22	Webinar

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Garcia	Dean	Director		Full	Bachelors	6.5	LINCS-C.O.P.-Serving All Learners: Advancing Equity in Adult Education Programs	5/25/22	In-Person
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	LINCS-C.O.P.-Serving All Learners: Advancing Equity in Adult Education Programs	5/25/22	In-Person
Garcia	Dean	Director		Full	Bachelors	6.5	NMAEA Conference	5/25/22- 5/27/22	In-Person
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	NMAEA Conference	5/25/22- 5/27/22	In-Person
Garcia	Dean	Director		Full	Bachelors	6.5	Career Pathways Virtual Symposium	6/3/22	Virtual
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	Career Pathways Virtual Symposium	6/3/22	Virtual
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	LACES Monthly Webinar	6/8/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	CPI-Leadership & Program Management in Adult Education	6/8/22	Webinar
Garcia	Dean	Director		Full	Bachelors	6.5	LINCS-C.O.P. Webinar #1: Rights and Responsibilities of Adult Programs and Educators	6/23/22	Webinar
Collins	Kyeli	Facilitator		Full	Bachelors	1.5	LINCS-C.O.P. Webinar #1: Rights and Responsibilities of Adult Programs and Educators	6/23/22	Webinar

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.

\$30,084.25

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

0

Local One-Stop

3. Please indicate Total hours contributed – Volunteer Tutors

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

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

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

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)

0

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

0

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

\$4,000

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
1,840	140 Square Feet	\$257,600

Alternate option:

Please indicate institution's building renewal and replacement allocation

2021-2022 Mesalands Community College Approved Budget

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
N/A	

B. Program Income Activities

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

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	

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: Mesalands Community College

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

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

*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.

Student:

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

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

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

Age Group (A)	American Indian or Alaska Native		Asian		F (E)		M (F)		F (G)		M (H)		F (I)		M (J)		F (K)		M (L)		F (M)		M (N)		F (O)		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)	M (N)	F (O)	M (N)	F (O)	M (N)	F (O)	M (N)	F (O)	M (N)	F (O)	M (N)	F (O)	
16-18	0	0	0	0	0	0	0	6	3	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	10
19-24	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	3
25-44	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	3
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	7	6	6	0	0	0	1	2	0	0	0	0	0	1	2	0	0	0	0	16	

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

Student:

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

Select Reporting System:

NRS FY 21-22 ▼

Agency:

Mesalands Community College

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
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	0	0	0	0	0	0	4	3	0	0	1	2	0	0	10
19-24	0	0	0	0	0	0	0	1	0	0	2	1	0	1	5
25-44	0	1	0	0	1	0	2	6	0	0	2	0	0	0	12
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	1	0	0	1	0	6	10	0	0	5	3	0	1	27

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

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

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	8	3	3	0	0	0	14
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	2	0	0	0	0	0	2
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	10	3	3	0	0	0	16

*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.

- 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: (Column J) = (Column E + Column F + Column G)/(Column B – 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 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	0	0	0	0	0	0	0	0	0
Grand Total	1	1	100	1	100	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

Student:

NRS Table 4B

Select Reporting System:

NRS FY 21-22 ▼

Agency:

Mesalands Community College

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before		Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
				Achieving EFL Gain (E)	Number Remaining Within Level (F)		
ABE Level 1	0	0	0	0	0	0	0
ABE Level 2	1	84	1	0	0	100	100
ABE Level 3	0	0	0	0	0	0	0
ABE Level 4	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0
ABE Total	1	84	1	0	0	100	100
ESL Level 1	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before		Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
				Achieving EFL Gain (E)	Achieving EFL		
ESL Total	0	0	0	0	0	0	0
Total	1	84	1	0	0	0	100

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

- 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 $\text{Column C} + \text{E} + \text{F} + \text{G} + \text{H} + \text{I}$.
- 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: $(\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$

- 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.

Student:

NRS Table 5

Select Reporting System:

NRS FY 21-22

Agency:

Mesalands Community College

Primary Indicators of Performance

Primary Indicators of Performance	All Periods of Participation						
	(A)	(B)	(C)	(D)	(E)	(F)	(G)
First Period of Participation	Number of Participants who Exited	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter after exit *	11	6	54.55	11	6	54.55	
Employment Fourth Quarter after exit *	27	10	37.04	27	10	37.04	
Median Earnings Second Quarter after exit **	6	1713.39		6	1713.39		
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	2	1	50	2	1	50	
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	2	2	100	2	2	100	
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0	
Attained any credential (unduplicated) *****	2	2	100	2	2	100	

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.

Student:

NRS Table 5A

Select Reporting System:

NRS FY 21-22



Agency:

Mesalands Community College

Primary Indicators of Performance for Participants in Distance Education

Primary Indicators of Performance	First Period of Participation		All Periods of Participation				
	(A)	(B)	(C)	(D)	(E)	(F)	(G)
	Number of Participants who Exited	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter after exit	11	6	6	54.55	11	6	54.55
Employment Fourth Quarter after exit	20	9	9	45	20	9	45
Median Earnings Second Quarter after exit	6	1713.39	1713.39		6	1713.39	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	2	1	1	50	2	1	50
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	2	2	2	100	2	2	100
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0	0
Attained any credential (unduplicated) *****	2	2	2	100	2	2	100

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.

Student:

NRS Table 6: Participant Status and Program Enrollment

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

Participant Status on Entry into the Program (A)	Number (B)
Employed	6
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	10
Not in the Labor Force	0
TOTAL	16
Highest Degree Level of School Completed*	US Based Schooling Non-US Based Schooling
No Schooling	0 0
Grades 1-5	0 0
Grades 6-8	1 0
Grades 9-12 (no diploma)	13 1
Secondary School Diploma or alternate credential	0 0
Secondary School Equivalent	0 0
Some Postsecondary education, no degree	0 0
Postsecondary or professional degree	0 0
Unknown	1 0
TOTAL (both US Based and Non-US Based)	16

Program Type**

Participant Status on Entry into the Program (A)	Number (B)
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.

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."

Student:

NRS Table 9

Select Reporting System:

NRS FY 21-22 ▼

Agency:

Mesalands Community College

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

Primary Indicators of Performance	All Periods of Participation						
	(A)	(B)	(C)	(D)	(E)	(F)	(G)
	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	
Measurable Skill Gain	0	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	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
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Achieved Citizenship Skills	0	0	0
Voted or Registered to Vote	0	0	0
Increased Involvement in Community Activities	0	0	0

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System:

NRS FY 21-22 ▼

Agency:

Mesalands Community College

First Period of Participation

All Periods of Participation

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)	(G)
				Participants Achieving Outcome or Median Earnings Value	Participants Achieving Outcome		Participants Achieving Outcome	Participants Achieving Outcome							
Measurable Skill Gain	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Student:

NRS Table 11

Select Reporting System:

NRS FY 21-22 ▼

Agency:

Mesalands Community College

Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	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 Passing Technical/ Occupational Skills Exam	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0	0	0	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

Primary Indicators of Performance (A)	Number of Participants 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)	Participation (F)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation Achieving Outcome (G)
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.

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

NRS FY 21-22 ▼

Agency: Mesalands Community College

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

Provider Agency *	Total Number of Providers (A)	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

Provider Agency *	Total Number of		WIOA Funding		State Funding	
	Providers (A)	IELCE Providers (C)	Total Number of Sub-Recipients (D)	Total (E)	Total (G)	% of Total (H)

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.).

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) of Title I of the WIOA of 2014. This MOU is intended to contribute to a cooperative and mutually beneficial relationship between the EAWDB and its various partners to coordinate and align resources to minimize duplication and ensure the most effective delivery of workforce services, and to establish joint processes that will enable partners to integrate the current service delivery system resulting in a seamless and comprehensive array of job matching, education, training, support and other workforce development services. Parties to this document propose to coordinate and perform the activities described herein within the scope of legislative requirements governing the parties' respective programs, services and agencies.

VISION

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

MISSION

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

ONE STOP PARTNERS AND SERVICES PROVIDED

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

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

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

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

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

CORE PARTNERS

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

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

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

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

EASTERN AREA WORKFORCE CONNECTION CENTER SERVICES AND LOCATIONS

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

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

CONFIDENTIALITY OF RECORDS

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

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

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

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

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

DATA SHARING

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

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

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

REFERRALS

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

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

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

EMPLOYMENT AND OTHER RELATED BENEFITS

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

GOVERNING LAW

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

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

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

AMENDMENTS; WITHDRAWAL; TERMINATION; SUBSTITUTION

The main body of this MOU may only 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 pro-active approach to planning for and managing economic transitions. At its best, Rapid Response assist employers with their layoffs by coordinating outplacement services prior to layoff, while supporting the business by working with other state and local stakeholders who can then assist in job expansion. Rapid Response services provide an introduction to workforce systems and helps workers and employers navigate the NMWCC system of resources and information to help transition workers into reemployment and assist businesses.

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

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

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

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

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

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

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

EXHIBIT F – VOCATIONAL REHABILITATION SERVICES

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

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

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

EXHIBIT G – ADULT EDUCATION AND LITERACY

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

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

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

EXHIBIT H – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

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

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

EXHIBIT I – TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)

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

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

EXHIBIT J – CARL PERKINS CAREER AND TECHNICAL EDUCATION PROGRAM

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

EXHIBIT K – JOB CORPS

ROSWELL JOB CORPS CENTER (CENTER)

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

WITNESSETH:

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

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

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

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

NOW THEREFORE, the partnership between the Center and EAWDB:

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

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

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

EXHIBIT L -MESCALERO APACHE RESERVATION

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

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

Judith Cooper, Chair
EAWDB

Date

Yolanda Montaya-Cordova, Deputy Secretary
NM DWS

Date

Ryan Trospen, 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

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

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 Nwame, 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