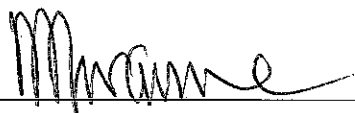
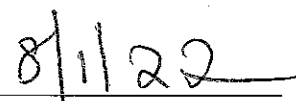


**Annual Program Report
Cover Page**

Program Name:	Adult Education	
Institution or Organization:	Southeast New Mexico College	
Address:	1500 University Drive	
City:	Carlsbad	
County:	Eddy	
Zip:	88220	
Main Phone:	575-234-9254	
Website:	<u>Adult Education (senmc.edu)</u>	
Social Media:	<u>https://www.facebook.com/SENMC-Adult-Education-105516224924949/</u>	
Workforce Region(s) Served:	Southeastern NM	
New Mexico Counties Served:	Eddy County	
Submission Date:	August 29, 2022	
Program Director, Manager, or Coordinator Name and Title:	Misty McCormack, Director	
Contact Information:	Phone(s):	575-234-9254
	Email:	<u>mmccormack@senmc.edu</u>
Alternate Contact Name and Title:	Marina Soto, Program Coordinator	
Contact Information:	Phone(s):	575-234-9250
	Email:	<u>msoto@senmc.edu</u>



Signature of the Chief Executive Officer or Designee



DATE

Dr. Andrew Nwanne, Interim President

Typed Name and Title:

Section I. Program Narrative Report

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

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

The Adult Education (AE) office staff consists of an AE Director and Program Coordinator, both full-time employees, and a part-time Administrative Assistant. The program currently employs three High School Equivalency (HSE) and three English as a Second Language (ESL) instructors. The Program Coordinator also serves as an ESL instructor. The AE staff uses the LACES database to monitor pre- and post- testing and to track student attendance. All program funding is used to serve individuals who have barriers to employment, including English language learners, immigrants, and low-income individuals and those students who wish to obtain diplomas and credentials. In addition, our program assists adults with obtaining postsecondary education, employment, or training. ESL teachers want to increase students' vocabularies and teach them how to communicate appropriately in real life scenarios. We always encourage our students to complete the ESL program in preparation for citizenship and the workforce. We also encourage those who have not earned their HSE/GED® to enter into our HSE program.

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.

Staffing changes this year included the loss of the Data Entry Coordinator. Due to the budget, this position will not be advertised and the duties have been reassigned to the Program Coordinator and Program Director. Another change was that our institution gained independence from New Mexico State University, so we are now Southeast New Mexico College (SENMC). This change has allowed our program to set new long-term goals in terms of possible community partnerships and certificate programs.

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?

One thing the pandemic showed us is that we need to remain flexible in our approach and remain prepared as things can change rapidly. Due to the pandemic, but also in terms of meetings students' needs, it is important to have options so we are going into this year with multiple options and approaches for students. Every student in our program is provided with a NMDELTA account upon enrollment that he/she will use to access Google Classroom and be able to attend courses virtually. All of our courses are implemented via a hybrid approach so that students can be flexible with how they choose to attend. Students can come in-person, or they can choose to attend virtually, or a mixture of the two. Virtual courses are offered via Google Meet and course content and information is posted on Google Classroom. In addition, each instructor utilizes WhatsApp or Remind to be able to communicate with all students. This year, students who do not have devices can be issued Chromebooks from our department and have the option of borrowing jetpacks from SENMC Grant Services. Finally,

instructors can use Pear Deck and we just purchased an online curriculum (Boardworks) that is made for virtual instruction.

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.

1. Carlsbad Literacy Center: an informal partnership with a local literacy center in which our program refers students to who may need on-on-one tutoring, or additional assistance building literacy skills (up to 6th grade level).

2. Carlsbad, Loving, and Artesia High Schools: The AE Director and Superintendents of each high school have an informal agreement in place in order to help under-age students with obtaining a High School Equivalency. The schools provide referrals along with student release forms, and our office provides enrollment, student tracking, and we report the activities and progress of students back to the schools.

3. Grammy's House: We have an ongoing Memorandum of Understanding (MOU) with this social service provider, located in Artesia, and the partnership began in 2007. Because many of our students, both ESL and HSE, live in Artesia, it is important to be able to offer classes to those students locally, so they do not have to drive to Carlsbad. Grammy's House allows our program classroom space, and we provide the instructors and materials for Adult Education classes.

4. TRIO: We are partnered with TRIO and they provide a specialist who assists any student who wants to enter into postsecondary education. We provide a referral for any students who are interested in attending college, and the TRIO specialist provides help with admission, testing, and financial aid.

5. SENMC: The SENMC Library and Grants Services department collaborate with the Adult Education Program to offer services to our students. Grant Services offers a free summer bridge program every semester for any students who are enrolling in the college. We refer any HSE students who wish to enter into postsecondary education to this program. The goal is for students to enter college without the need for any developmental or remedial courses. These departments also offer literacy events and family activities that are open to the Adult Education students.

6. NMDWC (WIOA) and DVR: The New Mexico Department of Workforce Connections and Division Vocational Rehabilitation collaborate with us to provide referrals for students, from them to us and from us to them.

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%	51.6%
Credential Attainment Rate	20.4%	5.4%
Employment (Second Quarter After Exit)	25%	26.5%
Employment (Fourth Quarter After Exit)	35.3%	3.1%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$5070.00

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.

Our program numbers, according to NRS Tables, are as follows:

MSG: 51.6% (Exceeded Expectations)

Credential Attainment Rate: 5.4% (Fell Short)

Employment (Second Quarter After Exit): 26.5% (Met Expectations)

Employment (Fourth Quarter After Exit): 3.1% (Fell Short)

Median Earnings (Second Quarter After Exit): \$5070 (Exceeded Expectations)

A huge focus of our program in 2021-2022 was pre- and post-testing and this shows in the MSG numbers. We switched to online testing for both pre- and post- tests and we monitored student hours closely to ensure post-testing once students met the minimum attendance hours. The Credential Attainment Rate was very low and this is due to several factors. One, enrollment for HSE was low, two, the attrition rate was high, and three, our testing center was not functional. The testing coordinator retired and the campus was unable to hire someone until the very end of the year, so students had to travel to other testing centers across the state in order to test; this meant less dates available, higher sitting fees, and associated costs for traveling. The fourth quarter employment numbers fell short of the expected target also and that is because a high number of our students are ESL and do not have social security numbers, therefore the follow-up has to be manually entered and this was an area in which our program was lacking.

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

Now that the testing center has a new manager, the goal is for the center to be operational and recertified by September so HSE students can begin testing. This will allow students to test locally and more rapidly. Other strategies for increasing the credential attainment rate include having students set goals, via onboarding and orientation, and increased communication and tracking to decrease attrition rates. The strategy for increasing the second and fourth quarter enrollment numbers is focusing on using the dashboard in LACES to complete the follow-up surveys as they are needed. The program has a large number of ESL students who do not have social security numbers, so they have to be tracked manually. This manual tracking will be added to a monthly checklist and completed by program staff.

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.)

In 2019-2020 there were 39 total participants including 34 ESL and 5 HSE students. In 2020-2021, there were 72 total participants including 56 ESL and 16 HSE students. In 2020-2021, there were

184 total participants including 129 ESL and 55 HSE students. Enrollment more than doubled with 112 more students. Also, from 2020-2021 to 2021-2022, MSG numbers increased by 20%.

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 program director and coordinator are continually looking at the data to make informed decisions regarding any changes that are needed. TABE testing data is used to place students in the correct courses and show any improvements students are making. The LACES database tracks student hours and provides a dashboard to help program staff know when students need to post-test and when follow-up surveys are needed. Student and instructor feedback are also useful and can provide insight as to what is working well and what needs to be changed. One change moving forward is that instructors will be evaluated via classroom observations and students will be provided with confidential feedback forms so they can evaluate their course and instructor.

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	184	\$14.34	\$2640
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	184	\$31.91	\$5872
Referrals to and coordination of activities with other programs and services.	Career Service	184	\$0.48	\$88
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	0		
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State’s Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service	0		
Integrated Education and Training (IET) programs	Training Service	0		
Grand Totals:		184	\$46.73	\$8600

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

What our program does to serve the unique regional needs and priorities identified in our area is look at the employment trends and needs and look at the data that shows what is needed and relevant to our area. We share this data with students and have them take career interest surveys and set goals.

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

Our program collaborates with the Local Workforce Development and one-stop operators in order to have a meaningful and ongoing relationship. We have regular meetings with the WIOA Youth and Adult Services Coordinators and the One-Stop operator. The local workforce development office can assist with proctoring pre-tests (TABE) online if needed and can assist students with our intake process if needed. In addition, we invite the different agencies to come and speak to our students in a shared orientation so students know what services are available to them. We also have students register with Workforce Connections, and help them do so. The biggest challenge at this point has been staff turnover or position changes within the Local Workforce Board.

4. Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. If you do not have an MOU and/or an IFA, please inform of us of any efforts or discussions toward MOUs and IFAs in your local area.

See the attached IFA (Eastern Area) at the end of this report. The amount our program contributed was \$41.24.

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 program director participated in a New Mexico Career Pathways training, offered by Jeff Fantine, as part of the NM CPI New Program/Leadership TAC group. During this training, a new plan for the program was drafted and submitted.

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.

As part of the NM CPI New Program Leadership group and Career Pathways training, the career planning and advising was something that was discussed in detail and was one of the big changes as submitted on the program goal form. Moving forward the program will implement career planning and advising as part of our onboarding and orientation process. Students will take an interest survey and look at careers they are matched for or interested in and will determine what skills and education are needed for those careers. Students will then create academic, career, and personal goals.

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.

The program does not currently have any IET programs. SENMC, formerly NMSU Carlsbad, just gained independence from the NMSU system, so will finally have the option of offering courses and programs to AE students. Conversations with campus administration as well as the local beauty college and a construction company have begun in anticipation of being able to create an IET program in the future.

Section VI. Curriculum and Instruction

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

The program’s orientation and onboarding process were a focus this last year and one of the things that changed the most. Upon enrollment, students complete an intake form and then take a pre-assessment (TABE) to determine proper class placement. All students are then required to attend an orientation in which they will take a career survey and assessment and complete a goal form that includes both educational and career components. At orientation, students will also hear from the campus recruiter and individuals from the workforce development office so that students are connected to both the community and college and are aware of any resources and opportunities available to them.

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

HSE and ESL courses are offered both in the am and pm, at least two times a week for 2 hours each time, with some being offered three or four times a week for 2-3 hours. Courses are all offered in-person and online, via Google Classroom, and course content, such as discussion questions, assignments, resources, and videos are posted on Google Classroom. Instructors are also available for individual or small group tutoring.

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.

Students are provided with free NMDELTA accounts to access email and attend classes online. Teachers use communication apps such as Remind or WhatsApp to communicate with students. All classes are offered in-person and online, via Google Classroom, to accommodate all learners. Students who do not have devices are able to check out Chromebooks and can borrow jet packs to be able to access the internet from their own homes. In addition, upon enrollment, all students are referred to the New Mexico Department of Workforce Solutions.

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 AE program uses the College and Career Readiness Standards, found at <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf> for every lesson plan and for any purchase of curriculum. Any new curriculum is screened to make sure it is aligned with the standards and teachers are required to submit sample lesson plans and course outlines showing how the CCRS are incorporated throughout lessons.

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

Reading instruction is incorporated into every class, including the mathematics classes. Students are given the opportunity to read relevant, high interest texts as well as non-fiction pieces and

practice their reading comprehension, fluency, phonemic awareness, and contextual vocabulary skills.

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

The programs curriculum adheres to the College and Career Readiness Standards, but teachers also use Webb's Depth of Knowledge and Blooms Taxonomy. Other frameworks and research embedded into program design and curriculum include Growth Mindset (Carol Dweck) and The Adult Learner (Malcolm Knowles) and recently we have been looking into Teaching Skills that Matter and Training From the Back of the Room (Bowman). The leadership and management practices of the program are influenced by the Laws of Leadership (Simon Sinek) and the 21 Irrefutable Laws of Leadership (John Maxwell).

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).

The program did not receive IELCE funding last year.

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).

The program did not provide any services for any institutionalized individuals or have any programs for corrections education.

Adult Education Local Program Annual Report

2021-2022

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	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
McCormack	Misty	Director		Full	Masters	3	National Reporting System Principal Investigator New Directors Teachers Institute LACES IET and New User LACES Monthly Data Chats Serving All Learners Webinar Career Pathways in Adult Education	July August August/Sept. October September Monthly May February	Online
Soto	Marina	Program Coordinator		Full	Associates	3	Defensive Driving Teachers Institute LACES IET and New User	August October September	Online
Salazar	Veronica	Admin Asst		Part	Associates	1	TABE Certification	August	Online
Galindo	Rebeca	Data Entry Coordinator		Full	Some College, no degree	1	National Reporting System Defensive Driving Teachers Institute LACES IET and New User LACES Monthly Data Chats	August August October September Monthly	Online
CdeBaca	Rosa	Instructor		Part	Masters	28	Teachers Institute	October	Online
Dodson	Larry	Instructor		Part	Masters	14	Teachers Institute	October	Online
McCoy	Frances	Instructor		Part	Masters	1	Teaching Skills That Matter Teaching From the Back of the Room	Jan-May	Online
Mendoza	Yvette	Instructor		Part	Bachelors	3	Teachers Institute	October	Online
Soto	Louriz	Instructor		Part	Masters	5	Teachers Institute	October	Online

X. Fiscal Survey

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

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

\$3600

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.

\$41.24

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0	\$24	0

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

Total hours contributed	Fair Market Value per Hour	Total
0	\$15	0

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

Total hours contributed	Fair Market Value per Hour	Total
0	\$35	0

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

None

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

None

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

\$45000

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
2732	\$35	\$95620

Alternate option:

NONE

Adult Education Local Program Annual Report

2021-2022

Please indicate institution’s building renewal and replacement allocation

(Please cite the source document for the amount)

X.

Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
Grammy’s House	720 square feet, at no charge, to provide AE instruction. Estimated value is \$35000.

B. Program Income Activities

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

NONE

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	N/A

ESL*** Level 1	0	0	0	0	0	0	15	56	0	0	0	1	0	0	72
ESL Level 2	0	0	0	0	0	0	10	18	0	0	0	0	0	0	28
ESL Level 3	0	0	0	0	0	0	4	14	0	0	0	0	0	0	18
ESL Level 4	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
ESL Level 5	0	0	0	0	0	0	1	3	0	0	0	1	0	0	5
ESL Level 6	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	0	0	0	0	0	1	47	122	0	0	6	7	0	1	184

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	0	0	0	0	0	0	4	6	0	0	1	1	0	0	12
19-24	0	0	0	0	0	0	9	19	0	0	5	2	0	0	35
25-44	0	0	0	0	0	0	29	75	0	0	0	4	0	1	109
45-54	0	0	0	0	0	0	4	16	0	0	0	0	0	0	20
55-59	0	0	0	0	0	1	1	3	0	0	0	0	0	0	5
60+	0	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Total	0	0	0	0	0	1	47	122	0	0	6	7	0	1	184

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	0	0	0	0	0	0	1	1	0	0	0	1	0	0	3
19-24	0	0	0	0	0	0	7	11	0	0	4	3	0	0	25
25-44	0	0	1	0	0	0	14	31	0	0	2	4	0	0	52
45-54	0	0	0	0	0	0	4	7	0	0	0	0	0	0	11
55-59	0	0	0	0	0	0	0	1	0	0	2	0	0	0	3
60+	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
Total	0	0	1	0	0	0	27	52	0	0	8	8	0	0	96

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

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

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

Ethnicity/Race: See Table 1

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	10	20	19	3	2	0	54
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	0	1	0	0	0	0	1
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	2	14	90	17	3	3	129
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	12	35	109	20	5	3	184

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

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

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

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

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

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

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

NRS Table 4

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

Measurable Skill Gains (MSG) by Entry Level

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

First Period of Participation										All Periods of Participation				
Enter ing Educ ation Func tionin g Level (EFL) (A)	Num ber of Parti cipan ts (B)	Total Num ber of Parti cipan ts Exclu ded from MSG Perfo rman ce (C)	Total Atten danc e Hour s for All Parti cipan ts (D)	Num ber Who Achie ved at Least One EFL Gain (E)	Num ber Who Attai ned a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent (F)	Num ber of IET Work place Litera cy Parti cipan ts Who Achie ved an MSG Other Than	Num ber Separ ated Befor e Achie ving Meas urabl e Skill Gains (H)	Num ber Rema ining in Progr am Witho ut Meas urabl e Skill Gains (I)	Perce ntage Achie ving Meas urabl e Skill Gains (J)	Total Num ber of Perio ds of Parti cipati on (K)	Total Num ber of Perio ds of Parti cipati on in Whic h Parti cipan ts Achie ved at Least One	Total Num ber of Perio ds of Parti cipati on in Whic h a Seco ndary Scho ol Diplo ma or Its Reco	Total Num ber of IET or Work place Litera cy Perio ds of Parti cipati on in Whic h Parti cipan	Perce ntage of Perio ds of Parti cipati on with Meas urabl e Skill Gains (O)

						EFL Gain and Seco ndary Scho ol Diplo ma * (G)					EFL Gain (L)	gnize d Equiv alent Was Attai ned (M)	ts Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma * (N)	
ABE Level 1	4	0	278	3	0	0	1	0	75	4	3	0	0	75
ABE Level 2	26	0	1477.5	15	0	0	11	0	57.69	26	15	0	0	57.69
ABE Level 3	21	0	1015.5	12	1	0	7	1	61.9	21	12	1	0	61.9
ABE Level 4	3	0	99.5	0	1	0	1	1	33.33	3	0	1	0	33.33

ABE Level 5	1	0	41	0	1	0	0	0	100	1	0	1	0	100
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	55	0	2911.5	30	3	0	20	2	60	55	30	3	0	60
ESL Level 1	72	0	4840	33	0	0	31	8	45.83	72	33	0	0	45.83
ESL Level 2	28	0	2324	18	0	0	7	3	64.29	28	18	0	0	64.29
ESL Level 3	18	0	1315	5	0	0	9	4	27.78	18	5	0	0	27.78
ESL Level 4	5	0	537	3	0	0	2	0	60	5	3	0	0	60
ESL Level 5	5	0	426	3	0	0	2	0	60	5	3	0	0	60
ESL Level 6	1	0	100	0	0	0	1	0	0	1	0	0	0	0

ESL Total	129	0	9542	62	0	0	52	15	48.06	129	62	0	0	48.06
Grand Total	184	0	12453.5	92	3	0	72	17	51.63	184	92	3	0	51.63

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.

- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.

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

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	3	3	100	0	0	0	0	0	0
ABE Level 2	15	11	73.33	7	46.67	0	0	0	0
ABE Level 3	13	7	53.85	6	46.15	0	0	0	0
ABE Level 4	1	0	0	1	100	0	0	0	0

ABE Level 5	1	1	100	1	100	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	33	22	66.67	15	45.45	0	0	0	0
ESL Level 1	33	33	100	0	0	0	0	0	0
ESL Level 2	18	18	100	0	0	0	0	0	0
ESL Level 3	5	5	100	0	0	0	0	0	0
ESL Level 4	3	3	100	0	0	0	0	0	0
ESL Level 5	3	3	100	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	62	62	100	0	0	0	0	0	0
Grand Total	95	84	88.42	15	15.79	0	0	0	0

Instructions for Completing Table 4A

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

NRS Table 4B

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

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	3	256	3	0	0	100
ABE Level 2	15	1211.5	15	0	0	100
ABE Level 3	13	837.5	13	0	0	100
ABE Level 4	1	45.5	1	0	0	100
ABE Level 5	1	41	1	0	0	100
ABE Total	33	2391.5	33	0	0	100
ESL Level 1	40	3815	33	1	6	82.5
ESL Level 2	20	1990	18	1	1	90

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 Level 3	9	1072	5	0	4	55.56
ESL Level 4	3	474	3	0	0	100
ESL Level 5	3	354	3	0	0	100
ESL Level 6	1	100	0	1	0	0
ESL Total	76	7805	62	3	11	81.58
Total	109	10196.5	95	3	11	87.16

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

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

						EFL Gain and Seco ndary Scho ol Diplo ma * (G)					EFL Gain (L)	gnize d Equiv alent Was Attai ned (M)	ts Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma * (N)	
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	1	0	14	0	0	0	1	0	0	1	0	0	0	0
ABE Level 3	2	0	29	0	0	0	2	0	0	2	0	0	0	0
ABE Level 4	1	0	16	0	0	0	1	0	0	1	0	0	0	0

ESL Total	1	0	68	1	0	0	0	0	100	1	1	0	0	100
Grand Total	5	0	127	1	0	0	4	0	20	5	1	0	0	20

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.

- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$

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

NRS Table 5

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	33	9	27.27	34	9	26.47
Employment Fourth Quarter after exit *	31	1	3.23	32	1	3.13
Median Earnings Second Quarter after exit **	9	5070		9	5070	

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5

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

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

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

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

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

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

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

*** Report in Column B (secondary school credential attainment) the total number of participants without a secondary school credential or recognized equivalent who exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher), excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain

incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row. For participants included in the secondary school credential denominator who do not achieve a qualifying secondary school credential or recognized equivalent, choose only one row to report for Column B. For participants who achieved a secondary school credential or a recognized equivalent, enrolled in postsecondary education or training, and were employed within one year of exit, Column B and Column C would be reported for BOTH secondary school credential rows.

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

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

NRS Table 5A

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	8	1	12.5	8	1	12.5
Employment Fourth Quarter after exit	4	0	0	4	0	0
Median Earnings Second Quarter after exit	1	6760		1	6760	

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

Participant Status on Entry into the Program (A)	Number (B)	
Employed	100	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	54	
Not in the Labor Force	30	
TOTAL	184	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	0	2
Grades 6-8	2	16
Grades 9-12 (no diploma)	46	48
Secondary School Diploma or alternate credential	4	29
Secondary School Equivalent	1	0

Participant Status on Entry into the Program (A)	Number (B)	
Some Postsecondary education, no degree	0	13
Postsecondary or professional degree	1	22
Unknown	0	0
TOTAL (both US Based and Non-US Based)	184	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	0	
In Community Correctional Program	0	
In Other Institutional Setting	0	
TOTAL Institutional	0	

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

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

*** The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible

provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Employment Status definitions:

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

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

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

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

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

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

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

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome			
Increased Involvement in Children's Education	0	0	0			
Helped more frequently with school		0				
Increased contact with children's teachers		0				

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

NRS Table 9

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

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

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome			
Achieved Citizenship Skills	0	0	0			
Voted or Registered to Vote	0	0	0			
Increased Involvement in Community Activities	0	0	0			

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

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

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

NRS Table 11

Select Reporting System:

NRS FY 21-22 ▼

Agency: Southeast New Mexico College (SENMC)

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	0	0	0	0	0	0

MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	0	0	0	0	0	0
MSG via Secondary or Postsecondary Transcript	0	0	0	0	0	0
MSG via Progress Toward Milestones	0	0	0	0	0	0
MSG via Passing Technical/ Occupational Skills Exam	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0

Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

Agency: Southeast New Mexico College (SENMC)

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							

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)
Other Institutions							
Other Agencies							
Correctional Institutions							
Other Institutions (non- correctional)							
All Other Agencies							
Other							
Fillable field							
Total							

Instructions for Completing Table 14

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

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.
- In Column (C), report the total number of Integrated English Literacy and Civics Education (IELCE) providers receiving a grant award or contract for instructional services.

- In Column (D), report the total number of each entity receiving funds as a sub-recipient. (Entities receiving funds from a grantee as part of a consortium are to be reported in column (D).
- In Column (F), the percentage is calculated using the following formula: Cell value in Column (E) / Total of Column (E)
- In Column (G), report the total amount of State funds contributed. This amount need not necessarily equal the non-Federal expenditure report on the Federal Financial Report.
- In Column (H), the percentage is calculated using the following formula: Cell value in Column (G) / Total of Column (G)

*** Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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

MEMORANDUM OF UNDERSTANDING

- I. **Document Purpose:** To Establish a clear understanding between the parties to this agreement of the terms or conditions that will guide and direct this collaborative involvement during the term of the relationship or until such time as both parties to this agreement wish to modify it (by mutual consent) or to terminate the relationship entirely.

- II. **Parties to the Agreement:** Southeast New Mexico College, on behalf of the Adult Education Program at SENMC and- the Grammy's House Program.

- III. **Site:** Grammy's House in Artesia

- IV. **Service(s) Involved or Targeted:**
 - A. The Utilization of the Grammy's House site in Artesia as a present and future training site for Adult Education Participants residing in or around Artesia, NM.
 - B. The use of the facility itself as well as its furnishings or equipment while the school is being used by the Adult Education Program.
 - C. Facility modification or upgrading

- V. **Terms and Conditions:** (As linked to present or proposed services at the site identified)
 - A. Utilization of Grammy's House Classroom site as an Adult Education training site
 - a. The Grammy's House site will provide classroom space for classes during the fall and spring semesters.
 - b. Adult Education will make available to the Grammy's House site a list of students and staff assigned to that site.

B. Facility Maintenance

- a. Grammy's House staff and AE personnel will be responsible for this activity.
- b. Maintenance and repair matters will be reported promptly to the main administrative office of the Grammy's House site.
- c. AE Staff will ensure that the rooms used are left clean and neat when class is concluded for the day.

C. School Security and Student Safety

- Students and AE Staff will only be in those areas that are authorized.

D. Facility Modification or Upgrading

- If needed, the Adult Education program will provide two or more computers for the use of AE students located at the Grammy's House site of the Carlsbad outreach with the guidance and direction of the AE instructor. The maintenance and /or upgrade of the AE computers will be the AE program coordinator's responsibility with guidance and /or recommendation of the Information System Coordinator at SENMC.

E. Other (if none-say none)

- a. The Grammy's House site supervisory personnel will be invited to join the AE Advisory Board (if active).
- b. The Grammy's House site will provide their client families with information about available classes, including the distribution of flyers.

VI . Agreement Caveats and Conditions

- A. This document with its conditions or stipulations is not legally binding; rather, it is intended to be used to clarify the understanding

of the parties to the agreement relative to services to be provided at the site in question. This document also serves to provide a formal reference and historical record to the parties of the agreement to legitimize and/or validate the use of any funds or resources to be invested by either party now or later to implement the conditions of the agreement.

- B. Once signed neither the terms nor the conditions of this agreement may be changed without the consent of both parties.
- C. Either party to the agreement may terminate the agreement for a breach or violation of its conditions and/or an expected or unexpected need to terminate the services identified as long as the actual termination or agreement abandonment is preceded by a written notice to the other party to the agreement that is forwarded and received at least thirty (30) days in advance of the change or significant change-related actions.
- D. This agreement will be reviewed by both parties each year for modification and/or renewal purposes.
- E. Only those representatives of each party who are officially authorized to sign-off on formal program or institutional agreements may authorize this agreement by their signature.

Authorization Signatures

Misty McCormack

7/1/2022

Adult Education Director
New Mexico State University-Carlsbad

Date

Celina G. Bryant Executive Director

July 1, 2022

Site Director – Grammy’s House

Date

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

MEMORANDUM OF UNDERSTANDING

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

LEGAL AUTHORITY

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

PURPOSE

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

VISION

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

MISSION

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

ONE STOP PARTNERS AND SERVICES PROVIDED

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

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

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

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

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

CORE PARTNERS

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

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

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

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

EASTERN AREA WORKFORCE CONNECTION CENTER SERVICES AND LOCATIONS

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

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

CONFIDENTIALITY OF RECORDS

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

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

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

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

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

DATA SHARING

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

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

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

REFERRALS

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

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

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

EMPLOYMENT AND OTHER RELATED BENEFITS

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

GOVERNING LAW

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

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

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

AMENDMENTS; WITHDRAWAL; TERMINATION; SUBSTITUTION

The main body of this MOU may only 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.

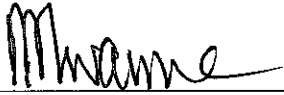
3. Referrals to the center from the workforce connection center for potentially eligible youth.
4. The partnership will promote information sharing between programs to maximize impact and leverage resources to align system partners services with the youth in the community where the Center resides as 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.

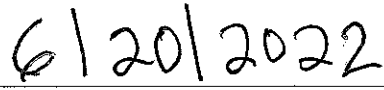
EXHIBIT L -MESCALERO APACHE RESERVATION

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.



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



Date