

**Annual Program Report
Cover Page**

Program Name:	PACE	
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City:	Alamogordo	
County:	Otero	
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Website:	https://alamogordo.nmsu.edu/academic-affairs/pace/index.html	
Social Media:		
Workforce Region(s) Served:	Eastern Area Workforce	
New Mexico Counties Served:	Otero	
Submission Date:		
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Signature of the Chief Executive Officer or Designee

DATE

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

Typed Name and Title:

Section I. Program Narrative Report

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

1. Describe your program briefly. Include the services you provide under WIOA Title II, the student population you serve, and how you are using AEFLA funding in ways that are allowable under the statute. You may reference AEFLA allowable activities from WIOA Sec. 203 (<https://wioaplans.ed.gov/node/37896>). Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

NMSU-Alamogordo, PACE program is part of the NMSU system. The program serves the Alamogordo, Mescalero, Tularosa, and Cloudcroft communities. The program staff consist of director, two full-time instructors, one part-time instructor, and a data technician.

The student population are in various age ranges and many face the same barriers, which include low income, single parents, long-term unemployed, ex-offenders, ELL, and low levels of literacy.

English as a Second Language classes are taught to provide instruction for individuals facing language, income, and education barriers. Classes are designed with the incorporation of career pathways, soft skills for the workforce, and civic instruction.

An IET, Food Manager class was offered to help individuals interested in working in the food industry. The class was advertised and although there was expressed interest, many were unable to attend due to work schedules. The discussion for the next session will be to offer an online or possibly hybrid class.

Services offered fall in line with AEFLA activities, which are further integrated with addressing low literacy skills, reading, writing, and math. Soft skills and social emotional integration into the curriculum addresses student barriers. In addition, literacy events are held in each session to provide students a plethora of ideas for career, education, and activities to do with their children. The spring 2022 event was held in conjunction with Allied Health. The theme was "Health and Wellness," blood pressures, diabetes checks, and information sharing on healthy diet choices, and lifestyles. In fall 2021, the theme was writing. Activities included, academic writing, writing for fun, writing for work, and how to help your child with writing.

Students are provided community information for activities and encouraged to attend.

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.

Due to personnel challenges, the office assistant position was left vacant in May and wasn't filled. Finding an individual that possesses the right skills has been a challenge during this post-pandemic time. Many of the businesses in the community are facing the same challenge. The addition of the Food Manager IET was positive, and it will be offered again in the fall. There is a higher number than usual of high school age students. Many were unable to maintain grades and assignments through online learning during the pandemic. They found themselves to be lost in the process and fell behind. There were struggles with enrollment and this past summer, a program marketing campaign was completed with information shared with partners, local businesses, and community events.

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 need to provide individualized instruction has become a process that instructors have adapted as the needs of students have changed. Students were lacking in the basic skills of meeting the demands at home and the challenge of classes. This has caused the PACE team to look at the way in which classes will be offered in the future. All students are interviewed prior to enrolling, and it was found that many were needing one-on-one and face-to-face instruction. The hybrid model was an option for students that worked and needed a balance between employment and classes. Communication and working with students having specific issues has helped them to remain in class and continue. Also, meeting with students after class or other designated times, use of computer labs, and Academic Support Center, which provides tutoring and use of computers.

Instructors use Google classroom for organization, assignment submission, added materials/resources for lessons, Khan Academy, videos, Zoom links, and overall experience with an online learning system. The Google classroom is used for face-to-face, hybrid and online. Instructors record class sessions and provide online options for students that work or have children at home. Also, it's an option for students that are sick and unable to attend class. Discussions during the interview process in Onboarding helps us to identify what learning option will best meet the needs of a student.

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

The PACE program has a formal partnership with the Eastern Area Workforce Development Board and the MOU is signed annually. The MOU establishes and builds partnerships, streamline of operations, minimizes duplication and strengthens the impact of workforce development programs in the Eastern area. "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."

There is an informal partnership with the Otero County Health Council (OCCHC). "The mission of the OCCHC is to promote programs, practices, and policies that advance health equity in Otero County." There is a monthly meeting with opportunities to see what's happening in Otero County and to provide program updates. Partners of the Council include; Social Services, Alamogordo Public Schools, The Counseling Center, Gerald Champion Regional Hospital, Salud, Ben Archer, Holloman AFB, State health office, and other health entities in Otero County.

Informal partnership with HEAL Action Team. The team works together on family and health literacy, diabetes awareness, and healthy living. There are numerous community events sponsored by this group, many of which are walking activities.

Informal partnership with 100% Otero, Job Training sector. Program participation includes workforce, APS, and PACE. The group has been working on barriers that hinder individuals in Otero County from finding employment. There are a number of factors, and these are discussed and shared with the entire 100% Otero sectors. Plans are developed, resources identified, and next steps for making change.

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Informal relationship with Otero County Juvenile Justice Committee is attended by court officials, school representatives, and Social Services to address truancy and criminal issues displayed by juveniles in Otero County.

There are numerous campus committees that PACE team participates with to improve student opportunities and bridge education to the community.

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%	48.3%
Credential Attainment Rate	20.4%	28.6%
Employment (Second Quarter After Exit)	25%	61.2%
Employment (Fourth Quarter After Exit)	35.3%	54.4%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$3,777.94

Section III. Evaluation of Program Effectiveness

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

Measurable Skill Gain (MSG) is 48.3%, which is 11.2% above the negotiated performance. PACE has two full time instructors that have been with the program for 8 and 5 years respectively. One has a Master of Arts degree in Curriculum and Instruction and the other a Bachelor of Science in Psychology. Combined they bring a wealth of experience to the program that is seated in curriculum, differentiation, contextualization, working with students with disabilities, and discipline. This provides a strong foundation for learning and students respond to the one-on-one interventions and support they receive. In addition to enhancing retention, students are making skill gains due to the rigorous instruction.

Credential Attainment Rate is again credited to the instructors. Once students have met the required skills to take the official exam, they are registered on-site and taken to the actual test location so they're familiar with the entire process.

Students are no longer allowed to simply walk out the door without direction to next steps in their career or test path.

Employment (Second Quarter After Exit)

There are several students that have employment with Gerald Champion Hospital. They are given time to complete their HSE and oftentimes this comes with additional opportunities within the hospital. In addition. The Labor Market in Otero County falls in the middle of all counties in the State at a 5.0% unemployment rate. This translates to availability of jobs and opportunities for the PACE students. Construction, Education, and Hospitality rank at the highest industry in New Mexico for job opportunities. The local school district is having job fairs, community forums all is ways of finding employees. Youth ages 16-19 have a 22% employment rate in Otero County. There were 23 students in attendance with PACE this past year in that age range. Retail and Food industry are struggling in finding people to work and this overall trend provides options and opportunities for PACE students. Finally, the retail industry is an area that is marketable for this age group.

Employment (Fourth Quarter After Exit)

The 19.1% performance above OCTAE negotiation is also a continued trend from the above-mentioned information. Soft skills and SEL are key components that are taught in curriculum along with collaboration, teamwork, and problem-solving skills. All these are key components in employment longevity and success.

Median Earnings (Second Quarter After Exit)

The increased number of individuals working during program attendance have been assisted with options for instruction. This in turn has helped in employment retention. Also, as mentioned, the options for employment in Otero County offer students the opportunity to find something they want

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to pursue and dedicate their time to keeping. As mentioned, the skills learned at the PACE program are contextualized, which enable students to use the skills in many different aspects of their lives and leads to owned success.

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

The PACE program exceeded the negotiated Core Indicators of Performance. Plans are to continue increasing numbers in addition to enrollment.

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.)

This graph shows the performance indicators back to 2018. The trend from 2018-2020 were at a growing rate. However, I believe 2020-2021 had a decline and credit that to the COVID-19 Pandemic. I feel since returning post pandemic has placed us on a continued trajectory of improvement.

Performance Measure	Program Performance				
	Fiscal Year	18-19	19-20	20-21	21-22
Measurable Skill Gain (MSG)		31.4%	38.8%	33.3%	48.3%
Credential Attainment Rate		12.2%	27.3%	14.3%	28.6%
Employment (Second Quarter After Exit)		31.6%	37.2%	32.4%	61.2%
Employment (Fourth Quarter After Exit)		44.1%	40.6%	14.1%	54.4%
Median Earnings (Second Quarter After Exit)		\$2,697.28	\$3,366.56	\$2,552.25	\$3,777.94

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

The past two years, the practice of having regular data meetings has proven to be a productive use of time. During these data meetings the following areas are discussed: enrollment, age groups, grades, attendance, MSGs, students working while attending classes, TABE data, barriers, and trends in classes. The trends include, what lessons work, what schedules work best, what areas are students the most successful, and where is the program falling short. The collaborative process as a

team allows us to look at past data and talk about trends not only in the year but also in the past. In addition, it has helped to set goals and how best to achieve. Also, the integration of the LACES webinars with Shannon Stangis is a wrap-around to what we've established with our data meetings.

Further, the PACE team has a dedicated four days quarterly for simply working and planning. Curriculum review, schedules, content modifications, resources, student behaviors, teaching strategies, barriers, and challenges are discussed to find ways in which to improve.

Finally, professional development is set with a gauge that leads to performance improvement from all. Topics include assessment, retention, online learning, SEL, classroom management, and self-care. The PACE team use book study's, webinars, campus opportunities, and conferences when available to promote professional practices.

The listed processes are proving to be successful strategies for the PACE team and the plan is to continue and improve what we've established.

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	87	35.08	3,052.80
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	87	17.54	1,526.40
Referrals to and coordination of activities with other programs and services.	Career Service	62	19.31	1,197.12
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	87	8.77	763.20
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 CIIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service	87	19.29	424.48
Integrated Education and Training (IET) programs	Training Service	5	173.89	869.45
Grand Totals:		415	273.88	7,833.45

1. 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 PACE program was fortunate in that the WIOA Youth Coordinator had office hours, one day a week. Students were able to meet with her at their convenience and learn about opportunities available through WIOA. Also, we share data with the EAWDB in quarterly reports for better service delivery and minimize duplicate of effort. Referrals are made to both Youth and Adult programs that may be eligible for services. Monthly meetings are held with the Board, the local plan is reviewed annually with partner input. There is joint planning and development of system design processes. PACE integrates parent and family education with literacy activities for students as parents so they become advocates for their children's education.

2. 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?

Onboarding, literacy events, which are held in each session include local One Stop Staff as they're input and participation is requested at every event. Use of facilities for office space is done to share cost for services. The presence of the WIOA Youth Career Coach was a positive in that job opportunities, job fairs, and overall services were provided to students directly.

Post-pandemic there has been a challenge with working with workforce Adult Providers. They have faced employee shortages in and around the State and are oftentimes traveling to assist other programs. The desired outcome is for agencies across the State to fill vacancies and a return to local program service delivery.

Although there are challenges, there has been responsive collaboration between the program and workforce to keep lines of communication open and they offer as much support as they are able with the limitations they are facing.

3. 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.

MOU attached.

Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2021-2022 program year.

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

The final year of the "Career Pathway Initiative" was to work towards IET implementation. This was done with the support of the Allied Health program here on campus and an outside vendor that worked with a PACE instructor. The collaboration with the TAC team proved to be more valuable than first expected. We had the opportunity to hear challenges and ideas from others in the same place. We worked with the IET group, and we found that we were probably ahead of other programs but not as completed as a couple. Funding seemed to be the biggest topic of discussion and definitely what we face in developing an IET. The support received from the initiative has helped us to move forward with our plans to continue the Allied Health and Food Manager IETs. Again, the challenge will be funding but that's something that will be accomplished with careful budgeting.

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

Career planning and advising is introduced to students at the point of Onboarding and becomes a part of the embedded process of working with WIOA partners, curriculum, and a transition plan. The plan is initiated when students start program and compiled of the following components: Goals at entrance of program, present level of performance, assessment tools, HSE preparation classes and career focus, post-secondary plan, employment plan, barriers student is facing, and identification of services or support needed. This plan follows the student through completion and adjusted as needed and serves as bridge of transition for college or the workforce.

Student Services representatives are part of the Onboarding process. If the student has identified college as a goal, they are provided a tour and introduction to staff on campus. They are provided advising from Student Services in the areas of degree/certificate options, financial aid, and application to college.

WIOA Youth Career Coach provides support with financial assistance for paying of official exam and financial incentive when HSE is received. The Adult workforce provider advises on careers in the community, paid internships, on-the-job training, skill assessment and testing.

The curriculum provided for students has an embedded

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

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.

Section VI. Curriculum and Instruction

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

The PACE Onboarding process is completed in two weeks. The first week is set with interviewing students and testing, both of which are scheduled. The second part of Onboarding in week two is scheduled accordingly.

Welcome message with motivational video.

WIOA presentation by WIOA Youth Coach and Adult Career Coach.

NMSU-A campus, Title V team presentation, "What Happens After You Obtain Your High School Diploma?" Why College – Job satisfaction, job stability, outcomes for the next generation, and college provides an opportunity to develop soft skills. Free college, earnings data with a college degree, overview of degrees and certificates offered through NMSU, application process, FAFSA completion, Orientation and Registration for classes. How does the RC3 team support students: intrusive mentoring, guides, coaches, encourages, identifies barriers, create a culture of community, and provide support entire student is enrolled in college. Other services they provide, Mental Health teletherapy, mobile hotspots, and transportation vouchers.

ASC overview, what tutoring services are provided in the areas of math, English, writing, and Science.

Policies and Procedures presentation, which includes WIOA overview, program admission policies, NMSU-A ASC Tutors, Assessment policies, Official GED/HiSET Exam information, PACE expectations, Academic expectations, FERPA and student rights, and Students with disabilities, Completion of official paperwork.

Google classroom overview and student account set-up.

One day of Boot Camp – Soft Skills, includes the following: Communication that's written, oral, and/or nonverbal. Clarity, Confidence, Respect, Empathy, Listening, and Constructive Feedback. These skills are encouraged to connect with other people, disseminate/reveal information, and articulate.

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.

Upon students' completion of TABE testing, results are analyzed and discussed amongst the instructors. Placements are conducted with consideration to academic need. The class schedule has been set to meet the student needs if more than one class is needed. Writing, science, social studies, soft skills, and SEL are incorporated into all classes. The PACE program has taken into consideration the many roles' students have and attempt to meet the varying needs. Online and hybrid are provided for students in the 102 sessions. The 101 students all attend face-to-face classes, and this serves as an incentive for students to move to the next level and qualify for learning opportunities that are conducive to their needs. The math/English 101 is co-taught by content

specialists to provide a leaning environment that is contextualized to make information meaningful and applicable to the lives of students. Curriculum materials are brought in for students that are needing additional support, the computer lab is available when students want to work on assignments, research, or job search. Tutors are also available at the Academic Support Center for any student. When session is completed, the team meets and discusses the successes and challenges and decide if changes are needed.

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

The class schedule is broken down into English 101/Math 101 and Reading as a combined class that is eight weeks long. This class covers NRS levels 1, 2 and lower NRS level 3 in reading, language, and math. The Math 102 and English 102 cover NRS levels 3, 4, and 5 and these classes are eight weeks long as well. Reading is incorporated into all classes, as well as science and social studies. Classes are offered as a hybrid/hiflex model to address distance learning and for students who work or cannot come to class for various reasons. Digital literacy is addressed in Onboarding to help student understand the use of Google Classroom in navigating their classes. Also, students use "Study Buddy's" to work independently on specific content needing improvement. This is a hand held device that provides personalized instruction in different content areas and levels. Chrome books are available for students in hybrid and online courses and the computer lab is available for one-on-one instruction outside of class hours.

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

The CCRS are addressed per NRS level and class placement. The curriculum used is TABE Mastery levels E through A by New Reader's Press for all subjects. The instructor developed curriculum incorporates CCRS in all courses.

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

There is a dedicated application of reading incorporated into all classes. The TABE Mastery Reading and Scoreboost curriculum by New Readers Press is used in addition to resources such as online articles, commonlit.org, and Newsela.

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.

Leadership and assessment are two focus areas in working with the PACE team. Research is oftentimes shared for specific topics, such as, classroom behaviors, classroom tools and support, curriculum content, student engagement, and teaching strategies. The overarching message is that we are lifetime learners and need to stay current with trends and changes in education. ASCD is one resource that has webinars, books, and articles that support educators. In addition, all team members at PACE have a subscription.

Curriculum development is a team process. The program curriculum has been teacher developed with a plethora of resources to support differentiation and contextualization.

Leadership/management practices are learned together and build on an existing strong team. Equal voice and sharing of ideas. Book study's, webinars, and conferences are selected with a goal of enriching the practices applied in program. My role as director is to lead with support, listen to the needs of my teachers and students, make changes as needed and use data to drive decisions.

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Further, resources are provided for instructors, such as, webinars that may be helpful for specific content knowledge, tools that will enhance the learning environment, and resources that will overall make the classroom a better learning environment. Examples are templates for organization, journaling, lesson planning, and long/short goal planning. Edmentum is a great resource for these templates.

The quarterly work, data, and team meetings keep us structured and allows for a continuum of growth and learning.

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) se
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:
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
Harms-Van Duyn	Paula	IBEST Instructor		FT	M5 Curriculum & Instruction	8	Getting Started with Digital Escape Rooms	9/20/21	webinar
							Beating the Midterm Blues	10/14/21	webinar
							NMSU-A Engagement Conference	04/08/22	NMSU-A
							Teaching for Deeper Learning	04/26/22	webinar
							NMAEA	05/26/22	Albuquerque
							Exploring the Equitable Apprenticeship Toolkit	06/28/22	webinar
Hughes	Dillon	Data Technician		FT	AA General Studies	1.5	RC3 Title V TACHE & Excelencia in Education: Evidence-Based Practices	09/28/21	webinar
							Beating the Midterm Blues	10/14/21	webinar
							Monthly Data Technical TA	01/12/22	webinar
							Monthly Data Technical TA	02/09/22	webinar
							LACES Training-Beginner	03/03/22	Albuquerque
							Monthly Data Technical TA	03/09/22	webinar
							NMSU-A Engagement Conference	04/08/22	webinar
							Monthly Data Technical TA	04/13/22	webinar
							Monthly Data Technical TA	05/11/22	webinar
							Monthly Data Technical TA	06/08/22	webinar
							Exploring The Equitable Apprenticeship Toolkit	06/28/22	webinar

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Lopez	Lara	Instructor	██████	FT	BS Criminal Justice Administration	5	Common Core & Literacy Strategies: English Language Arts	09/27/21	Webinar
							NMSU-A Engagement Conference	04/08/21	NMSU-A
							NMAEA	05/26/22	Albuquerque
							Exploring The Equitable Apprenticeship Toolkit	06/28/22	Webinar
Saenz	Maria	Director	██████ ██████	FT	MA Educational Administration	9	Navigate Training	08/27/21	Webinar
							Monthly Data Technical	01/12/22	Webinar
							Annual Strategic & Essential Training	01/13/22	NMSU-A Training Central Portal
							Monthly Data Technical	02/09/22	Webinar
							Monthly Data Technical TA	03/09/22	Webinar
							NMSU-A Engagement Conference	04/08/22	NMSU-A
							Monthly Data Technical TA	04/13/22	Webinar
							NMAEA	05/26/22	Albuquerque
							How Alternative Approaches to Placement Impact Student Retention	02/09/22	Webinar
							Improve Every Lesson with SEL	06/08/22	Webinar
							Monthly Data Technical TA	06/08/22	Webinar
							Apprenticeships and Pre-Apprenticeships	06/27/22	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.

7,833.45

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

0

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
		0

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

Total hours contributed	Fair Market Value per Hour	Total
		0

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

Total hours contributed	Fair Market Value per Hour	Total
40	\$15	\$600

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 estimate the Total indirect, in-kind expenses donated by your institution. This refers to 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).

0

support. Please all types of space,

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

Square footage of donated space	Fair Market Value per Square foot	Total
4,585	\$4.29	\$19,669.65

Alternate option:

Please indicate institution's building renewal and replacement allocation

0

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
N/A	

B. Program Income Activities

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

\$240

generated

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Food Manager IET Books, Curriculum Planning, and Instruction	\$3,732.08

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 A

Integrated Education Technology Programs

The following IET Programs were offered at the PACE Program for FY 2021-2022: (1) Certified Nursing Assistant; (2) Phlebotomy; and (3) Food Service Managers Skills Course.

The Certified Nursing Assistant IET is course offered through New Mexico State University-Alamogordo and is taught with the Adult Education I-BEST Instructor. The I-BEST instructor provides the basic math, reading, and language skills necessary to help students pass the certification portion of this test. Literacy activities, workforce preparation activities, and workforce training are all contextualized into the course material with the result being a certificate in Nursing Assistant. Most students who attend the course are employed through Gerald Champion Regional Medical Center and this course is a requirement for employment if the employee is not already certified.

The phlebotomy course is also offered through New Mexico State University-Alamogordo and is taught with the Adult Education I-BEST Instructor to provide a certificate as a phlebotomist. The I-BEST Instructor contextualizes the literacy skills, math skills, and language skills into the phlebotomy content to assist students with passing the certification exam. Workforce preparation and workforce training are contextualized into the course as well.

Both the nursing assistant and phlebotomy courses are evaluated each semester by the technical, or subject matter expert. instructor and the basic skills instructor based on student outcomes. The basic skills instructor monitors student interaction and proficiency in the face-to-face class as well as the online portion of the course. The basic skills instructor reviews discussions, as pertaining to the conventions of writing and APA formatting of citations and references and provides feedback to increase student proficiency. In both courses, students are required to complete a resume that could be used to apply for a job after completing the course. Student resumes are included in the end of course portfolio that all students complete and each resume is peer-reviewed and evaluated by the instructor.

With the contextualization of math and literacy activities in both Allied Health courses, students are better able to comprehend why the curriculum includes reading, writing, and math activities. Specific to reading, students work through an exercise that help them identify the various reading strategies they can implement when reading the textbook or articles. This enables students to better develop reading skills that will support their future educational and professional endeavors (Zimmerer, Skidmore, Chuppa-Cornell, Sindel-Arrington, and Beilman, 2018). Students additionally become more aware and grateful for the inclusion of these basic skills when they complete the certification exam for the indicated course. Math activities are contextualized to the specific math skills students will use in the given field like

converting from Fahrenheit to Celsius, finding patient blood volume based on weight, percentage of patient meal consumption, and patient intake and output.

The Food Service Managers Skills Course was a four-week course taught by an Adult Education instructor and the ServSaf Instructor to provide a certification as a Food Service Manager. There is a heavy concentration of workforce skills and training in this course to prepare the students for becoming managers in the food service industry. Math, language, and literacy skills were contextualized into the ServSafe skills content.

The intensity and quality of literacy activities, workforce preparation activities, and workforce training are provided in every class with a ServSafe Instructor and adult education instructor. Students are taught workforce preparation skills such as critical thinking skills, self-management skills, team building skills, communication skills, leadership skills, problem-solving skills, and cultural awareness skills. All workforce preparation skills are contextualized into the ServSafe content. The adequacy of the intensity and quality was determined by the ServSafe instructor, and the assessment used to receive the ServSafe Food Manager Certificate as well as a pre and post-test of the TABE. According to (*Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program, 2018*), research indicates that joint enrollment of Adult Education students and higher-education students receive contextualized instruction of workforce skills content within the content material and technical course materials integrate basic math, language, and reading

skills. Content is aligned through joint planning and through co-teaching the IET course.

The three required components, i.e, math, language and reading are contextualized into the ServSafe content. For example, when students are preparing a start-up budget for their restaurant, basic math skills such as percentages, adding, subtracting and dividing are incorporated in that lesson. Another example includes creating a restaurant schedule, so the reading skills incorporated into that lesson include reading graphs and charts. The AE component of the IET aligns and contextualizes math, language, and reading standards from the CCRS throughout the course.

The IET program reflects the criteria of being part of a career pathway because it includes literacy activities, workforce preparation activities, integrated English literacy and civics education, and the certificate received is designed to help someone acquire basic academic skills, critical thinking skills, digital literacy skills, and self-management skills as well as other skills that increase an individual's preparation for the workforce in a particular career field.

References

- Developing Basic Skills Curriculum for an IET: A guide for the Pathways to Employment Program.* (2018, March 16). Wwww.Psu.Edu. Retrieved August 27, 2022, from https://sites.psu.edu/goodlingresources/files/2019/10/IET-Guide_Revised3.16.18.pdf
- Zimmerer, M., Skidmore, S. T., Chuppa-Cornell, K., Sindel-Arrington, T., and Beilman, J. (2018). Contextualizing developmental reading through information literacy. *Journal of Developmental Education*, 41(3), 2-8. <https://files.eric.ed.gov/fulltext/EJ1210443.pdf>

Student:

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

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	0	1	0	3	1	0	2	7	0	0	5	1	0	1	21
ABE Level 3	0	2	0	1	1	0	5	6	0	0	2	6	2	0	25
ABE Level 4	0	0	0	0	0	0	7	6	0	0	5	4	0	0	22
ABE Level 5	0	0	0	0	0	0	3	1	0	0	1	1	0	0	6
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	0	4	0	0	0	0	0	0	4
ESL Level 2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	1	0	0	1	0	0	0	0	1	0	0	3
ESL Level 5	0	0	0	1	0	0	0	0	0	0	1	0	0	0	2
ESL Level 6	0	0	0	0	0	0	0	2	0	0	1	0	0	0	3
Total	0	3	0	6	2	0	18	27	0	0	15	13	2	1	87

Student:

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

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	0	0	0	0	1	0	9	3	0	0	4	1	1	1	20
19-24	0	0	0	1	0	0	2	9	0	0	2	8	0	0	22
25-44	0	3	0	3	1	0	3	10	0	0	7	4	1	0	32
45-54	0	0	0	2	0	0	3	1	0	0	2	0	0	0	8
55-59	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
60+	0	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Total	0	3	0	6	2	0	18	27	0	0	15	13	2	1	87

Student:

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

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)	
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)		
16-18	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2
19-24	0	0	0	0	0	0	1	1	1	0	0	1	1	0	0	4
25-44	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	2
45-54	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
55-59	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
Total	0	0	0	0	0	1	3	2	0	0	1	2	0	0	9	

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

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**	18	19	22	8	0	1	68
Integrated Education and Training Program	1	7	6	3	0	0	17
Adult Secondary Education***	2	2	2	0	0	0	6
Integrated Education and Training Program	0	1	1	0	0	0	2
English Language Acquisition****	0	1	8	0	2	2	13
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	20	22	32	8	2	3	87

ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	21	0	1884.5	14	0	0	7	0	66.67	21	14	0	0	66.67
ABE Level 3	25	0	2322	8	4	0	12	1	48	25	8	4	0	48
ABE Level 4	22	0	1362	6	4	0	10	2	45.45	22	6	4	0	45.45
ABE Level 5	6	0	418	2	0	0	4	0	33.33	6	2	0	0	33.33
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	74	0	5986.5	30	8	0	33	3	51.35	74	30	8	0	51.35
ESL Level 1	4	0	207.5	1	0	0	3	0	25	4	1	0	0	25
ESL Level 2	1	0	94.5	1	0	0	0	0	100	1	1	0	0	100
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	3	0	276	1	0	0	2	0	33.33	3	1	0	0	33.33
ESL Level 5	2	0	120.5	0	0	0	2	0	0	2	0	0	0	0
ESL Level 6	3	0	290	0	1	0	2	0	33.33	3	0	1	0	33.33
ESL Total	13	0	988.5	3	1	0	9	0	30.77	13	3	1	0	30.77
Grand Total	87	0	6975	33	9	0	42	3	48.28	87	33	9	0	48.28

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Total	3	3	100	0	0	0	0	0	0
Grand Total	38	23	60.53	22	57.89	0	0	1	2.63

Student:

NRS Table 4B

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	18	1830	14	4	0	77.78
ABE Level 3	23	2230	11	10	2	47.83
ABE Level 4	20	1330	7	11	2	35
ABE Level 5	4	304	2	2	0	50
ABE Total	65	5694	34	27	4	52.31
ESL Level 1	3	182.5	1	2	0	33.33
ESL Level 2	1	94.5	1	0	0	100
ESL Level 3	0	0	0	0	0	0
ESL Level 4	2	226.5	1	1	0	50
ESL Level 5	1	37.5	0	1	0	0
ESL Level 6	2	207	0	2	0	0

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ESL Total	9	748	3	6	0	33.33
Total	74	6442	37	33	4	50

Student:

NRS Table 5

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

Primary Indicators of Performance

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value		Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation		Percentage of Participants in All Periods of Participation Achieving Outcome
		Number of Participants who Exited	Median Earnings Value			Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
Employment Second Quarter after exit *	67	41	61.19	68	41	60.29		
Employment Fourth Quarter after exit *	57	31	54.39	59	33	55.93		
Median Earnings Second Quarter after exit **	41	3777.94		41	3777.94			
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	5	0	0	5	0	0		
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	5	0	0	5	0	0		
Attained a Postsecondary Credential while enrolled or within one year of exit ****	9	4	44.44	9	4	44.44		
Attained any credential (unduplicated) *****	14	4	28.57	14	4	28.57		

Student:

NRS Table 5A

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value		Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation		Percentage of Participants in All Periods of Participation Achieving Outcome
		Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value			Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
Employment Second Quarter after exit	33	18	54.55	33	18	54.55		
Employment Fourth Quarter after exit	18	13	72.22	18	13	72.22		
Median Earnings Second Quarter after exit	18	3067.18		18	3067.18			
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	1	0	0	1	0	0		
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	1	0	0	1	0	0		
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0		
Attained any credential (unduplicated) *****	1	0	0	1	0	0		

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

Participant Status on Entry into the Program
(A)

Number
(B)

Employed	46
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	30
Not in the Labor Force	11
TOTAL	87

Highest Degree Level of School Completed*

US Based Schooling

Non-US Based Schooling

No Schooling	0	0
Grades 1-5	1	3
Grades 6-8	2	1
Grades 9-12 (no diploma)	43	4
Secondary School Diploma or alternate credential	10	8
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	4	0
Postsecondary or professional degree	3	8
Unknown	0	0
TOTAL (both US Based and Non-US Based)	87	87

Program Type**

Participant Status on Entry into the Program (A)	Number (B)
In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	15
Institutional Programs (section 225)	
In Correctional Facility	0
In Community Correctional Program	3
In Other Institutional Setting	0
TOTAL Institutional	3

Student:

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

Select Reporting System: NRS FY 21-22 ▼

Agency: NMSU-Alamogordo

First Period of Participation

All Periods of Participation

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

Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome
Increased Involvement in Children's Education	0	0	0
Helped more frequently with school		0	
Increased contact with children's teachers		0	
More involved in children's school activities		0	
Increased Involvement in Children's Literacy Activities	0	0	0
Reading to children		0	
Visiting library		0	
Purchasing books or magazines		0	
Left Public Assistance	0	0	0

Student:

NRS Table 9

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation

All Periods of Participation

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value		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		Percentage of Participants in All Periods of Participation Achieving Outcome (G)
		Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)			Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)	
Measurable Skill Gain	0	0	0	0	0	0	0	0
Employment Second Quarter after exit	1	1	100	100	1	1	100	100
Employment Fourth Quarter after exit	1	1	100	100	1	1	100	100
Median Earnings Second Quarter after exit	1	6805.64			1	6805.64		
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
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	1	0	0	0	1	0	0	0

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome
Achieved Citizenship Skills	0	0	0
Voted or Registered to Vote	0	0	0
Increased Involvement in Community Activities	0	0	0

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: **NRS FY 21-22** Agency: **NMSU-Alamogordo**

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation		Percentage of Participants in All Periods of Participation Achieving Outcome
					(F)	(G)	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(G)
Measurable Skill Gain	3	2	66.67	3	2	66.67	
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

Student:

NRS Table 11

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	19	3	15.79	19	3	15.79
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	19	0	0	19	0	0
MSG via Secondary or Postsecondary Transcript	19	0	0	19	0	0
MSG via Progress Toward Milestones	19	0	0	19	0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Passing Technical/ Occupational Skills Exam	19	0	0		19	0
Employment Second Quarter after exit	9	8	88.89		9	88.89
Employment Fourth Quarter after exit	9	5	55.56		9	55.56
Median Earnings Second Quarter after exit	8	7585			8	7585
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0		0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0		0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Attained a Postsecondary Credential while enrolled or within one year of exit	9	4	44.44		9	44.44

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

NRS FY 21-22

Agency:

NMSU-Alamogordo

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

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

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

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

MEMORANDUM OF UNDERSTANDING

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

LEGAL AUTHORITY

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

PURPOSE

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

VISION

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

MISSION

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

ONE STOP PARTNERS AND SERVICES PROVIDED

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

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

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

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

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

CORE PARTNERS

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

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

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

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

EASTERN AREA WORKFORCE CONNECTION CENTER SERVICES AND LOCATIONS

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

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

CONFIDENTIALITY OF RECORDS

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

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

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

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

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

DATA SHARING

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

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

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

REFERRALS

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

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

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

EMPLOYMENT AND OTHER RELATED BENEFITS

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

GOVERNING LAW

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

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

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

AMENDMENTS; WITHDRAWAL; TERMINATION; SUBSTITUTION

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

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

MODIFICATION PROCESS

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

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

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

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

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

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

ASSIGNMENT

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

SEVERABILITY

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

CONFLICTS OF INTEREST

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

DISPUTE RESOLUTION

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

MOU RECORDKEEPING AND ADMINISTRATIVE TASKS

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

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

FINANCIAL OBLIGATIONS

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

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

PERIODIC REVIEW

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

ONE STOP OPERATOR

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

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

KEY TASKS AND RESPONSIBILITIES OF THE OPERATOR

Partner Collaboration and Coordination

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

One-stop Operations

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

Cross Training and Professional Development

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

Outreach and Promotion

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

Data Analytics

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

Compliance and Certification

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

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

SITE MANAGER

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

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

GOVERNANCE

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

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

NMWCC ROLES AND RESPONSIBILITIES

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

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

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

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

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

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

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

PARTNER ROLES AND RESPONSIBILITIES

All parties to this MOU agree to comply with:

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

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

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

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

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

CHIEF ELECTED OFFICIALS

The CEOs of the eastern area will:

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

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

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

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

Operator.

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

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

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

TERMINATION

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

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

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

EFFECTIVE PERIOD

This MOU will become effective as of the date of signing by the signatory and will terminate on June 30, 2023, unless any of the reasons in the Termination section above apply.

AUTHORIZATION

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

PARTNER SERVICES EXHIBITS

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

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

EXHIBIT B – TRADE ADJUSTMENT ASSISTANCE ACTIVITIES

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

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

EXHIBIT C – RAPID RESPONSE ACTIVITIES

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

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

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

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

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

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

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

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

EXHIBIT F – VOCATIONAL REHABILITATION SERVICES

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

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

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

EXHIBIT G – ADULT EDUCATION AND LITERACY

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

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

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

EXHIBIT H – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

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

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

EXHIBIT I – TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)

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

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

EXHIBIT J – CARL PERKINS CAREER AND TECHNICAL EDUCATION PROGRAM

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

EXHIBIT K – JOB CORPS

ROSWELL JOB CORPS CENTER (CENTER)

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

WITNESSETH:

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

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

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

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

NOW THEREFORE, the partnership between the Center and EAWDB:

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

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

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

EXHIBIT L -MESCALERO APACHE RESERVATION

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

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



Digitally signed by Mark P. Cal
Date: 2022.08.22 11:59:58 -06'00'

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

Date