



**State of New Mexico
Higher Education Department
Adult Education Division**

**Program Annual Report
Preparation Guidelines and
Reporting Template**

2019-2020

Please email reports to:

adult.education@state.nm.us

AND

amy.anderson@state.nm.us

Adult Education Division
New Mexico Higher Education Department
2044 Galisteo, Suite 4
Santa Fe, NM 87505

Reporting Deadline

September 1, 2020

(Please email your reports to adult.education@state.nm.us and amy.anderson@state.nm.us no later than 5 p.m. on the due date.)

2019-2020

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Section II. Student Data 2019-2020

Please enter the following information regarding student count/hours for:

- your total program
- each satellite site

	Total Program	Site: Ruidoso	Site:	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	98	98			
Total count of students with 12 + hours	64	64			
Total contact hours for students with 12 + hours	3032.9	3032.9			
Average contact hours for students with 12 + hours	54				
Average contact hours for students with 12 + hours experiencing level gains	65				
Count of all HSE graduates with 12 + hours	12				
Count of HSE en Español graduates with 12 + hours	0				
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	40%				
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	21%				
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column G ABE Total on Table 4 by Column B ABE Total on Table 4)	76%				
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total on Table 4)	68%				
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	1.6				
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	0				

**Annual Program Report
Cover Page**

Program Name: South-Central Mountain Adult
Education Program

Institution or Organization: ENMU-Ruidoso

Address: 709 Mechem Dr.

City: Ruidoso

County: Lincoln

Zip: 88345

Main Phone: 575.315.1120

Fax: 575.993.5092

Website: www.ruidoso.enmu.edu

Fiscal Year: 2019-2020

Submission Date: _____

Program Director, Manager, or
Coordinator Name: Coda Omness

Contact Information: Phone: 575.315.1120

Email: Coda.omness@enmu.edu

Alternate Contact Name: Destini Taylor

Contact Information: Phone: 575.315.1120

Email: Destini.taylor@enmu.edu

Signature of the Chief Executive Officer or Designee

DATE

Ryan Trosper, 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. Please list your program's three highest priority goals for the 2019-2020 program year. Discuss your program's progress on each of these goals, as well as any additional program year highlights you care to share. If you encountered significant goal-related challenges that were NOT due to the COVID pandemic, please cite them here; pandemic-related program impacts will be addressed separately in question #4 below.

ENMU Ruidoso's Student Success Emporium, a division of ENMU Ruidoso, provides educational services in a one-stop model to individuals living in Lincoln and Otero counties. Individuals seeking to improve their basic skills in reading, English language and math, obtain a high school equivalency diploma, transition to and retention in post-secondary and skills training, or enter and retain employment. The program offers diverse study options, class times, and instructional locations based on each student's goals, learning preferences and needs.

Program Goals

1. Create a one-stop Success Emporium - The creation of the ENMU-Ruidoso Success Emporium offers adult education and college services to Lincoln and Otero Counties. Trained Advocates offer tutoring, I-Best, Career and College counseling, referrals, college advisement, financial aid and VA College benefits assistance. This one-stop model provides a welcoming environment that can assist any level student and assist them with their educational and career goals. The Emporium Advocates have received cross training on a variety of topics including TABE, Adult Education instruction, college and career readiness assessment, financial aid, and college advisement. This has created a one-stop environment for all students needing adult education services. These services are offered both online and in person.
2. Increase collaboration with WIOA partners, social service agencies and employers- Working closely with adult and youth WIOA to provide adult education through concurrent college and career enrollment programs including First Year Experience, Business Communication Skills, Welding and Nursing Assistant. Support was given to participants through tutoring, I Best instruction and career counseling through the ENMU-Ruidoso Success Emporium. Success Emporium staff worked closely with the local TANF program to recruit and provide services to their clients. Clients were referred by TANF to the Success Emporium attempted multiple times to connect with the clients and were unsuccessful. TANF clients missed multiple appointments with Success Emporium staff.
3. Increase HSE graduates- Success Emporium Advocate implemented a retention model that provided support to HSE students to provide support through orientation, goal setting, instruction, one-on-one tutoring and college and career counseling. This model increased completion and this year, pre-COVID.

2. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Please specify degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals? JPO, TANF (referral), Literacy Council

- CYFD (Children Youth and Family Department-Juvenile Probation Office (JPO)- Formal MOU- JPO refers clients in need of AE services, including HES and ESL.
- WIOA- Formal MOU- The youth and adult WIOA programs refer participants to the Emporium for their AE services including, AE, College and Career goals.
- TANF- Informal- TANF refers clients to the Success Emporium for AE, Career and College needs.
- ENMU-Ruidoso- Formal MOU- With the creation of the Success Emporium all AE and ESL participants have access to the college resources including library, technology and college and career advising.

3. Describe your participation in any statewide initiatives and how that participation has affected your program's goals. (For example: Justice Initiative, Career Pathways Initiative)

Success Emporium staff have participated in

- Career Pathways Initiative- The Career Pathways Initiative provided the support and resources to develop clear career pathways and a comprehensive orientation process for AE students.
- Training from the Back of the Room- The Training from the Back of the Room transformed and challenged the traditional model of teaching. It provided techniques to better engage students and different ways to offer instruction, that all AE instructors are utilizing in their teaching.

4. Please describe the impact of the COVID pandemic on your program. How were goals, timelines, and collaborative arrangements affected? Describe any substantial changes your program made to both general service delivery and to specific policies or procedures, including testing.

- Professional Development (PD)- COVID allowed access to more PD for our employees. Our entire staff was able to attend the COABE conference this year, with all sessions available online.
- All Adult Education instruction had to be moved to a distance education model, this required offering all Adult Ed courses, tutoring and coaching to an online platform. Utilizing Google Classroom, Edmentum Plato, Edready, Burlington English, Zoom, Teams, Google Hangouts. Access became an issue for many of our students, we purchased several laptops for students to checkout, increased Wi-Fi to the college parking lot and provided one-on-one training for students. The ESL program retained students, due mostly to the instructor's relationship with students. HSE retention dropped below 50%, the program struggled with contacting students.
- The program could not provide a pre-assessment, this affected the programs numbers as many of the new Adult Ed participants hours were not fundable because the program did not have the ability to TABE new participants.
- HSE graduates were affected due to the lack of access for assessments. The GED and Hise assessments were not available due to the closure of the ENMU-Ruidoso campus and the testing center.

Section III. Evaluation of Program Effectiveness

In this section please address program performance and demonstrated effectiveness. Look at the data for individual sites, as well as for your program as a whole.

1. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?

ENMU-Ruidoso Emporium staff attend professional development both in person and online. During NEMEA and COABE all staff attended different sessions and the team met to discuss best practices and how they could be implemented into the program.

2. When you look at your program data, how effective do you gage your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.

The ESL program continues to grow, this is due to the instructor, she is engaging and has developed relationships with her students. ESL students Post-TABE are low at just 21%, the goal for next fiscal year will be 50%. The programs students with “less than 12 hours” increased by 27 students, the majority of the “less than” students are HSE.

3. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.

The program hours reported for the Success Emporium were over half of theca 18/19 report. This trend was caused in part by the inability to offer the TABE assessment to new students. The program also struggled with HSE student participation during COVID.

4. Describe any program improvement initiatives you plan to pursue that were not already discussed in question #3 above.

- The program is offering online proctoring for TABE utilizing Zoom and Teams.
- TABE offered in person on campus by appointment
- Online registration for Adult Ed
- GED testing center is open by appointment
- Offering Hise assessment
- Providing technology and hotspots to students

5. How has your program’s effectiveness been affected by the pandemic? Again, use data to support your response.

With the infusion of the Pathways incentive, the program developed several initiatives including career pathway planning and orientation. The plan was to create the first cohort in April of 2020. The first cohort was not possible due to COVID. The programs HSE graduates grew by one student

pre-COVID, but we were unable to maintain HSE retention during the pandemic, students literally were impossible to reach.

Section IV. WIOA Partner Activities, including Integration with One-Stop Partners

For this section, please describe how the program has provided or supported services in the workplace development, career, employment and training arena.

0

1. Please provide an estimate of FEDERAL FUNDS used during the 2019-2020 fiscal year to support Title I WIOA related activities and services through the One-Stop system.

The Eastern Area Workforce Development Plan recognizes that individuals in the region lack the knowledge and skills needed to meet the existing or emerging employment needs of our local employers. It identifies low levels of reading, writing and computational skills, lack of job readiness skills, and limited English proficiency as barriers to employment. To overcome these skill limitations, ENMU Ruidoso's Adult Education Program works closely with local employers and our WIOA partners to leverage existing resources, eliminate duplication of services, encourage concurrent enrollment, and develop career pathway programming that leads to industry-recognized credentials. Since we are in the AJC offices with other WIOA partner agencies, referrals and concurrent enrollments are commonplace.

An example of this collaboration is the strong working relationship we have with the WIOA Youth Program. We continue to have an increase in enrollment of students with lower basic skill levels and behavioral or health issues that interfere with their success. Many students are recent dropouts from the local public schools. Some students are referred by the juvenile justice system. Others struggle to stay motivated to finish the program. We strongly encourage all of our program participants between the ages of 16 and 24 to co-enroll in the WIOA Youth Program to access additional counseling and supportive services in hopes that they would stay longer in the program. WIOA Youth helped with transportation costs, paid for GED or HiSET exam vouchers, assisted in obtaining New Mexico drivers' licenses, provided a work experience opportunity in the student's identified field of interest, and assisted with job-search activities. As a result, five concurrently enrolled students attained their High School Equivalency Credential.

2. Describe how services provided are aligned with the local workforce development area plan (Section 108 of WIOA), including how concurrent enrollment is promoted in programs and activities under the Workforce Development Activities (Titles I, III, and IV of WIOA, and as listed in New Mexico's Combined State Plan). Include information on the activities your organization provides in response to the regional needs as identified in the local workforce development area plan under section 108 of title I of WIOA.

The EAWDB has identified Education, Energy, and Healthcare as the targeted industries throughout the local area. ENMU Ruidoso provides services that are aligned with the local boards' strategic plan by advising students and informing them of the opportunities available within these industry sectors.

Concurrent enrollment and contextualized curriculum are provided to those students that want to pursue occupations in these industries.

3. Describe activities and strategies your organization has implemented to demonstrate partnership with the Local Workforce Development Board (LWDB) and one-stop operators to plan, develop, and evaluate adult education and literacy activities for the area you will serve.

ENMU Ruidoso has entered an MOU with the Eastern Area Workforce Development Board. The long-term vision of this agreement is to create a system that aligns a wide range of employment, education and training programs with the needs of job seekers, workers, and regional business while providing high quality customer service.

As previously mentioned, our program is co-located in the NM Workforce Connection Lincoln County One-Stop Center at ENMU Ruidoso. The Success Emporium Director works closely with the Director of Title I A/DW and Youth services throughout the twelve eastern counties of NM who serves on the One Stop Committee for the Board. The Director attends all Eastern Area Workforce Development Board meetings and continues to foster the relationship between the Adult Education Directors in the Eastern Area of New Mexico and their local AJC offices.

Representatives of WIOA-Adult/Dislocated Worker, WIOA Youth, Wagner-Peyser, Division of Vocational Rehabilitation, Veteran's Services, and Southeast NM Community Action have co-located at the AJC on a regular basis to serve clients. Within this administrative structure, the Adult Education program and the AJC have occasional joint staff meetings to discuss the changes needed for implementing WIOA; explore ways in which to collaborate to serve our clients; and evaluate the effectiveness of adult education programming as it relates to the local plan. We also share information about the needs of local employers; review labor market data; and design future activities such as career-readiness workshops and job fairs.

Upon enrollment into the AE program, participants sign a General Release of Information and Sharing Agreement form that allows us to share information with any of our Workforce partner organizations. This sharing of employment and training information provides better and more efficient access to services that would increase the individual's employability skills and improve their ability to become economically self-sufficient.

Workforce Connection employment services are available to all adult education students. Participants can use office computers and phones to register on the Workforce Connection website to search for jobs, apply for jobs, and obtain job referrals. Students can receive assistance in resume preparation, practice interview techniques, and attend local job fairs.

4. Include a copy of your program's MOU and IFA with the Local Workforce Board(s) in the area(s) in which you provide service. In the event that the MOU or IFA are not complete, please discuss. The MOU is attached. We are waiting for the current IFA to be distributed by the board.

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 2019-2020 program year.

1. Please attach your original Career Pathways Initiative Action Plan + final Progress and Sustainability Plan to this report.
2. Describe how your organization's activities provide learning in context, including through integrated education and training (IET)*, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency. *If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)

The Success Emporium purchased Mockingbird and Burlington English curriculum for IETs. Due to COVID the program was put on hold, Emporium staff is attending training on offering Mockingbird in a distant ed model, for delivery in October 2020.

3. If your organization is currently in the process of actively developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.

The program was halted due to COVID

4. If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.

The Success Emporium developed an MOU to train AE students for Job Corp in Cyber Security. This was moved to January of 2021, due to COVID.

Section VI. College and Career Readiness Standards

For this section, please describe the program's progress toward implementation of adult education college and career readiness standards (CCRS). Of course we understand that your answers to the questions below will necessarily include both pre-and-post pandemic realities. We trust you will capture both and organize your responses in a way that makes most sense to you and adds helpful perspective to information already supplied in earlier sections of this report.

1. Describe how your organization's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.

As many of our students' study to obtain their HSE Diploma and prepare for success in college/training programs or entering the workforce, we found it necessary to integrate many of the CCRS standards into our classroom activities. Classroom instruction is individualized in a multi-level classroom, which includes mini-lessons, student practice, discussions, small group projects, research projects, and computer-assisted learning. Based on the essential components of reading instruction, (alphabets, fluency development, vocabulary development, and comprehension strategies), students are taught how to read passages and identify the main idea, to examine how details and examples support the main idea, how to analyze fact or opinion, how to obtain the meaning of words from context, and to use their critical thinking skills. Regarding writing, these skills are applied to creating a well-organized essay, which can support their opinions.

The focus in math is to build a foundation in math concepts that increases fluency in math skills and enables the application of those skills to solve everyday problems. Our program follows a progressive instructional format that allows students to develop skills relative to the properties of numbers and the connections between mathematic operations. The application of these skills helps the student to deal with new concepts and apply prior learning to solve new kinds of mathematical problems. The rigor of the progression increases as the student develops additional skills and eventually applies these skills in context by performing calculations in geometry, measurement, probability, and algebraic thinking.

Students in the ESL component of our program use the Venture series as their primary text. These books are aligned with CCRS, WIOA, ELP and NRS standards. The topics covered are geared to life experiences.

We have also developed a CCRS based syllabus for each subject area covered within our AE instructional program in both the ESL and AE strands. Each student follows a structured program of skill development from the basic skills that they lack to more complex and rigorous tasks and skill acquisition.

HSE students are eligible to participate in concurrent enrollment at ENMU-Ruidoso. This program gives students the opportunity to participate in college CTE courses including Workplace Skills, Welding and Certified Nursing Assistant.

2. Describe how your organization's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

Adult Education instruction had to be moved to a distance education model, the ENMU-Ruidoso Success Emporium currently offers Adult Ed courses, tutoring and coaching to an online platform. Utilizing Google Classroom, Edmentum Plato, Edready, Burlington English, Zoom, Teams, Google Hangouts.

Laptops for students to checkout, increased Wi-Fi to the college parking lot and provided one-on-one training for students.

Adult Ed students who are concurrently enrolled at ENMU-Ruidoso are utilizing Canvas (the ENMU-Ruidoso Learning Management System)

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

For this section, if the program received IELCE funding for 2019-2020, please describe IELCE activities and services provided by the program so far this fiscal year.

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

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

2. Describe how the local areas in which your organization is located have demonstrated a need for additional English language acquisition programs and civics education programs.
3. Describe how your program has provided Integrated Education and Training (IET) for your IELCE students and how they fulfill the three requirements for an IET program (34 CFR 463)

VIII. 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 2019-2020

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Omness	Coda	Success Emporium Director	Full	Masters	18	COABE National Conference	June-July	Online
						DRC Tabe Test Orientation & Training	June	Online
						LACES Training	July	Online
Gonzalez	Monica	I-BEST Instructor/ABE Instructor	Full	Masters	17	COABE National Conference	June-July	Online
Dowdell	Cheyenne	Data Technician	Full	Associates	3	COABE National Conference	June-July	Online
						2020 MPAEA/NMAEA Conference	February	Albuquerque
						DRC TABE Test Orientation and Training	June	Online
						LACES Training	July	Online
Taylor	Destini	Data Technician	Full	Associates	4	COABE National Conference	June-July	Online
						2020 MPAEA/NMAEA Conference	February	Albuquerque
						LACES Training	July	Online
						DRC Tabe Test Orientation & Training	June	Online

Prelo	Ashley	ABE/ESL Instructor	Full	Masters	3	COABE National Conference	June-July	Online
						2020 MPAEA/NMAEA Conference	February	Albuquerque
						NSC Safe Driving Certification		Online
						NM TESOL Fall Conference		Online
						USCIS Naturalization Citizenship Training		Online
						NMEA Conference 2020	February	Albuquerque
						NMDELT-Training form the back of the classroom		Online
						ServeSafe Certification		Online
						Alcohol Server		Online
Hargis	Hank	ABE Instructor	Full	Masters	5	COABE National Conference	June-July	Online
						2020 MPAEA/NMAEA Conference	February	Albuquerque
						NM Career Pathways Training		Online
						DRC Taber Test Orientation & Training	June	Online
						2020 MPAEA/NMAEA Conference		Online
						NMDELT G-Suite Training (Google Classroom & Hangouts)		Online
						NMDELT Mentoring/Coaching Course		Online

						Mockingbird Online Curriculum Implementation			Online
						Edmentum/Plato Virtual Conference			Online
Waldo	Daniel	ABE Instructor	Full	Masters	11	COABE National Conference		June-July	Online
Ortiz	Jessica	ABE Instructor	Full	Bachelors	6	COABE National Conference		June-July	Online
						2020 MPAEA/NMAEA Conference		February	Albuquerque
						Edmentum/Plato Virtual Conference			Online
						Mockingbird Online Curriculum Implementation			Online
						NMDELT Online Mentoring/Coaching Course			Online
						NMDELT G-Suite Training			Online
						DRC TABE Test Orientation & Training		June	Online
						NM Career Pathways			Online

IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

2. Please indicate FY 2019-2020 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total

3. Please indicate FY 2019-2020 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total

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

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

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

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
2076	\$6.00 per square foot	\$12,456

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)
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IX. Fiscal Survey (Continued)**A. Additional grants, funding from partnerships, etc.**

1. Please list other sources of support and their contributions for FY 2019-2020.

Source	Amount

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2019-2020 fiscal year.

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: adult.education@state.nm.us AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2020.

Student:

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

Select Reporting
System:

NRS FY 19-20

Agency: ENMU-Ruidoso

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	(B)	(C)	(D)	(E)	(F)	(G)	M (H)	F (I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
ABE*** Level 1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
ABE Level 2	2	0	0	0	0	0	1	4	0	0	0	5	0	0	12
ABE Level 3	2	1	0	0	0	0	3	4	0	0	2	5	1	1	19
ABE Level 4	0	1	0	0	0	0	1	4	1	0	1	2	0	0	10
ABE Level 5	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
ABE Level 6	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
ESL*** Level 1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
ESL Level 2	0	0	0	0	0	0	0	3	0	0	0	0	0	0	3
ESL Level 3	0	0	0	2	0	0	2	4	0	0	0	0	0	0	8
ESL Level 4	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ESL Level 5	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
ESL Level 6	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
Total	4	2	0	3	0	0	10	24	1	0	6	12	1	1	64

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

Student:

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

Select Reporting System: NRS FY 19-20 Agency: ENMU-Ruidoso

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
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
															(P)
16-18	3	2	0	0	0	0	4	3	0	0	3	4	1	1	21
19-24	0	0	0	0	0	0	1	3	1	0	0	3	0	0	8
25-44	1	0	0	0	0	0	3	12	0	0	2	4	0	0	22
45-54	0	0	0	1	0	0	1	1	0	0	1	1	0	0	5
55-59	0	0	0	1	0	0	0	3	0	0	0	0	0	0	4
60+	0	0	0	1	0	0	1	2	0	0	0	0	0	0	4
Total	4	2	0	3	0	0	10	24	1	0	6	12	1	1	64

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:
See Table 1

Sex:
See Table 1

Student:

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

Select Reporting System:

NRS FY 19-20

Agency: ENMU-Ruidoso

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
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	1	0	0	1	0	5	7	0	0	3	5	1	0	24
19-24	1	3	0	0	0	0	5	7	0	0	4	6	0	0	26
25-44	2	3	0	0	0	0	7	14	0	1	8	4	0	0	39
45-54	0	0	0	0	0	0	2	5	0	0	0	0	0	0	7
55-59	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	4	7	0	0	1	0	19	35	0	1	15	15	1	0	98

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System: NRS FY 19-20 ▼ Agency: ENMU-Ruidoso

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**	19	8	14	1	0	0	42
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	1	0	1	1	0	0	3
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	1	0	7	3	4	4	19
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	21	8	22	5	4	4	64

*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.

Student:

NRS Table 4

Select Reporting System:

NRS FY 19-20

▼

Agency: ENMU-Ruidoso

Measurable Skill Gains 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 equivalent, and periods of participation outcomes.

First Period of Participation							All Periods of Participation						
Enteri ng Educat ional Functi oning Level (A)	Numb er of Partici pants (B)	Total Numb er of Partici pants Exclud ed from MSG Perform ance (C)	Total Attend ance Hours for All Partici pants (D)	Numb er Who Achiev ed at Least One Educat ional Functi oning Level Gain (E)	Numb er Who Attain ed a Secon dary School Diplo ma or Its Recogn ized Equiva lent (F)	Numb er Separ ated Before Achiev ing Measu rable Skill Gains (G)	Numb er Remai ning in Progra m Withou t Measu rable Skill Gains (H)	Percen tage Achiev ing Measu rable Skill Gains (I)	Total Numb er of Period s of Partici pation (J)	Total Numb er of Period s of Partici pation in Which Partici pants Achiev ed at Least One Educat ional Functi oning Level Gain (K)	Total Numb er of Period s of Partici pation in Which a Secon dary School Diplom a or Its Recogn ized Equiva lent Was Attaine d (L)	Percen tage of Period s of Partici pation with Measu rable Skill Gains (M)	
ABE Level 1	1	0	58.75	0	0	1	0	0	1	0	0	0	
ABE Level 2	12	0	613	1	0	11	0	8.3	13	1	0	7.7	
ABE Level 3	19	0	1021.75	3	2	14	0	26.3	19	3	2	26.3	
ABE Level 4	10	0	463.25	3	1	6	0	40	11	3	1	36.4	

ABE Level 5	1	0	3	0	1	0	0	100	1	0	1	100
ABE Level 6	2	0	93	0	0	2	0	0	2	0	0	0
ABE Total	45	0	2252.75	7	4	34	0	24.4	47	7	4	23.4
ESL Level 1	1	0	12.5	0	0	1	0	0	1	0	0	0
ESL Level 2	3	0	80.65	1	0	2	0	33.3	3	1	0	33.3
ESL Level 3	8	0	336.5	1	0	6	1	12.5	8	1	0	12.5
ESL Level 4	1	0	66.5	0	0	1	0	0	1	0	0	0
ESL Level 5	3	0	191.5	0	0	1	2	0	3	0	0	0
ESL Level 6	3	0	92.5	0	0	2	1	0	4	0	0	0
ESL Total	19	0	780.15	2	0	13	4	10.5	20	2	0	10
Grand Total	64	0	3032.9	9	4	47	4	20.3	67	9	4	19.4

- 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-G.
- 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.
- Enter only the most recent achievement, if attained, per participant in column E or column F. No participant should have an achievement counted in both columns.
- Column G 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 H is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H.
- Column I is calculated using the following formula: $(\text{Column I}) = (\text{Column E} + \text{Column F}) / (\text{Column B} - \text{Column C})$
- Column J is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column K 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 K or column L.
- Column L 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 K or column L.
- Column M is calculated using the following formula: $(\text{Column M}) = (\text{Column K} + \text{Column L}) / (\text{Column J})$
- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times—once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System:

NRS FY 19-20

Agency: ENMU-Ruidoso

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.

[illegible]

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 Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	2	2	100	0	0	0	0	0	0
Grand Total	9	7	77.8	4	44.4	0	0	0	0

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting
System:

NRS FY 19-20 ▼

Agency: ENMU-Ruidoso

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	3	170.75	1	2	0	33.3
ABE Level 3	9	683	3	6	0	33.3
ABE Level 4	6	303.25	3	3	0	50
ABE Level 5	0	0	0	0	0	0
ABE Total	18	1157	7	11	0	38.9
ESL Level 1	0	0	0	0	0	0
ESL Level 2	1	36	1	0	0	100
ESL Level 3	2	120.25	1	0	1	50
ESL Level 4	0	0	0	0	0	0
ESL Level 5	1	109.5	0	0	1	0
ESL Level 6	0	0	0	0	0	0
ESL Total	4	265.75	2	0	2	50
Total	22	1422.75	9	11	2	40.9

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

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

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

Student:

NRS Table 4C

Select Reporting
System:

NRS FY 19-20 ▼

Agency: ENMU-Ruidoso

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	0	0	0	0	0	0	0	0	0	0
ABE Level 2	1	136.25	0	0	1	0	0	2	0	0
ABE Level 3	0	0	0	0	0	0	0	0	0	0
ABE Level 4	1	75.5	0	0	1	0	0	2	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0
ABE Total	2	211.75	0	0	2	0	0	4	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0
ESL Level 3	1	67.75	0	0	0	1	0	1	0	0

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 4	0	0	0	0	0	0	0	0	0	0
ESL Level 5	1	72	0	0	0	1	0	1	0	0
ESL Level 6	2	69.5	0	0	1	1	0	3	0	0
ESL Total	4	209.25	0	0	1	3	0	5	0	0
Grand Total	6	421	0	0	3	3	0	9	0	0

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.

- Use participant's pretest score 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 D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level 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 E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F 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, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: $(\text{Column D} + \text{Column E}) / (\text{Column B})$
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$

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

Student:

NRS Table 5

Select Reporting System:

NRS FY 19-20

Agency: ENMU-Ruidoso

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 *	10	7	70	10	7	70
Employment Fourth Quarter after exit *	8	5	62.5	8	5	62.5
Median Earnings Second Quarter after exit **	7	2783.7		7	2783.7	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	1	1	100	1	1	100
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	1	1	100	1	1	100

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	1	1	100	1	1	100

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2

Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

Student:

NRS Table 5A

Select Reporting
System:

NRS FY 19-20 ▼

Agency: ENMU-Ruidoso

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	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
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.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting
System:

NRS FY 19-20

Agency: ENMU-Ruidoso

Participant Status on Entry into the Program
(A)

Number
(B)

Employed

36

Employed, but Received Notice of Termination of Employment or Military Separation
is pending

0

Unemployed

22

Not in the Labor Force

6

TOTAL

64

Highest Degree Level of School Completed*

US Based
Schooling

Non-US Based
Schooling

No Schooling

0

0

Grades 1-5

0

0

Grades 6-8

3

1

Grades 9-12 (no diploma)

20

8

Secondary School Diploma or alternate credential

0

2

Secondary School Equivalent

2

0

Some Postsecondary education, no degree

17

2

Postsecondary or professional degree

1

2

Unknown

3

2

TOTAL (both US Based and Non-US Based)

63

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

Participant Status on Entry into the Program
(A)

Number
(B)

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.

Student:

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

Select Reporting System: NRS FY 19-20 Agency: ENMU-Ruidoso

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Student:

NRS Table 9

Select Reporting System:

NRS FY 19-20

Agency: ENMU-Ruidoso

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.

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting
System:

NRS FY 19-20 ▼

Agency: ENMU-Ruidoso

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

Student:

NRS Table 11

Select Reporting
System:

NRS FY 19-20 ▼

Agency: ENMU-Ruidoso

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

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

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

Select a value: ▼

Agency: ENMU-Ruidoso

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

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

Instructions for Completing Table 14

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

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

*** Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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

CAREER PATHWAYS IN ADULT EDUCATION

Career Pathways Progress and Sustainability Plan for New Mexico

PROGRAM NAME: ENMU-Ruidoso

This is an opportunity for local programs to reflect on the progress you have made relative to career pathways implementation based on the components of your Career Pathways Plan. Please indicate what specifically you have been able to accomplish during Phase 2 of the Career Pathways Statewide Initiative and your plans for continued implementation during FY21. We understand that the covid-19 pandemic has affected all programs' implementation efforts and expect that much of your plans have changed to accommodate current circumstances or will shift into the coming fiscal year. It is sufficient to be concise with a bulleted response.

Progress on Implementation

Relative to the Components of your Career Pathways Plan, what have you accomplished toward establishing a career pathways model?

ENMU-Ruidoso Adult Education Program has made a substantial change toward a career pathways model in the last year. Changes include:

1. Established a new partnership with the Juvenile Probation Office.
2. Established a new partnership with Job Corps to offer concurrent enrollment opportunities in different vocational and technical education programs for their students.
3. Enhanced partnership with core partners NMWCC, WIOA, SL Start, Voc Rehab, Community Action, TRIO, and Creative Aging
4. Re-branding of the program to create a college and career culture.
5. Created and began implementation of concurrent enrollment pathways that lead to industry specific credentials for AE students utilizing LMI.
6. Established scholarship opportunities for students taking advantage of the career pathways programs.
7. Implemented a new onboarding process which includes a career profiler and goal setting activities.
8. Implemented a new record keeping system to keep track of all AE students and their hours. This includes virtual hours in classrooms.
9. Purchased new curriculum that is career pathways aligned (Mockingbird Education and Burlington English)

Did you have to revise your plans based on the covid-19 pandemic or because things did not play out as intended? If so, please explain:

COVID-19 Pandemic has affected our plan. Our program had to shift to continue operating virtually. Staff set up Online Learning platforms for tutoring assistance, virtual classrooms and advising. We are still looking for a way to adapt mockingbird education curriculum to an online setting. Due to the face to face nature of the curriculum we have yet to figure out how we can offer it in an online virtual classroom. Also, a lot of the hands-on learning activities outlined in the plan related to career pathways have to be reevaluated in order to incorporate them virtually. The biggest impact that the pandemic has had in our program is our day to day enrollment. Our student engagement has decreased. The focus on education has shifted to survival and providing for themselves and their families during this difficult time.

Sustainability Plan

Relative to the Components of your Career Pathways Plan, what are your plans for continued career pathways implementation during FY21?

- We will continue to keep our partnerships strong through continuous communication.
- The emporium model implementation has helped tremendously with the cost of implementing the changes to the program which will allow us to continue.
- We will expand the career pathway concurrent enrollment programs using LMI to offer more opportunities to our students.
- Staff will continue taking advantage of professional development opportunities referred to career pathways.
- We will continue to use Mockingbird education and Burlington English curriculums along with contextualized instruction.
- We will continue to find innovative ways to transform our culture, our onboarding and offboarding processes to reflect a career pathways focus.
- We will continue to re-assess the program through a program evaluation process.
- We will continue to re-evaluate our policies and procedures to ensure proper and continuous implementation.



Partnership Agreement
between
**Children's Youth and Families Department-
Lincoln County Juvenile Probation Office (CYFD/JPO)**
and
**Eastern New Mexico University-Ruidoso Branch Community College/
Adult Education Program (ENMU-Ruidoso/AE)**

The purpose of this Partnership Agreement is to outline the partnership responsibilities and expectations between Children's Youth and Families Department- Lincoln County Juvenile Probation Office and Eastern New Mexico University- Ruidoso Branch Community College Adult Education Program in relation to the Adult Education Career Pathways initiative. The purpose of this project is to create and implement a comprehensive career pathways service delivery model for adult education. This will promote the development of innovative, effective, and sustainable integrated education and training (IET) opportunities for New Mexicans with low literacy levels and other significant barriers to employment, including justice-involved individuals.

Children's Youth and Families Department- Lincoln County Juvenile Probation Office will:

1. Identify and refer potential students to the Adult Education program.
2. Communicate effectively, in regards to possible collaboration efforts for the purpose of making appropriate referrals.
3. Commit to cross training of staff, as appropriate, and to providing professional learning opportunities that promote continuous quality improvement.
4. Participate in regularly scheduled Partner meetings to exchange information in support of the agreement and encourage program and staff integration and efficient customer service.

Eastern New Mexico University- Ruidoso Branch Community College Adult Education Program will:

1. Create a career pathways culture by incorporating Contextualized Instruction, Workforce Preparation and Job Training
2. Identify Critical Partners
3. Share Labor Market information for student career goal-planning
4. Develop Individual Education, Career and Life Plans and provide Career Advising for students
5. Align services with Partners to eliminate duplication of services
6. Identify Support Services to help students overcome educational and vocational barriers
7. Ensure the continuity of this partnership by providing qualified staff
8. Offer instruction from pre-literacy through advanced level classes including High School Equivalency (HSE), English as a Second Language (ESL), basic skills enhancement, integrated English language and civics education, adult and youth career pathways pre-employment programs, TABE preparation, distance learning and digital literacy.
 - a. Examples of services provided:
 - i. Assist students to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
 - ii. Assist students who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development

of their children and lead to sustainable improvements in the economic opportunities for their family;

- iii. Assist students in attaining a secondary school credential and in the transition to postsecondary education and training, including career pathways; and
- iv. Assist immigrants and other individuals who are English language learners in: – Improving their reading, writing, speaking, and comprehension skills in English, as well as mathematics skills; and – Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

TERMINATION

The above-identified parties are in agreement with the information stated above. Both parties agree to give 30 days written notice prior to amending or terminating this agreement.

CONFIDENTIALITY

This is to certify that all partners understand that any information, written, or verbal obtained during the performance of any duties curated through the Career Pathway initiative must remain confidential. This includes all information about students, clients, families, and other associate organizations, as well as any other information otherwise marked or known as confidential.



Sergio Castro
12th Judicial District Juvenile Probation Office Supervisor

2/21/2020

Date



John Hemphill
ENMU-Ruidoso Adult Education Director

2/21/2020

Date



New Mexico Higher Education Department Statewide Career Pathways Initiative Career Pathways Planning System FY20

PURPOSE OF STATEWIDE INITIATIVE:

1. To create and implement a comprehensive Career Pathways Service Delivery Model for Adult Education statewide and to promote the development of innovative, effective, and sustainable career pathways instruction, which may include Integrated Education and Training opportunities, for New Mexicans with low literacy levels and other significant barriers to employment, including individual involved with the criminal justice system.
2. To encourage local Adult Education programs and other education providers serving similar demographics to form productive partnerships with each other, and with other agencies, organizations, businesses, and other entities who are—or might be—meaningfully engaged with providing education, training, support, employment services, and jobs to adults with low literacy levels and other significant barriers to employment, including incarcerated and other justice-involved individual.

RELEVANT DEFINITIONS FROM THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

Adult Education Services:

Title II of the Workforce Innovation and Opportunity Act (WIOA) defines adult education (AE) to mean academic instruction and education services below the postsecondary level that increases an individual's ability to:

- A. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- B. transition to postsecondary education and training; and
- C. obtain employment.

Career Pathways:

WIOA defines career pathways to mean a series of rigorous and high-quality education and training strategies and other services that enable individual to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Elements of career pathways will:

- A. align with the skill needs of industries in the economy of the State or regional economy involved;

- B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- C. include advising to support an individual in achieving the individual's education and career goals;
- D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- E. organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;
- F. enable an individual attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and
- G. help an individual enter or advance within a specific occupation or occupational cluster.

Integrated Education and Training (IET):

Defined in WIOA Section 203(11) as: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Required IET Components as specified in C34 CFR 463.36:

1. Adult Education and literacy activities as described in 463.30
2. Workforce preparation activities as described in 463.34, and
3. Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section 134(c)(3)(D) of WIOA.

DEFINITION OF JUSTICE-INVOLVED INDIVIDUAL CURRENTS:

Justice-involved individual include anyone who is currently or has been involved with the criminal justice system. This includes individual who are awaiting trial, convicted of a crime, on probation, under home confinement, incarcerated in jail or prison, under community residential supervision, or on parole. (NATIONAL INSTITUTE OF CORRECTIONS)

PURPOSE OF CAREER PATHWAYS PLANNING SYSTEM:

To ensure New Mexico's adult education programs meet the federal definitions of adult education, career pathways, and integrated education and training; as well as to meet WIOA requirements and the rigor established through the *Career Pathways in Adult Education Training*, programs will prepare and submit a Career Pathways Plan that will be approved by state staff for implementation during the second half of FY20 (January through June 2020) and beyond. This Plan should be viewed and used as a strategic planning document, that can be reviewed and revised annually, to assist programs with identifying gaps, assessing needs, developing goals, determining resources, and evaluating progress relevant to comprehensive career pathways services.

Please identify members of the team who developed this plan:

Please Check: ☐ Draft Plan (Due **October 31, 2019**)

☐ Final Plan (Due **December 16, 2019**)

John Hemphill
Jessica Ortiz
Ryan Trosper
Coda Omness

CAREER PATHWAYS PLAN:

This planning system is a 3-step process designed to assess a program's current status by conducting a gap analysis that identifies (1) what the program has in place and (2) what the program is missing; and to (3) create a plan with the steps needed to move forward toward delivering services within a comprehensive career pathways model. The first part is a gap analysis; the second part is developing an action plan the program will take to fill in the gaps, if all necessary components of a comprehensive career pathways model are not currently in place. **Note:** It is possible that a program may have aspects of all the components in place; in this instance, those programs are encouraged to focus on strengthening aspects within the components as a continuous improvement effort.

All programs participating in the Statewide Career Pathways Initiative are required to submit a Career Pathways Plan to the state for approval. If you have questions as you develop your Career Pathways Plan, **contact** Jeffrey A. Fantine, Ph.D., the contractor for this initiative: jeff.fantine@gmail.com. Dr. Fantine will be in regular communication with NMHED state staff to discuss specific aspects of this initiative and the planning process, and having a central contact will ensure consistency of information and process.

3-Step Process:

1. Identify what is in place: **CURRENT ACTIVITIES**
2. Identify what is missing: **PLANNED NEW ACTIVITIES**
3. Create a plan to implement what is missing: **PLAN TO IMPLEMENT NEW ACTIVITIES**

NOTE: There should be a direct correlation between what is identified in Step 2 and the plan created in Step 3. Complete each section in bulleted format rather than a narrative. Save this document with your program name in the title. If the program has previously participated in a career pathways effort that resulted in a plan, please attach it along with this document when submitted.

It is highly recommended as the program develops its Career Pathways Plan, that it seeks connections to what already exists locally before creating something new to avoid duplication of efforts within the workforce development system. Please understand, no matter where you are in the career pathways process, either starting out or far along, you can make improvements and move forward. Also, in order to better ensure successful implementation of this Plan, it is recommended that a program take a few steps forward at a time and stagger its implementation timeline.

Creating A Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 1: Partnerships

Description: Partnerships are critical to an effective career pathways system. They help align services within a community and create a seamless education and training pipeline. Partnerships should be strategic and mutually beneficial.

Considerations -

- Put relationships in writing. Create formal written agreements with partners critical to an effective career pathways system. These partners include postsecondary institutions, WIOA core and required partners, employers, community agencies, and any stakeholder relevant to the workforce development system. The agreement should include partner roles and responsibilities, services provided, expected outcomes, how resources will be shared, and when the agreement will be revisited.
- Programs may convene a Career Pathways Advisory Group with relevant stakeholder representation to guide career pathways efforts.
- Have an effective referral network in place with stakeholders to streamline services. Determine how the program handles referrals from other agencies and how the program will make referrals to other agencies.

Current Activities:

Include a list of formal partnerships that already exist. Indicate who the partner is and the nature of the partnership.

We have an informal referral process in place and follow up discussions concerning the referrals, but nothing has been put in writing

Currently, AE Students are referred to the following entities and programs for the following services and resources:

Eastern Area Workforce Development Board (EAWDP)

New Mexico Workforce Connection Center (NMWCCC)

- EAWDP helps identify employer's workforce needs and provides services to fit the needs of all customers including AE students
 - NMWCCC One stop services are available and accessible for all AE students throughout the entire Eastern Area
 - Through this partnership, students have access to resources that allows them to have the opportunity for higher wages and better employment
- Eastern New Mexico University- Ruidoso (ENMU-Ruidoso)
- Technology: AE students have access to all technology on campus including computer usage, free printing, WIFI, online research database, scientific calculators
 - Testing: ENMU-Ruidoso supports teaching and learning by providing high-quality test

Planned New Activities:

Include a list of formal partnerships the program would like to establish or a partnership that already exists, but the program would like to strengthen (a minimum of one new or strengthened partnership is required in this Plan). Indicate who the partner is and what the program would like the nature of this partnership to be.

ENMU Ruidoso will formalize and enhance established partnerships..

ENMU-Ruidoso will establish a formal partnership with the following entities:

1. Juvenile Probation Office will refer students who need educational services while they are under the JPO's supervision to our program. ENMU-Ruidoso AE will participate to help formulate their plan of care.
2. Tribal Justice Programs will refer students involved in the Tribal Justice Programs who need educational services. ENMU-Ruidoso AE program will participate and provide information needed for court mandated progress reports.
3. Local Businesses to create a program advisory committee to expand or create new programs based on the local needs, for internship/apprenticeship opportunity
 - a. Lincoln County Home Builders-
 - b. Noisy Water Winery-

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<p>administration in a comfortable and secure testing environment</p> <ul style="list-style-type: none"> • Space: AE Program is housed inside the ENMU-Campus. • Tutoring: AE students have full access to tutors who can assist students with study skills and techniques as well as with content work • Academic Advising: Advisors can help students achieve their educational objectives by explaining requirements, answering questions about classes and programs, reviewing past current and proposed coursework, guiding students in educational planning • Post-Secondary Education: Offers associate and certificate programs supporting individual, employers, and the community, as well as the first two years of a bachelor's degree for those who seek additional higher education. ENMU-Ruidoso collaborates with other colleges to deliver additional fields of study in the community. The college is recognized as a leader in online education • Community Education: ENMU-Ruidoso offers many diverse programs of instruction including: <ul style="list-style-type: none"> o Community Education Courses – Live and Online o Professional Development and Workforce Training <p>Temporary Assistance for Needy Families (TANF)</p> <ul style="list-style-type: none"> • Provides monthly cash benefits to meet basic family needs such as housing, utilities, and clothing <p>Juvenile Probation Office</p> <ul style="list-style-type: none"> • AE Program provides educational, professional, and life-skills services to students involved in the Juvenile Probation system who are court mandated to enroll in Adult educational program <p>Goodwill</p> <ul style="list-style-type: none"> • Goodwill prepares people for positions in industries including retail, banking, hospitality, food service, packing and assembly, manufacturing, and health care • Goodwill counselors work one-on-one with individual\ to identify training needs and provide the support services • Goodwill provides a variety of training and employment tools to offer maximum opportunity for program participants. These individualized programs and services include: <ul style="list-style-type: none"> o Occupational skills training o Career centers that assist with job searches, writing résumés and building interview skills o Rehabilitation programs that assist individual with physical recovery o Job readiness/soft skills/work adjustment o On-the-job training o Intensive placement services sessions o Supported employment. o E-learning <p>Department of Vocational Rehabilitation (DVR)</p> <ul style="list-style-type: none"> • DVR is housed on campus and available one day per week to assist students <p>Southeastern New Mexico Community Action Corp.</p>	<ul style="list-style-type: none"> c. Ruidoso Downs Race track d. Inn of the Mountain Gods e. Village of Ruidoso f. Mescalero Apache Tribe g. Presbyterian Hospital h. Region IX
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<ul style="list-style-type: none"> • Housed on campus one day per week • Can assist with past-due utilities, rent and mortgages <p>TRIO</p> <ul style="list-style-type: none"> • Free guidance and assistance to complete the FAFSA application online for students transitioning to college. • A TRIO representative is housed on campus and is available for assistance once per week. 	
<p>Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include how the program will go about establishing or strengthening the partnerships listed in "Planned New Activities" above.</p> <ol style="list-style-type: none"> 1. Initial meeting between JPO and ENMU-Ruidoso AE to identify deliverables for both parties 2. Initial meeting between Tribal Justice office to identify deliverables for both parties 3. Draft formal agreement plan specifying deliverables for all current partnership 4. Review draft and finalize agreement 5. Extend invitation to businesses to be a part of a program advisory committee <ol style="list-style-type: none"> a. Create a plan and a proposal to the appointed members of the committee 	<p>Timeline:</p> <p>November, 2019 January, 2020 January, 2019 February, 2019 March, 2020 June, 2020</p>

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 2: Career Culture

Description: Programs should create a career pathways culture, one that promotes college and career readiness. Career Pathways should impact every aspect of a program and includes messaging, attitudes, environment and speak.

Considerations -

- The program's vision and mission statements should align with the local workforce development system and should reflect a workforce focus.
- Does the program name effectively communicate career pathways services? If not, the program might need a new name or a career pathways tagline.
- A program's promotional materials should emphasize the future beyond the program rather than the endpoint (i.e., college, career and life success over getting a HSE certificate).
- Programs should create an environment that inspires students toward college and career opportunities (i.e., the language that is used, the visuals seen around the facility, the attitudes toward and expectations of students).

Current Activities:

Include a list of what the program already does to create a career pathways culture.

- As a part of the intake process students establish SMART Goals in the following areas:
 - Education,
 - Employment,
 - Family
 - Community
- Direct on-site referrals are made between New Mexico Workforce Connection Center (NMWCC) to assist with the following:
 - Resume
 - Interviewing preparation
 - Job search
 - On the Job Training
 - Individual Training Accounts (ITA Contracts)
 - Work Experiences (for youth)

Planned New Activities:

Include a list of what the program could do to enhance a career pathways culture.

1. ENMU-Ruidoso will create a Boot Camp to Success with the following implementations:
 - a. Students will meet with an advisor one-on-one to complete registration in both AE and NMWCC website (if applicable)*
 - b. During this appointment,
 - i. Students will complete O-Net Career Interest profile and
 - ii. Students will create SMART goals. After reviewing the results,
 - iii. Students will receive career and educational advisement from advisor and a community resource guide (provided by the department of health)
 - iv. Students will be scheduled for the TABE, follow-up appointments (Two, four and six weeks after the beginning of the courses to revisit goals), and mandatory orientation.
 - c. Incorporate Monthly Labor Market Information (LMI) into the lesson plans. For example, each month students will investigate a different region of the state. They will learn the top industries in that region, the salaries of those industries, the education required, and finally the demand compared to the rest of the state. Students will then present their findings to the class.
 - d. Participate in seasonal job fairs as part of the learning environment. For example, Students will be required to attend the job fair; they must create and command an informational booth (facilitated and overseen by AE staff) for the participants. They must prepare themselves to answer any questions about the program. Preparation for this event includes research of the

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	<p>program, working with marketing staff in creating promotional material, working on their customer service & communication skills. The students will also take turns to visit the other booths especially the booths in the industry area of interest to the student. They will be prepared to ask questions, apply to the jobs (if interested), and be interviewed by the employers if necessary.</p> <ol style="list-style-type: none"> Enhance the Partnership with ENMU Ruidoso to develop career pathways training opportunities. (i.e. Nationally recognized credentials in the Hospitality industry, Construction industry) Work with ENMU-Ruidoso marketing department to re-brand the AE program this will include: <ol style="list-style-type: none"> Develop marketing material emphasizing career pathways and education. Promote AE program at all ENMU-Ruidoso recruiting Campus events <p>*Students must have a social security number in order to register in the NMWCC website. For the students who do not have a social security number, an orientation of the website will be provided without registering them.</p>
Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include what the program will do specifically to create or enhance a career pathways culture in the program.	Timeline:
<ol style="list-style-type: none"> Meet with ENMU Emporium Staff to coordinate Orientation (Onboarding) and Boot camp to success. <ul style="list-style-type: none"> Create an advising checklist to help advisors complete all the necessary tasks during initial advisement Set orientation days for all students at the beginning of the semester (mandated orientation). Coordinate training with AE staff and NMWCC staff on NMWCC registration and website navigation Train AE staff on ONET interest profiler Train AE staff on creating and developing SMART goals Reach out to the Department of Health to get copies of the community resource guide Research and Create lesson plans to incorporate monthly LMI activities Contact NMWCC for a schedule of Job Fairs during the semester Register for the scheduled job fairs Meet with ENMU Ruidoso Community Development Director to identify opportunities for short term nationally recognized certification programs. <ul style="list-style-type: none"> Establish course schedule to offer programs. Initial meeting with ENMU-Ruidoso Marketing Director to draft a plan to rebrand the AE program <ul style="list-style-type: none"> Schedule follow-up meeting to calendar recruiting events incorporating material for the AE Program 	<p>December 2019</p> <p>December 2019</p> <p>December, 2019</p> <p>January, 2020</p> <p>November, 2019</p> <p>November, 2019</p> <p>December, 2019</p> <p>January 2020</p> <p>Ongoing</p> <p>Ongoing</p> <p>November, 2019</p> <p>December, 2019</p> <p>November, 2019</p> <p>January, 2020</p>

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 3: Labor Market Information (LMI)

Description: Career Pathways systems are driven by local labor market information. Labor market information describes current and projected local workforce needs. This information can be helpful when guiding students with career planning as well as with planning instructional services and IET programs. It is important that programs analyze and utilize labor market information to design and implement career pathways models. New Mexico's Labor Market Information can be found at <https://www.dws.state.nm.us/>.

Considerations –

- Engage employers that align with local workforce needs.
- Share labor market information with students to help inform their career goal-setting and planning.
- Develop contextualized instruction and IET programs in in-demand industries.

Current Activities:

Include an analysis of local LMI, i.e. what the current and projected local workforce needs are. Include a list of how the program currently uses LMI to inform career pathways efforts.

ENMU Ruidoso Adult Ed program utilizes the resources within the NM Workforce Connection office to determine current labor market information. NM Workforce staff are connected to employers in the area and understand their needs.

Planned New Activities:

Include a list of how the program will use LMI to inform career pathways efforts (either enhancing what is already being done, or beginning to use this information if it is not being used currently in a meaningful way).

1. Request LMI monthly from NM Workforce Connection to identify Career pathways training needs.
 - Monthly LMI information for the Eastern area will be discussed during class and will be displayed in the classroom's career bulletin board for reference.
 - Lesson plans incorporating LMI information will be created and implemented
2. Meet quarterly with ENMU Ruidoso Community Development Director, Adult Education and Workforce staff to discuss LMI and potential training opportunities.
 - AE program will invite guest speakers (monthly) from the entities stated above to speak to the students about the careers in demand, potential skill training opportunities, certifications, job opportunities, and educational opportunities beyond AE.
3. Incorporate Monthly Labor Market Information (LMI) into the lesson plans. For example, each month students will investigate a different region of the state. They will learn the top industries in that region, the salaries of those industries, the education required, and finally the demand compared to the rest of the state. Students will then present their findings to the class.
4. Participate in seasonal job fairs as part of the learning environment. For example, Students will be required to attend the job fair; they must create and command an informational booth (facilitated and overseen by AE staff) for the participants. They must prepare themselves to answer any questions about the program. Preparation for this event includes research of the program, working with marketing staff in creating promotional material, working on their customer service & communication skills.

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<p>Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</p> <ol style="list-style-type: none"> LMI information request made to Workforce on the first of every month. <ul style="list-style-type: none"> Create career bulletin board in the classroom and learning lab Incorporate LMI activities to the course syllabi including schedule for guest speakers First quarterly meeting with partners. <ul style="list-style-type: none"> Send out invitation to potential guest speakers Confirm dates with guest speakers Create curriculum involving LMI information 	<p>The students will also take turns to visit the other booths especially the booths in the industry area of interest to the student. They will be prepared to ask questions, apply to the jobs (if interested), and be interviewed by the employers if necessary.</p>
	<p>Timeline:</p> <p>Ongoing January, 2019 January, 2019 February, 2019 February, 2019 Ongoing Ongoing</p>

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 4: Onboarding: Intake, Assessment and Orientation

Description: The process of enrolling students, gathering the necessary information to serve students effectively and establishing appropriate expectations of participation in the program. This process should emphasize career pathways and college and career readiness.

Considerations -

- Have students register with Workforce Connection: <https://www.jobs.state.nm.us/vosnet/Default.aspx>
- Provide student enrollment through both managed and open enrollment approaches.
- Integrate career-related assessments and opportunities for career exploration.
- Use career pathways maps/visuals to illustrate career advancement.
- Identify support services to enhance persistence and the probability of success.
- Have a comprehensive orientation process, such as a Start Smart course, with all necessary onboarding elements. Once the orientation is complete, students then begin instruction.

Current Activities:

Describe the program's current onboarding process. Provide a list of all elements of the process, including any career-related activities.

One-on-one orientation
Intake form, FERPA, Community Resource Release of information
TABE Assessment (within 12 hours of instruction)
SMART goals worksheet

Planned New Activities:

Describe what the new process will look like, if any changes will be made to the onboarding process. Provide a list of career-related activities the program will include.

- New students will be scheduled to meet with an advocate/advisor for registration
- During initial appointment:
 - Advocate will register student in the program.
 - Through a conversation, utilizing motivational interviewing techniques, advisor will identify any barriers the student has.
 - According to the identified barriers, the advisor will provide the student

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| | <p>with a resource guide and support to help the student overcome the barriers.</p> <ol style="list-style-type: none"> d. Advisor will introduce ONET assessment and will go over the results and list of possible careers according to the interest of the student. e. Advisor will then introduce SMART goals and student will set goals for the semester. The goals will be revisited every two weeks. f. Advocate, in this same meeting will schedule three different appointments. One for the student to take the TABE Assessment, a series of follow-up appointments to revisit goals (Two, four and six weeks after the beginning of the courses), and one mandatory orientation (live or online). <ol style="list-style-type: none"> 3. The day the student completes the TABE assessment, the advocate will sit down with the student to review the scores and to talk about the schedule of classes and some of the expectations of the program. 4. In the follow-up appointments advocate will revisit the previously established goals and objectives and will modify, remove or add goals to the plan as needed. During these meetings advocate will address barriers or refer student to local entities as needed. 5. Incorporate current college orientation with the AE orientation 6. AE students will register for an orientation the week before classes start. There will be plenty of opportunities during that for students to attend an orientation at the time that is most convenient to them 7. Collaborate with Marketing and Online resource personnel to create an orientation video or online orientation for students who begin classes after orientation. 8. In the Live orientation: <ol style="list-style-type: none"> a. Students will receive a campus tour b. Students will receive a student ID (local business discounts) c. Mandatory registration with NM Workforce Connection for students with a valid Social Security number to help with resumes, job applications, etc... d. Advocate or NMWCC staff will talk about WIOA adult and youth programs e. Incorporate O-Net interest profiler and identify those areas of interest that are "Occupations in Demand" f. Advocates will review student's expectations, Program/ State/ College Policies and Procedures g. Students will review the Technology requirements, use, and access h. Resources available to students on and off campus i. Advocate will talk about concurrent credit opportunities j. Students will receive information about degree programs offered at ENMU-Ruidoso and how to access that information k. Information about the application process, eligibility, and requirements for FAFSA, Foundation Scholarships, WIOA Workforce training funds, GI Bill |
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	<p>etc...</p> <ol style="list-style-type: none"> 1. Students will learn how to access their MYENMU Ruidoso accounts to access their school e-mail, transcripts, schedules, how to run a degree evaluation, how to order books for college credit courses (necessary information for students planning to attend college) 9. Utilize college events to promote enrollment initiatives 10. Implement a digital student record keeping system
Plan:	Timeline:
<p>Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</p> <ol style="list-style-type: none"> 1. Create an advising checklist to help advisors complete all the necessary tasks during initial advisement 2. <ol style="list-style-type: none"> a. Train AE staff in the new registration process b. Train AE staff in motivational interviewing techniques c. Contact the Health Counsel to ensure enough resource guides are available year-round to hand out to students d. Train AE staff on ONET interest profiler (stated above) e. Train AE staff on SMART goals (stated above) f. Train AE staff on SMART Goal follow-up procedure 3. Ensure all AE staff is certified to administer, review and interpret TABE Assessments and its results 4. Create Follow-up advising checklists to help advocates complete and keep track of all the necessary tasks during the follow-up meetings 5. Incorporate ENMU-Ruidoso campus credit orientation information with AE Program information in the orientation materials 6. Schedule orientations in the morning and evenings the week before classes start. 7. Set up meeting with marketing and online personnel to discuss the development of the orientation video. 8. Set up meeting with Emporium staff to create orientation process and procedures <ol style="list-style-type: none"> a. Coordinate with ENMU-Staff to be available for campus tours during orientation times b. Coordinate with ENMU- staff to be available to create student ID's for students before, during and after orientation times c. Coordinate with NMWCC to attend orientation to help students register in their website and to provide a brief overview of the services and resources available through NMWCC, including LMI d. Coordinate with NMWCC to attend orientation to speak to students about WIOA youth and adult programs and co-enrollment opportunities e. Incorporate ONET interest profiler in the orientation presentation to incorporate WIOA, LMI, ENMU-RUIDOSO workforce training programs, educational programs, and community education opportunities f. Incorporate information about state, institutional, and program requirements to the orientation presentation materials g. Incorporate information about Technology requirements, use, and access to the orientation presentation materials h. Incorporate information about the community research guide provided by the Health Counsel in the orientation presentation materials. 	<p>December 2019</p> <p>November 2019</p> <p>February 2019</p> <p>Ongoing starting December 2019</p> <p>November 2019</p> <p>November 2019</p> <p>December 2019</p> <p>November 2019</p> <p>January 2019</p> <p>December, 2019</p> <p>December 2019</p> <p>November 2019</p> <p>November 2019</p> <p>December 2019</p> <p>December 2019</p> <p>December 2019</p> <p>December 2019</p> <p>December 2019</p> <p>December 2019</p>

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<ul style="list-style-type: none"> i. Identify concurrent credit opportunities for students and incorporate the requirements in the orientation presentation j. Create a printed list of all the degree programs offered at ENMU- Ruidoso and incorporate instructions to the orientation presentation on how to access the list online in the ENMU-Ruidoso website k. Coordinate with ENMU- Ruidoso Financial Aid staff, ENMU-Ruidoso Foundation staff, and Veteran Services Representative to attend orientations to talk about FAFSA, Foundation Scholarships, and GI Bill 1. Train all AE staff how to access their MYENMU Ruidoso accounts, how to activate and access their school e-mail, how to access transcripts, how to order transcripts, where to find the schedules, how to run a degree evaluation, how to order books for college credit courses, how to charge books to students accounts 9. Initial meeting with ENMU-Ruidoso Marketing Director to draft a plan to rebrand the AE program (See above) 10. Research other AE programs to identify best practices for digital record keeping currently in use 	<ul style="list-style-type: none"> December 2019 December 2019 December 2019 December 2019 November 2019 January/February 2020
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Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 5: Individual Education, Career and Life Plans

Description: Adult education students should have an individual education, career and life plan that he/she is involved in developing, and that is used to guides their program services in a manner that accelerates the student's educational and career advancement. It should include highlights of formal and informal assessment results, academic and career goal setting, identified support services, persistence strategies, and a plan for services and transition. NMHED is considering requiring a process programs will use for the Individual

Considerations –

- Integrate career-related elements to an Individual Learning Plan.
- Involve students in creating their plan, and help them understand how to use it to guide them toward academic, career and life success.
- Review several samples of individual education and career plans, choose or create a template that will work for the program.

Current Activities:

If the program currently uses an Individual Learning Plan or Individual Education and Career Plan, list the elements included in the template. Include how the plan is developed and used, and how students are involved in the process.

Planned New Activities:

Indicate if the program will use (create new or revise existing) an Individual Education, Career and Life Plan for every student? Include a list of the elements that will be included in the template, how it will be created and used for each student, and how students will be involved in the process.

SMART Goals template:

- Economic:
 - Enter employment
 - Retain employment
 - Leave public assistance
- Educational:
 - Obtain HSE
 - Improve English Language skills
 - Place in postsecondary education
 - Place in training programs
 - Achieve work-based project learning goal
- Society/Community:
 - Achieve citizenship skills
 - Vote or register to vote
 - Increase involvement in community activities
- Family:
 - Increase involvement in child education

1. Align Curriculum to LMI/Career Pathways
2. Bi-weekly follow up on goals established
3. Bi-weekly review of Career Pathways plan
4. Integrate skills like creating a resume, cover letter, interview skills, filling an application, and professionalism

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<ul style="list-style-type: none"> o Read to children o Visit library with/for child o Purchase books and magazines <p>Other:</p>	
<p>Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Describe how the template will be created, what elements will be included in the template, how the program will create and use these plans for each students, and how students will be involved in creating and using their individual plan.</p>	
<div> <div> <ol style="list-style-type: none"> 1. Begin to meet with staff to develop contextualized lessons-based Career Pathways and Adult Education Programs 2. Mandate completion of SMART goals worksheet for ALL AE students during the intake (stated above) 3. Update SMART goal template currently used. 4. Train AE staff on bi-weekly follow up processes (stated above) 5. Use NMWCC material to create curriculum on resume writing, cover letters, interviewing skills, filling out an application, and professionalism. Adapt current curriculum to include Career Pathways and emphasis on activities that apply academic to real life and work. <ol style="list-style-type: none"> a. Student will complete a job application with basic information. b. Resume and cover letter will be created through the NMWCC website </div> <div> <p>Timeline:</p> <p>January 2020</p> <p>November 2019</p> <p>January 2019</p> <p>January 2019</p> <p>January/February 2020</p> </div> </div>	

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 6: Career Advising

Description: Career advising in adult education is providing guidance to students on academic and career services. Advisors help students develop strategies and skills to explore and pursue academic and career options, as well as develop and implement a plan for academic, career and life/family success. Advising services should be ongoing, incorporate use of the student's individual education and career plan, and continue through transition to next steps.

Considerations -

- Offer advising through partnerships, use of volunteers, or as part of the program's staffing structure (i.e., create a Career Advisor position).
- Create a process that provides for ongoing advising services.
- Include the Individual current Education and Career Plan in the advising process.
- Determine the qualifications of a Career Advisor and identify training requirements.
- Outline in writing what the Career Advisor should be doing with students so that advising services are applied consistently.

Current Activities:

Include a description of how career advising services are currently provided by the program, if they are being provided at all. Include how often students connect with advising services and how the student's Individual current Education and Career Plan is used in the advising process.

Current career advising has been accomplished through informal conversations with students.

Planned New Activities:

Include a description of how career advising services will be provided by the program (either getting started, if it does not currently exist; or strengthened, if it already exists). Include how often students will connect with advising services and how the student's Individual current Education and Career Plan will be used in the advising process.

1. Formalize career advising utilizing O-Net profiler recommendations
2. Incorporate a guest speaker series to our courses.
3. Enroll students in the FYEX 1110 First-Year Seminar, BUS 296 and other courses through Concurrent enrollment.

Plan:

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.

1. O-Net Interest profiler will be administered during orientation. A comprehensive review of results will be discussed with student (stated above)
2. Utilize Institution and Industry representatives as guest speakers to promote career opportunities. The purpose of this series will be to inform the students about the opportunities available through training or education.
 - a. Guest speakers will vary from business representatives, community members, past or current ENMU-Ruidoso Students, NMWCC staff, ENMU-Ruidoso Department Chairs, or professors/ instructors.
 - b. Include projects incorporating the NMWCC seasonal job fairs; students will have the chance to participate and learn from the experience. (stated above)

Timeline:

January 2020

January 2020

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<p>c. Utilize WIOA Title I staff as additional career advisor for AE students</p> <p>3. Coordinate with ENMU-Ruidoso VPSL to Concurrent Enroll students in the FYEX 110 First Year Seminar and BUS 296 Employability Skills Training</p>	<p>January 2020</p>
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Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training

Description: Curricula and instructional practices in adult education programs should be rigorous, relevant and research-based (Title II, Subtitle C Sec. 231(c)(6)). The scope of instructional services should include academic skills, workforce preparation and job training. Programs should offer a competency-based, contextualized curriculum in addition to Integrated Education and Training programs for both ABE and ELL students.

Considerations -

- Align instruction to the College and Career Readiness Standards.
- Integrate workforce preparation (soft skills) and contextualization (career and life) into all instruction to meet student needs.
- Offer IET programs that align to Labor Market Information and meet local workforce needs.
- Have students utilize resources in Workforce Connection: <https://www.jobs.state.nm.us/vosnet/Default.aspx>
- Involve employers and other partners in the design and delivery of instructional and career-related services.
- Use technology to support career pathways efforts.

Current Activities:

Include a description of how the program currently offers career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.

Currently the program does not provide contextualized instruction specific to demand occupations. We do offer employability skills training which includes resume preparation, interviewing techniques, basic work skills, time management, leadership, and team work.

Planned New Activities:

Include a description of how the program will offer (begin or strengthen) career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.

1. Utilizing the O-Net career interest profile results, we intend to customize occupational specific curriculum and training to individual current students. We have access to PLATO and EdReady for occupational specific training as well as Alison courseware through the NM Workforce Connection Online System.
2. Partnering with WIOA Title I Adult and Youth programs, there may be options for funding to assist Adult Ed students in trainings offered through ENMU Ruidoso (i.e. Construction trades, Culinary Arts, Nursing Assistant and EMS)

Plan:

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.

1. Offer concurrent credit opportunities for HSE/ESL students
 - a. Coordinate with ENMU-Ruidoso VPSL to Concurrent Enroll students in the FYEX 110 First Year Seminar and other courses (stated above)
2. Create and set a formal presentation by WIOA Title I staff to inform of "Occupations in Demand" and potential funding opportunities after completion of HSE as a part of the guest speaker series (stated above)
3. Create syllabi for courses offered. Lengthen class time and introduce job related skills

Timeline:

Ongoing
January 2020

January 2020

December 2019

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 8: Alignment of Services

Description: WIOA requires a seamless education and training pipeline in a local area or region.; therefore, programs should work to ensure the services they provide align to next steps students take when they leave the program. This includes transitioning into employment, post-secondary programs, and advanced job training without the need for remediation.

Considerations –

- Offer a curriculum that covers all of the College and Career Readiness Standards.
- Intentionally integrate workforce preparation (soft skills) into the instruction as these are skills employers demand.
- Determine the content of remedial courses offered by local post-secondary programs and ensure students acquire and master those skills.
- Identify the skills needed for many entry level positions and ensure the program helps students acquire and master those skills.
- Use LMI to inform career pathways efforts.

Current Activities:

List what strategies the program currently uses to ensure alignment of services.

ENMU Ruidoso offers individualized current workforce preparation as an additional service not included within the daily curriculum. Most of the workforce preparation is facilitated by WIOA Title I staff through one on one meetings or through small group discussions.

July 1st of this year, ENMU Ruidoso has combined Development Education, Adult Education, and Student Services departments into a “Success Emporium”. The Success Emporium provides the additional instructional support needed to allow students to be successful in college classes eliminating the need to attend Developmental courses.

Plan:

Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.

Schedule Mandatory Orientation with student

Tour of Campus

Complete Admission application

Obtain ENMU Ruidoso ID

Complete O-Net Interest profiler/ Review Occupations in Demand

Create Life Plan/ review class schedule and assign courses

Introduce an overview of programs offered at ENMU-Ruidoso

Schedule guest speakers such as professors and/or other professionals based on student’s interests to come speak about education and/or training needed for those careers.

Co-enroll eligible students with WIOA-youth to provide additional support

Planned New Activities:

List what new strategies the program will use to ensure alignment of services.

Provide Professional Development opportunities to Emporium staff to learn best practices in Adult Ed and Career Pathways.

Integrate individualized workforce preparation components in the curriculum outlined in a syllabus.

Integrate WIOA title I staff in the classroom activities.

Students in need of additional remediation will be directed to the Student Success Emporium for tutoring, resources and

Timeline:

Ongoing
Ongoing
Ongoing
Ongoing
Ongoing
Ongoing
Ongoing
Ongoing
Ongoing
Ongoing

Name of Program: ENMU Ruidoso

Date Submitted: October 31, 2019

Enroll students in basic concurrent credit courses such as BUS296 Employability Skills Training or FYEX 1110 First year seminar	Ongoing
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Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 9: Serving Populations with Barriers to Employment

Description: WIOA requires programs give priority of services to the “hardest to serve” and “most in need”. This requires that programs prioritize services to populations with barriers to employment, including the lowest-skilled adults, adults with disabilities, and justice-involved individual.

Considerations -

- Provide screening for barriers to employment during the onboarding process, i.e., learning disabilities screening, support services checklist, etc.
- Establish formal partnerships with local agencies that serve vulnerable populations as an outreach effort to access students with barriers to employment, i.e., corrections, probation and parole, court system, vocational rehabilitation, homeless shelters, community agencies, etc.
- Provide strategies in instructional practice that address barriers to employment.
- Ensure barriers to employment issues are addressed in the Individual Education and Career Plan and in advising services.

Current Activities:

Describe how the program currently accesses and provides services to populations with barriers to employment. Include a thorough response to how justice-involved individual are served.

Currently students self-identify any barriers they may have while completing the AE intake form. Informal partnerships (referrals) exist with JPO's, PO's, and TANF recipients.
WIOA Title I assists with overcoming barriers for AE students that are co-enrolled utilizing supportive services.
ZTRANS provides public transportation at a discounted rate for students.

Planned New Activities:

Describe how the program will access and provide services to populations with barriers to employment. Include a thorough response to how justice-involved individual are served. Include what will be added or strengthened.

1. Identify alternate childcare facilities throughout Lincoln County
2. Refer to CYFD for childcare assistance
3. Coordinate a formal process of referral to PMS for mental health assistance
4. Identify transportation resources
5. Include legal services available in our community for assistance in our resource guide/ board

Plan:

Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.

Create a resource board utilizing the resource guide (provided by health Counsel) in the classroom where students can access information for resources around the community

1. Meet with CYFD staff to become familiar with the process and eligibility in order to inform students
2. Find or create a list of licensed daycare facilities in the area to provide to students with children during orientation.
3. Meet with PMS and local mental and behavioral health agencies staff to formalize a referral process and to familiarize staff with the services provided
4. Investigate different transportation options through ZTrans

January 2020

December 2020

December 2020

January/ February 2020

Name of Program: ENMU Ruidoso

Date Submitted: October 31, 2019

5. Meet with public defender's office, juvenile and adult Probation/Parole office, Drug court, victim advocates, and immigration services to receive informational material to assist students in need of those services. This material will be displayed in the classroom on the resource board.	January/ February 2020 February/ March 2020
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Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 10: Support Services

Description: Research suggests that when service agencies collaborate and provide holistic services to vulnerable populations, they have better persistence and performance outcomes. Support services are those services that address critical issues beyond the scope of the program, but are necessary for student success. They are accessed while the student is in the program to support persistence and achievement. For adult education programs in a career pathways environment, support services extend beyond the traditional transportation and child care services to include such things as transition services and job exposure opportunities.

Considerations -

- Offer job exposure opportunities, i.e., mentoring, internships, job shadowing, apprenticeships
- Connect students directly to workforce services, i.e., American Job Centers
- Provide direct linkages to community services, i.e., mental health, substance abuse, vocational rehabilitation, housing
- Assist students with the development and implementation of a transition plan
- Help students connect to and prepare for post-secondary programs, i.e., financial aid applications, college tours
- Offer a career or community services speaker series: invite professionals or service providers to program to meet with and speak to students

Current Activities:

Include a list of support services the program currently offers. Describe how these services are identified and accessed.

Currently, WIOA provides training opportunities to co-enrolled students through work experiences, OJT and job shadowing.

Students taking HSE courses have the opportunity to take college level courses through the ENMU-Ruidoso concurrent credit program at no cost to the student.

TRIO provides free guidance and assistance to complete the FAFSA application online for students transitioning to college. A TRIO representative is housed on campus and is available for assistance once per week.

ENMU-Ruidoso Success Emporium provides support through tutoring, advising, mentorship and other resources through referrals when a need is identified.

DVR is housed on campus and available one day per week to assist students.

Southeastern New Mexico Community Action Corp. is housed on campus one day per week and can assist with past-due utilities, rent and mortgages.

Planned New Activities:

Include a list of support services the program will offer (include what will be added or strengthened). Describe how these services will be identified and accessed.

1. Create and maintain a job board in the classroom and the Learning Lab. Encourage students to apply for available positions.
2. Create and maintain resource board in the classroom and Learning Lab
3. Encourage and facilitate participation in job fairs hosted at or near ENMU-Ruidoso.
4. Incorporate Creative Aging mentorship program
 - a. Creative Aging is a group of retired seniors many of whom are professionals in a variety of industries. They are interested in creating a mentorship program to help support students.

Plan:

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.

Timeline:

Name of Program: ENMU Ruidoso

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<ol style="list-style-type: none">1. Create a job board for the classroom2. Create and maintain resource board include:<ol style="list-style-type: none">a. Daycare resourcesb. Mental healthcarec. Legal help resourcesd. Crisis Hotlinee. Homeless sheltersf. Medical servicesg. Translation servicesh. Food bank servicesi. Emergency assistance (Food, Cash, utilities)j. Transportationk. Educationl. Employment servicesm. Tutoring3. Coordinate with NM Workforce staff to inform AE staff about upcoming job fairs in the community4. Coordinate with Creative Aging members to formalize a partnership.	<p>Monthly Ongoing</p> <p>February 2020</p>
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Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Sustainability

Description: In order to ensure the success of this Career Pathways Plan, programs should have a sustainability plan. A sustainability plan should include data collection and monitoring, establishing policies and procedures for new services, an annual review of formal partnerships, and accessing professional development.

Considerations –

- How will career pathways efforts resulting from this statewide initiative be extended beyond the terms of this initiative?
- Determine when staff will come together to discuss progress of this Career Pathways Plan (review and revise for continuous improvement).
- Establish performance measures that will be monitored to determine success of career pathways efforts.
- Create written policies and procedures to institutionalize new practice once it is proven successful.
- Identify professional development needs that will ensure the Career Pathways Plan is successful.

Plan:

Include a step-by-step action plan on what the program will do to ensure sustainability of this Career Pathways Plan. Be sure to include at least 3 specific professional development needs the program anticipates for its staff in the coming year to support the success of this Career Pathways Plan.

Timeline:

Program Evaluation

- Establish internal performance measures through an evaluation process
- Create a program evaluation and student satisfaction survey to be completed by students during and at the end of the program
- Assessing the need
- Gather relevant data up to this point
- Reflect on the data collected and modify the program components as needed utilizing data to make informed decisions
- Dissect the program: Determine what works and what needs to change
- Review program goals and outcomes
- Set criteria for continuation
- Establish partnerships or reach out to current partners to determine services they can offer to avoid duplication of services

Performance

- Create a solid written plan with all and train all AE staff in the new process. Include policies and procedures in the plan
- Establish quarterly goals and objectives for the program and evaluate performance
- Establish a weekly meeting schedule for all AE staff to discuss best practices and modifications needed for the first three months of implementation of the plan. Change weekly meetings to biweekly for the continuing quarter and finally establish monthly meetings with all staff.

Ongoing

Ongoing

Name of Program: ENMU Ruidoso

Date Submitted: October 31, 2019

<p>● Implement Microsoft Teams as a tool to communicate between AE staff.</p> <p>Funding</p> <ul style="list-style-type: none"> ● Apply for the challenge grant ● Develop budgets ● Prioritize activities ● Determine funding strategies ● Identify other potential funding sources ● ENMU-Ruidoso employed an emporium model to assist with the cost of implementing the changes to the program ● Navigators- Assist in determining the nature and the need of the student. They refer students to the appropriate department. They also serve as data technicians in charge of entering, gathering and keep data records. Navigators also oversee scheduling, test proctoring, and manage the testing center. ● Advocates- Assist in advising A/E, certificate/associate degree programs, dual credit, and community education. They serve as FYEX, AE and I-Best instructors. Additionally, advocates serve as Financial aid and scholarship advisors. ● Tutors- Assist students academically, in a one-on-one or small group setting. ● Retention Software- Serves as a tool to manage and track students' progress and facilitates early intervention. ● Marketing- Marketing Department updated their marketing plan to include the Adult Education Plan to promote and re-brand the AE program. ● Academic support- ENMU-Ruidoso provides academic support by providing tutoring to tall students. ● Technology- ENMU-Ruidoso funds technology expenses to include computers with internet access, projectors, WIFI, software to facilitate learning for all students. ● Staff and Physical space costs have already been addressed through the implementation of the emporium service model. ● Physical space- ENMU-Ruidoso provides the physical space for advisement, and instruction. ● AE Staff salaries- ENMU-Ruidoso pays half of the AE Staff salaries. <p>Professional development</p> <ul style="list-style-type: none"> ● Career Pathways training for all staff. Staff who completed this Career Pathway training will develop and implement an overview of this training to be provided to all staff members. ● Partnership training for staff members to ensure knowledge of the programs and resources offered by each partner. This will include personal visits to physical locations of the partners in our career pathway plan. ● Coordinate professional development training in other states to learn innovative ways to improve the program. ● Sign up for Career Pathway training module offerings. ● Motivational Interviewing ● ACES and Trauma Informed Services <p>Policies and procedures</p> <ul style="list-style-type: none"> ● Update written plan with all and train all AE staff in the new process. ● Include policies and procedures in the plan. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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Name of Program: ENMU Ruidoso Date Submitted: October 31, 2019

<ul style="list-style-type: none">● Include career pathways in policies and procedures through contextualized instruction.	
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New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

MEMORANDUM OF UNDERSTANDING

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

LEGAL AUTHORITY

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

PURPOSE

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

VISION

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

MISSION

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

ONE STOP PARTNERS AND SERVICES PROVIDED

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

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

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

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

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

CORE PARTNERS

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

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

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

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

EASTERN AREA WORKFORCE CONNECTION CENTER SERVICES AND LOCATIONS

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

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

CONFIDENTIALITY OF RECORDS

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

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

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

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

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

DATA SHARING

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

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

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

REFERRALS

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

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

In the Eastern area the board has invested in the development of a referral system that is accessible to all partners in the region that utilizes a SharePoint 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 Managers
- 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 MANAGERS

The Operator will utilize site managers 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, 2022, 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 scheduled 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) (Kite.Lana@jobcorps.org), 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.