

Annual Program Report
Cover Page

Program Name: Adult Education
Institution or Organization: New Mexico Junior College

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Fiscal Year: 2019-2020

Submission Date: _____

Program Director, Manager, or

Coordinator Name: Kathleen Ferrell

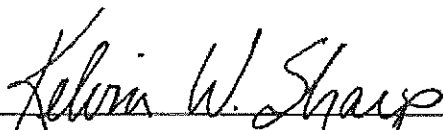
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Signature of the Chief Executive Officer or Designee

8/31/20
DATE

Dr. Kelvin Sharp, 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.

The Adult Education program at NMJC continues to strive for a positive student experience as well as continued program improvement. To assist in that attainment, the program has chosen to focus on two main areas involving interactive learning with a focus on Career Pathways as well as implementing on-line learning.

Student retention is the key to success, they must see the need to obtain their HSE and the value of continuing their education. Students are reminded that obtainment of their HSE is only the beginning in their journey towards a career that is personally satisfying with financially self-sustaining wages. The journey begins at the first interview as students are asked to reflect on their career goals. At that time, a staff member has the opportunity to make any desired referrals towards support services, employment and/or co-enrollment training. The students must, then, attend an orientation where Workforce, NMJC advisors and TRIO EOC share and offer their services. Once again, Workforce visits the HSE classroom each session to educate students on employability skills, resume development and current employment needs. As students complete their HSE, they are guided towards the next step they indicated as their individual career goals, whether it be employment, training, certificate classes or post-secondary advisement.

To assist this process, NMJC AE is looking into Career Plans to be used as a guide and follow-up tool for staff to encourage students to stay committed to their HSE attainment and continue towards their career goals. Once a plan has been chosen, it will be updated continuously as the students' progress through the program. Should a student change the direction of their career focus, their plan will be updated and the appropriate referrals may be made.

Training from the Back of the Room (TBR) has been a very valued and appreciated Professional Development training. The Director was excited to bring this style of interactive learning into both the orientation as well as the classroom. One strategy instructors are currently using, is to have the students research a topic themselves to discover how the lesson relates to real life situations and might be used in a career setting. As they explore career possibilities it is the desire of our team that they remain focused on their path to completing their HSE, continue their education and move into a financially sustaining career.

In addition to these efforts, NMJC AE purchased Burlington English and Mockingbird Education as well as fully implemented EdReady for on-line options. The program will continue to access Khanacademy, Math Antics, Grammar.com and other online sites for a blended approach to learning.

It is the desire of the NMJC team to assist each student toward the successful obtainment of their official HSE certificate and advance toward a career that is both financially sustaining and personally rewarding.

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?

NMJC AE has an informal agreement with DWI probation as a presentation of services each month for their offenders class. Services are also presented bi-yearly for the clients of Opportunity House drug rehabilitation program. A formal MOU is in place with Southern Heights Elementary to offer the parents of their students ESL classes during our program year. Presentations are delivered to area elementary schools, as an informal agreement, to present at PTA and parent meetings.

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)

NMJC participated in the full Career Pathways Initiative this year. It was difficult taking time away from working with students and looking critically at our program practices. At times it was frustrating and seemed daunting but as the initiative progressed, we understood the timeline was over an extended period of time, making small changes not giant leaps. It was VERY helpful to have the face-to-face meetings, which forced us away from distractions at the office and allowed us to hear and learn from our sister programs. I appreciated the personal attention Jeff gave each program with suggestions tailored to fit each one. It was at these meetings that I learned of Burlington English and Mockingbird Education, as well as, was challenged with implementing EdReady. Each of these curriculums will be implemented in the 2020-2021 academic year. It is our hope these additional curriculums will provide on-line and blended learning to encourage continued program growth and retention.

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.

COVID greatly and negatively affected our program! We were two days from completing our fourth session for HSE classes and only six weeks into our second ESL program when the mandatory closure was implemented. NMJC AE did not have a distance learning component in place and only one of the eight instructors had ever taught on line. Two hundred six students were enrolled when closures were enforced. With that, instructors were communicating assignments via text, email, facebook message, What's app and phone calls. Students were overwhelmed with their children being home and trying to assist them with their homework but the instructors were persistent and only ten students did not test! However, due to the strained situation and delayed testing, the program saw very few MSG gains. With the implementation of TBR and Career Pathways lessons, NMJC AE felt confident in very positive MSG results which were not achieved in the 32% overall MSG rate. However, the closure caused the program to train instructors and implement distant and blended learning for the 2020-2021 program year! Therefore, I feel the program learned many new lessons and grew from this experience!

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: Hobbs Literacy Center	Site: Lov. Youth Center	Site: Lov. Heart's Desire	Site: Hobbs NMJC Main Campus	Site :
Total count of students with fewer than 12 hours (Table 2A)	61	33	8	12	8	
Total count of students with 12 + hours	413	330	45	31	7	
Total contact hours for students with 12 + hours	35756	30342	3353	1956	93	
Average contact hours for students with 12 + hours	87	92	75	63	13	
Average contact hours for students with 12 + hours experiencing level gains	131	138	98	89	35.5	
Count of all HSE graduates with 12 + hours	8	3	N/A	N/A	5	
Count of HSE en Español graduates with 12 + hours	N/A	N/A	N/A	N/A	N/A	
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	124/174=71%	116/174=67%	8/174=5%	0%	0%	
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	141/239=59%	103/239=43%	26/239=11%	12/239=5%	0%	
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)	85/174=49%	78/174=45%	1/174=.05%	4/174=2%	2/174=1%	
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)	101/239=42%	69/239=29%	17/239=7%	15/239=6%	N/A	
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)	129/174=74%	128/174=74%	1/174=.05%	N/A	N/A	
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)	191/239=80%	139/239=57%	31/239=13%	24/239=10%	0%	
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	14					

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Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.		74				
Please provide a list of communities or organizations requesting services or additional service from your program.			Service Requested			
None						

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?

NMJC AE director reviews the LACES data: dashboard, diagnostics, tables...to look for areas of attention. Instructors are contacted if students are in need of testing, updating paperwork or re-enrollment of services. Teachers meet together 3-4 times per year to share strategies, ask questions and learn from each other. Students are given surveys after each session for class, instructor and program review. Their feedback is valued as program changes are implemented.

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

From the data provided under section II, the program has continued with strong post-test rates. However, the level gain rates have remained much the same over the past three years, (2019-20 ended at 32%). It was hoped that implementing TBR and Career Pathways lessons moving into the second half of the program year would increase MSG performance. With the closures implemented during this half, it is unknown if MSG rates would have increased.

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 continuously experiences strong retention and re-enrollment from the ESL program. However, the program continues to struggle with HSE retention. All instructors are required to contact students regularly to maintain connectivity and encourage goal completion. The office staff, also, contacts students that have repeated absences to see if the program can provide any needed referrals or assistance. This has proven to be successful from the data provided under section II, with strong post-test rates. However, the level gain rates do not reflect this action.

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

The NMJC AE program is implementing Zoom classes; online programs through EdReady, Burlington English and Mockingbird Education; blended learning using Khanacademy, Mockingbird, Math Antics, Grammar.com...; TABE Mastery for Language and Math.

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

The NMJC AE program was two days from completing our fourth session for HSE classes and only six weeks into our second ESL program when the mandatory closure was implemented. NMJC AE did not have a distance learning component in place and only one of the eight instructors had ever taught on line. Two hundred six students were enrolled when closures were enforced. With that, instructors were communicating assignments via text, email, facebook message, What's app and phone calls. Students were overwhelmed with their children being home and trying to assist them

with their homework but the instructors were persistent and only ten students did not test! However, due to the strained situation and delayed testing, the program saw very few MSG gains closing with 32% overall MSG rate.

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.

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.

\$500

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.

Through the on-boarding process of student enrollment, students are given assessments and advisement towards Career Pathways. Students are referred by staff to the appropriate agency to begin their journey toward meaningful and self-sustaining careers. For degreed or college certificate based classes, students are referred to NMJC counselors. If students are seeking Workforce certificates, they are referred to the NMJC Training and Outreach center, who partners with Workforce and independent employers to establish in demand trainings. AE students have been referred for eligibility towards: CDL, Lineman, Welding, Automotive, Nursing, Dental, CMA, Early Childhood Development, and Criminal Justice.

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.
NMJC AE has a positive relationship with the EAWDB. The director serves on the One-Stop committee and attends Board meetings as often as possible. The program experiences a growing partnership with WIOA youth and adult services. A local workforce representative attends AE orientations to present services they provide, as well as, presentations during class sessions. WIOA youth occupies an office in our suite, one day a week, to meet with potential clients referred from our AE program.

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.

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)

NMJC AE program understands the level of knowledge needed for success towards an HSE certificate and to enter college without the need of developmental classes. Office staff work in conjunction with the HSE instructors to encourage and provide curriculum and advisement towards that attainment. Also, referrals are made toward the student goal: NMJC Training and Outreach offers many local in demand programs which may be taken while the students are working on their HSE certificate with the goal of entering employment. Qualifying students are referred to WIOA Adult and/or DVR as these services may pay for trainings toward certificate-based education. Those individuals interested in a career needing post-secondary education are referred to TRIO services for assistance with FASFA and the First Generation College programs as well as NMJC counselors to assist in degree planning.

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.

NMJC AE is excited to participate in the EAWDB Entrepreneurial program this fall! This program will train participants with the knowledge toward planning, creating and presenting the skills to begin a business of their own! For those participants that do not desire to open their own business, it will give them enhanced employability skills to advance in their careers. All participants who complete the training will receive a certified certificate upon completion.

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. N/A

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.
NMJC AE has provided curriculum in which CCRS standards are imbedded. The ESL program currently uses Side by Side Plus, Focus on Phonics and Challenger reading series. The HSE program has implemented all three levels of Math Sense, Common Core Language/Writing, TABE Mastery for Reading, Math and Language. For both programs, students are given Literature lists for home reading along with Poetry and Shakespeare. Students are given assignments to research career topics and relate them to their career goal fields.
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.
Before the Pandemic occurred, NMJC AE used limited technology which negatively affected the students when the immediate closure occurred. Students used computers and phones to research subject and career topics in both HSE and ESL. Khanacademy, Math Antics, Grammar.com and various ESL sites were used by the office staff and instructors to assist student learning. However, since the closures, the program purchased and has implemented the on-line programs such as Mockingbird, Burlington English and EdReady.

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:

N/A

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
Baker	Linda	HSE instructor	Part time	Bach	20	FERPA	8/19	On-line
						SafeCollege	8/19	On-line
						SafeCollege	5/11	On-line
						TBR	3/7	Roswell
						Mockingbird	7/14	online
Bledsoe	Joe	HSE Instructor	Part time	Mast	4	TABE cert	9/19	On-line
						SafeCollege	5/15	On-line
Bledsoe	Syrtha	Retention clerk	Full time	HS + cert	10		9/19	On-line
						SafeCollege	9/19	On-line
						Career Pathways	On going	Online & f2f
						SafeCollege	5/4	On-line
						Mockingbird	7/14	online
						TBR	3/7	Roswell
						Burlington English	7/20	online
Ferrell	Kathleen	Director	Full time	Bach	10	COABE	10/19	On-line
						FERPA	9/19	On-line
						SafeCollege	9/19	On-line
						State PD team	On going	

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				DirectorMonthly Meeting	On going	
				Career Pathways	On going	
				SafeCollege	1/23	On-line
				TBR	3/7	Roswell
				Mockingbird	7/14	online
				Burlington English	7/20	online
Hernandez	Maria	ESL Instructor	Part Time	HS 3 Mockingbird	7/14	online
				Burlington English	7/20	online
Hernandez	Michelle	Admin Assit	Part Time	HS 1 SafeCollege	2/19	On-line
				Microsoft Excel	1/21	NMJC
Lamb	Ninfa	ESL Instructor	Part time	Mast 23 SafeCollege	9/23	On-line
				SafeCollege	5/11	On-line
				Mockingbird	7/14	online
				Burlington English	7/20	online
Monteblanco	Jenni	ESL Instructor	Part time	Bach 14 SafeCollege	5/15	On-line
				Mockingbird	7/14	online
				Burlington English	7/20	online
				TABE	5/11	online
Rodriguez	Celia	ESL Instructor	Part Time	HS 4 SafeCollege	2/21	On-line
				Mockingbird	7/14	online
				Burlington English	7/20	online
				FERPA	8/19	On-line
				SafeCollege	8/19	On-line

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Tasy	Alex	HSE Instructor	Part Time	Mast	3	SafeCollege	5/10	On-line
						Mockingbird	7/14	online
						Burlington English	7/20	online
Vega	Emily	ESL Instructor	Part Time	HS	3	SafeCollege	5/15	On-line
						Mockingbird	7/14	online
						Burlington English	7/20	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
630 @ 8.00 = 425 @ 9.00		8865

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

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

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

N/A

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

N/A

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

N/A

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
NMJC Main Campus ~ 1320	\$8.40	\$11,088
Hobbs Literacy Center ~ 3352		\$28,157
Lovington Youth Center ~ 868		\$7291
Lovington Heart's Desire ~ 400		\$3360

Alternate option: Please indicate building renewal and replacement allocation

Please indicate institution's building renewal and replacement allocation	N/A
(Please cite the source document for the amount)	

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
N/A	

B. Program Income Activities

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

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	

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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: New Mexico Junior College

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M	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	4	0	0	0	1	0	0	6
ABE Level 2	1	0	0	2	0	3	9	69	0	0	5	7	1	0	97
ABE Level 3	0	0	0	0	0	2	13	26	0	1	5	7	0	0	54
ABE Level 4	0	0	0	0	0	0	2	7	0	0	2	4	0	1	16
ABE Level 5	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	1	0	1	26	86	0	0	0	0	0	0	114
ESL Level 2	0	0	0	1	0	0	11	47	0	0	0	0	0	0	59
ESL Level 3	0	0	0	0	0	0	9	41	0	0	0	0	0	0	50
ESL Level 4	0	0	0	0	0	0	9	7	0	0	0	0	0	0	16
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	0	0	4	0	6	81	287	0	1	12	19	1	1	413

*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

Student:

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

Select Reporting
System:

NRS FY 19-20 ▼

Agency: New Mexico Junior College

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	0	0	0	0	0	1	6	6	0	0	6	5	1	0	25
19-24	0	0	0	0	0	1	15	49	0	0	3	7	0	1	76
25-44	1	0	0	3	0	3	47	168	0	1	3	5	0	0	231
45-54	0	0	0	1	0	1	8	56	0	0	0	2	0	0	68
55-59	0	0	0	0	0	0	3	2	0	0	0	0	0	0	5
60+	0	0	0	0	0	0	2	6	0	0	0	0	0	0	8
Total	1	0	0	4	0	6	81	287	0	1	12	19	1	1	413

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

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

Select Reporting
System:

NRS FY 19-20 ▼

Agency: New Mexico Junior College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander	White		More than One Race		Total	
	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	0	0	0	0	0	0	0	0	0	1	1	1	0	0	3
19-24	0	0	0	0	1	0	7	6	0	0	0	0	0	0	14
25-44	0	0	0	0	1	1	9	23	0	0	1	3	0	0	38
45-54	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	0	0	0	0	2	1	17	34	0	1	2	4	0	0	61

*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: New Mexico Junior College

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	22	39	90	18	1	3	173
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	1	0	0	0	0	0	1
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	2	37	141	50	4	5	239
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	25	76	231	68	5	8	413

*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: New Mexico Junior College

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

		First Period of Participation			All Periods of Participation								
		Total Number of Participants	Total Attendance Hours	Number Who Achieved at Least One Educational Functioning Level Gain	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent	Number Separated Before Measurable Skill Gains	Number Remaining in Program Without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total Number of Periods of Participation	Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained	Percentage of Periods of Participation with Measurable Skill Gains	
Entering Educational Functioning Level	Number of Participants	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	
ABE Level 1	6	0	543	2	0	4	0	33.3	6	2	0	33.3	
ABE Level 2	97	0	10382.15	27	1	45	24	28.9	99	27	1	28.3	
ABE Level 3	54	0	5000	17	3	28	6	37	55	17	3	36.4	
ABE Level 4	16	0	1516.9	2	3	8	3	31.3	17	2	3	29.4	

ABE Level 5	1	0	12	0	1	0	0	100	1	0	1	100
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	174	0	17454.05	48	8	85	33	32.2	178	48	8	31.5
ESL Level 1	114	0	7824.7	36	0	51	27	31.6	115	36	0	31.3
ESL Level 2	59	0	4931	24	0	24	11	40.7	59	24	0	40.7
ESL Level 3	50	0	4174	14	0	19	17	28	50	14	0	28
ESL Level 4	16	0	1372.55	3	0	7	6	18.8	16	3	0	18.8
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	239	0	18302.25	77	0	101	61	32.2	240	77	0	32.1
Grand Total	413	0	35756.3	125	8	186	94	32.2	418	125	8	31.8

- 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)

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting
System:

NRS FY 19-20 ▼

Agency: New Mexico Junior College

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

Enter number of participants achieving educational gain at each level.

Entering Education Functionin g Level (A)	Number of Participan ts (B)	Number with EFL Gain For ELA/Litera cy or ELP by pre- posttestin g (C)	Percentag e Achieving ELA/Litera cy or ELP EFL Gains (D)	Number with EFL Gain for Mathemat ics by pre- posttestin g (E)	Percentag e Achieving Mathemat ics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Cre dits (G)	Percentag e Achieving EFL Gain by Carnegie Units/Cre dits (H)	Number with EFL Gain by Transition to Postsecon dary Education (I)	Percentag e Achieving EFL Gain by Transition to Postsecon dary Education (J)
ABE Level 1	2	1	50	1	50	0	0	0	0
ABE Level 2	27	17	63	13	48.1	0	0	0	0
ABE Level 3	17	7	41.2	13	76.5	0	0	0	0
ABE Level 4	2	1	50	2	100	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	48	26	54.2	29	60.4	0	0	0	0
ESL Level 1	36	36	100	0	0	0	0	0	0
ESL Level 2	24	24	100	0	0	0	0	0	0
ESL Level 3	14	14	100	0	0	0	0	0	0
ESL Level 4	3	3	100	0	0	0	0	0	0

Entering Education al Functionin g Level (A)	Number of Participan ts (B)	Number with EFL Gain For ELA/Litera cy or ELP by pre- posttestin g (C)	Percentag e Achieving ELA/Litera cy or ELP EFL Gains (D)	Number with EFL Gain for Mathemat ics by pre- posttestin g (E)	Percentag e Achieving Mathemat ics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Cre dits (G)	Percentag e Achieving EFL Gain by Carnegie Units/Cre dits (H)	Number with EFL Gain by Transition to Postsecon dary Education (I)	Percentag e Achieving EFL Gain by Transition to Postsecon dary 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	77	77	100	0	0	0	0	0	0
Grand Total	125	103	82.4	29	23.2	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: New Mexico Junior College

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	3	462	2	1	0	66.7
ABE Level 2	72	9354.55	27	24	22	37.5
ABE Level 3	39	4584.5	17	16	6	43.6
ABE Level 4	10	1323.9	2	5	3	20
ABE Level 5	0	0	0	0	0	0
ABE Total	124	15724.95	48	46	31	38.7
ESL Level 1	61	5616.4	36	18	7	59
ESL Level 2	36	4054	24	7	5	66.7
ESL Level 3	33	3405.4	14	10	9	42.4
ESL Level 4	11	1172.8	3	4	4	27.3
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	141	14248.6	77	39	25	54.6
Total	265	29973.55	125	85	56	47.2

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.

Student:

NRS Table 4C

Select Reporting
System:

NRS FY 19-20 ▼

Agency: New Mexico Junior College

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	50	0	0	1	0	0	1	0	0
ABE Level 3	2	124	0	0	1	1	0	2	0	0
ABE Level 4	0	0	0	0	0	0	0	0	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	3	174	0	0	2	1	0	3	0	0
ESL Level 1	9	682	2	0	0	7	22.2	9	2	22.2
ESL Level 2	6	422	2	0	0	4	33.3	6	2	33.3
ESL Level 3	7	522	0	0	0	7	0	7	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	2	154	0	0	0	2	0	2	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0
ESL Total	24	1780	4	0	0	20	16.7	24	4	16.7
Grand Total	27	1954	4	0	2	21	14.8	27	4	14.8

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: $(\text{Column H}) = (\text{Column D} + \text{Column E}) / (\text{Column B})$
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

Student:

NRS Table 5

Select Reporting
System:

NRS FY 19-20 ▼

Agency: New Mexico Junior College

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 *	274	62	22.6	277	63	22.7
Employment Fourth Quarter after exit *	280	83	29.6	307	89	29
Median Earnings Second Quarter after exit **	62	4142.64		63	4220	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	14	1	7.1	14	1	7.1
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	14	3	21.4	14	3	21.4

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	14	4	28.6	14	4	28.6

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

Student:

NRS Table 5A

Select Reporting
System:

NRS FY 19-20

Agency: New Mexico Junior College

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	0
Employment Fourth Quarter after exit	0	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	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	0

Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
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: New Mexico Junior College

Participant Status on Entry into the Program (A)	Number (B)
Employed	187
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	44
Not in the Labor Force	182
TOTAL	413

Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	1	5
Grades 6-8	6	46
Grades 9-12 (no diploma)	81	172
Secondary School Diploma or alternate credential	3	42
Secondary School Equivalent	0	1
Some Postsecondary education, no degree	0	21
Postsecondary or professional degree	1	34
Unknown	0	0
TOTAL (both US Based and Non-US Based)		413

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.

Staff:

NRS Table 7: Adult Education Personnel by Function and Job Status

Select Reporting
System:

NRS FY 19-20 ▼

Agency: New Mexico Junior College

Adult Education Personnel

Function (A)	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	Unpaid Volunteers (D)
State-level Administrative / Supervisory / Ancillary Services	0	0	0
Local-level Administrative / Supervisory / Ancillary Services	0	3	0
Local Counselors	0	0	0
Local Paraprofessionals	0	0	0
Local Teachers	12	0	0
Teachers' Years of Experience in Adult Education			
Less than one year	0	0	
One to three years	3	0	
More than three years	9	0	
Teacher Certificate			
No certification	5	0	
Adult Education Certificate	1	0	
K-12 Certification	5	0	
Special Education Certification	3	0	
TESOL Certification	0	0	

Student:

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

Select Reporting
System:

NRS FY 19-20 ▼

Agency: New Mexico Junior College

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: New Mexico Junior College

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

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome
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: New Mexico Junior College		
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.

Student:

NRS Table 11

Select Reporting
System:

NRS FY 19-20

Agency: New Mexico Junior College

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants 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.

Student:

NRS Table 12 (beginning Program Year 2010-11): Work-based Project Learners by Age, Ethnicity, and Sex (Optional)

Select Reporting System:

NRS FY 19-20

Agency: New Mexico Junior College

[illegible]

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

NRS FY 19-20

▼

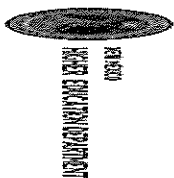
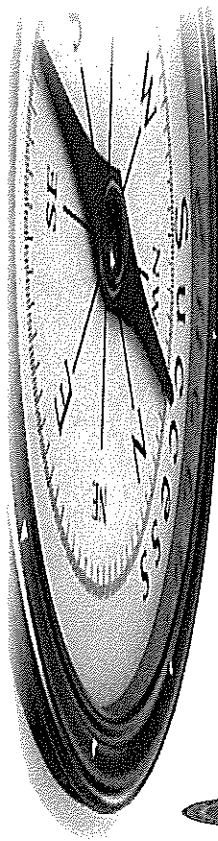
Agency: New Mexico Junior College

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

Provider Agency * (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.



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 individuals 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 individuals.

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 individuals 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 to 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 INDIVIDUALS:

- Justice-involved individuals include anyone who is currently or has been involved with the criminal justice system. This includes individuals 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:

<p>Kathleen Ferrell Syritha Bledsoe Input from program instructors</p>
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Name of Program: New Mexico Junior College Date Submitted: Oct 31, 2019

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

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

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

Name of Program: New Mexico Junior College

Date Submitted: Oct 31, 2019

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.

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.

<p>Written MOU - WIOA youth & adult, Wagner Peyser, DVR - Core partners referral system "Sharepoint" to provide students with employment & career opportunities as needed in Lea County. DVR referrals are for those individuals that have been released to work and qualify for training services. These partners refer individuals to AE when they need TABE skills test and/or other services such as literacy support towards HSE or ESL.</p> <p>Verbal agreement - SL START/NM WORKS support towards student childcare & transportation, as well as financial assistance for class attendance.</p> <p>Option - all students are giving information of support services concerning individuals experiencing domestic violence and their services,</p> <p>Opportunity House - AE, along with NMJC, attends the men's recovery program twice a year to present services towards completing an HSE and how to transition into training, certificate or degree programs,</p> <p>Heart's desire - AE night ESL classes are held at this recovery center and share their services with all students. Likewise, Heart's desire refers their participants interested in HSE or ESL to the AE program,</p> <p>SSS TRIO - AE presents these services to all 1st generation college students who have completed their HSE and show desire for college entrance.</p> <p>EOC TRIO - Educational Opportunity Center presents at each AE orientation to promote continuation to college & training programs. As students complete their HSE, an EOC staff member will assist the student with FASFA and college information.</p>	<p>Formal partnerships with: SL START; EOC TRIO; NMJC Training & Outreach; NMJC counseling;</p> <p>Adult Probation/Parole Office, Misdemeanor Probation Program - New Public schools - share AE information concerning HSE and ESL</p> <p>Public School - Met with Dixie Vejil to discuss partnership:</p> <p>Southern Heights elementary - ESL books and testing, possibly instructor depending on budget but she has prepared to pay for the instructor.</p> <p>And provide TABE testing, official prep testing and career followup with HSE participants in Edgenuity.</p> <p>All schools will be Title 1 in August and will require community events. She would like to have AE present at Principal meetings and possibly parent nights.</p> <p>We will formulate an MOU when the budget is approved.</p>
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Name of Program: New Mexico Junior College Date Submitted: Oct 31, 2019

NMJC - From the first program interview and throughout AE services, students are exposed to NMJC Training and Outreach for local in-demand trainings, NMJC - As students complete their HSE and/or ESL program, they are referred to NMJC Counseling for college & cert program opportunities. Also, if students come to the college and do not have a HS diploma, NMJC counselors refer them to the AE program.

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.

Timeline:

Establish formal partnerships for student referrals with: SL START; NMJC Training & Outreach; NMJC counseling; EOC TRIO for referrals and presentations at AE orientations;	Begin March, complete June 2020
Adult Probation/Parole Office, Misdemeanor Probation Program - Contact Arturo Navarette to set up a meeting to start the conversation for a referral system and way to track attendance & participation.	begin discussions by April 2020
Public Schools - Contact Terry Lopez to establish a meeting to start the conversation towards HSE & ESL information	begin June, continue through 2021

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.

1. On-boarding - explore career interest and opportunities
2. Orientation - Career assessments & workforce presents services
3. Classroom - Workforce comes to address employment opportunities & soft skills
4. Exit program - make final referrals after completion of HSE

Planned New Activities:

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

1. date brochures with college, training..career
2. More career focused lessons
3. Need to develop a written career plan - individualized
4. Need to develop a system to re-visit the career path as the student is in the program.
4. Stronger career referral at exit

Name of Program: New Mexico Junior College Date Submitted: Oct 31, 2019

4/20/20 Part of the Career Plan team devising a workable template for Advising. Will be adding Mockingbird Education for HSE with Career Path models for August classes	
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:
1. Contact David Harmon for marketing ideas for program and brochures 2. Meet with instructors to encourage buy-in, train instructors with TBR integrative lessons and how to incorporate career pathways. 3. Continue current on boarding system but add an actual career plan sheet to their file. Director will explore plans offered by Jeff and other NM AE programs to develop a system that works best for NMJC AE.4. 4. & 5. Possibly, add a week between sessions, requiring students to come to the office for an update on their receive test results, review skill development and career plan. Record referrals made at beginning, middle and end of participation.	Begin now, complete by Aug 2020 Started Dec 2019 Have in place Aug 2020 Begin Jan 2020

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.dhs.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.

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).

Workforce Solutions present at student orientation as well as during each class session sharing employment opportunities in Lea County and training services they provide.

Investigate how to use LMI

Share LMI information with students each session

Tell students how to use the information they have to their own benefits.

Use LMI to help students take career decisions.

During on-boarding and as students self-disclose employment need, referrals are made to Workforce Connections who link students to employers & programs that allow enrollment as the student continues working on their HSE.

Name of Program: New Mexico Junior College

Date Submitted: Oct 31, 2019

	<p>4/20/20 Have explored the LMI website and looking at how that might be incorporated in orientation and/or the Career Plan. The jobs with the greatest growth (outside of medical) are low wage restaurant & retail) Use the newspaper, want ads, Chamber to see what the local needs are in our area.</p>
Plan:	Timeline:
<p>Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</p> <p>Contact Sheryl at Workforce Solutions to learn how to use LMI site.</p> <p>Teach students how to use LMI site and the benefits it provides.</p> <p>Incorporate lessons that encourage students to self-discover how LMI can benefit them in their career goals.</p>	<p>Started in October 2019 Begin Sept 2020 Begin Oct 2020</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/vasnet/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.

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.

- Day 1 - On-boarding - 1st one-on-one interview - discuss career interests and barriers for referrals
 - Day 2 - Pre-skills test (TABE)
 - Day 3 - Orientation - Opening team building activity, Presentations from college recruitment team, Workforce Youth, Adult & WP, scavenger
- Make on-boarding more about the relationship at first then move into requirements of the program.
Incorporate Workforce needs into the discussion of career goals.

Name of Program: New Mexico Junior College

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<p>hunt for program policies. They are given an application packet to complete at home which includes: "Texas Reality Check"; Education Planner career interest quiz & learning style inventory as well as, Workforce "Next Move". The purpose of these tests are to research career possibilities that support their personal interests and skills. They also list why they are desiring their HSE, problem solve ideas for transportation and childcare and list the individuals who are supportive in this effort.</p> <p>- Day 4 - Post interview (treated like a job interview): discuss their responses to the application, discuss career goals, determine if now is the best time for program commitment and enroll them in the class(es) desired.</p>	<p>2/20 Have taken Jeff's advice to make the 1st interview more about them and not the "rules and policies" of the program. *We are currently having phone interviews with the students, going over the websites and it seems to be going well. For next year: How to move the more interactive for the in office interviews.</p>
<p>Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</p> <p>Day 1 - 1st interview - Ask why they are coming to the program and what they hope to gain from us. Share with them how we can meet their needs.</p> <p>Day 2 - Testing and results - Re-state what we can do for them but what their commitment means to the program.</p> <p>Day 3 - Keep orientation as it is with career focus.</p> <p>Day 4 - Final interview - create career/life plan from career assessments, review Workforce needs during career planning, set class schedule and make referrals as needed.</p>	<p>Timeline:</p> <p>begin Jan 2020</p> <p>Implement Aug 2020</p>

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 guide 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. NMJED is considering requiring a process programs will use for the Individual Education and Career Plans for students.

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:

Planned New Activities:

Name of Program: New Mexico Junior College

Date Submitted: Oct 31, 2019

<p>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.</p>	<p>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.</p>
<p>Currently, we do not have a template. Their career interest and assessment results are listed on their Application given at Orientation (day 3). There is a follow-up of this career interest when the student registers for their official HSE test.</p>	<p>NMJC AE will use a written template to assist students with their career focus. Their plan will be reviewed at each session completion.</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 student, and how students will be involved in creating and using their individual plan.</p>	<p>Timeline:</p>
<ol style="list-style-type: none"> 1. The program director will review existing templates for program use. 2. Once the template has been selected, staff will be trained to its use and importance. 3. The template will be placed in the student file, reviewed and updated at each session end. 4. Referrals will be made to the appropriate programs as needed. Ex. Workforce, NMJC Training & Outreach or NMJC counseling for employment opportunities, certificate classes or degree seeking careers and will be recorded and reviewed on the student career plan template. 	<p>Begin March 2020 to implement Aug 2020 4/20/20 Part of the Career Plan team devising a workable template for Advising.</p>

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 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 Education and Career Plan is used in the advising process.

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 Education and Career Plan will be used in the advising process.

Name of Program: New Mexico Junior College

Date Submitted: Oct 31, 2019

<p>Currently career advisement is provided by AE office staff and is used to assist students towards a career path.</p> <p>HSE - Career advisement is currently as described in component 5. Their career interest and assessment results are listed on their Application given at Orientation (day 3) and are viewed at the follow-up interview (day 4). Students are asked more probing questions concerning their career goal with an emphasis on the next step needed to obtain that goal. There is a follow-up of this career interest when the student registers for their official HSE test.</p> <p>ESL - Little to no career advisement</p>		<p>Staff will meet with students to determine career interests and explore career opportunities, using a Career Template.</p> <p>Develop training requirements and outline duties for both office staff and instructors.</p> <p>How will we use the career plan in advising? Can use group advising, where are your goals? Will pull the instructors in for advisingment.</p>
<p>Plan:</p> <p>Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</p>	<p>Timeline:</p>	
<ol style="list-style-type: none"> 1. Director will create an outline/ training guide explaining career advisement and duties. Including the Career Plan with follow up student interviews. 2. Staff will meet with students to determine career interests and explore career opportunities incorporating LMI and Workforce needs. 	<p>Begin June 2020, Begin Sept 2020</p>	

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(e)(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/voonet/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.

Planned New Activities:

Name of Program: New Mexico Junior College

Date Submitted: Oct 31, 2019

<p>Currently, all curriculum used, for both ESL and HSE, are CCRS aligned. Instructors have begun creating lessons that use real-life skill situations to tie the content to personal application. Ex. Geometry: the area of the room to determine gallons of paint. Fractions used in cooking. Instructors have students working in groups for teamwork to work through problems and situations to develop critical thinking skills. As a program soft skills are integrated with being on time to orientation, interviews and class; Dressing appropriately, no pjs! Explaining and demonstrating the importance of proper communication skills and conflict resolution. All students are taught how their attitude positively or negatively affects their learning, other classmates and personal growth.</p>	<p>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.</p> <p>Lesson plans that include more specific career focused content. Have the students research how a presented concept relates to life and job skills. Then have them write and present what they have learned. Research which soft skills are most desired by employers. Mockingbird, Burlington English</p>
<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"> 1. Instructors will begin developing more career focused lesson plans and share them with their coworkers. 2. Students will research, write and present career occupations as part of the academic process in Reading, Math and Language. 3. Director will partner with local workforce career specialist to determine what skills are needed for entry level positions. These skills will be incorporated into lesson development. 	<p>Timeline:</p> <p>Began in October Began in October Will begin in Feb 2020 Have reached out to the WF team but have had no response due to low staff and high volume of participants.</p>

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.

Name of Program: New Mexico Junior College Date Submitted: Oct 31, 2019

<ul style="list-style-type: none"> ● 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:	Planned New Activities:	
List what strategies the program currently uses to ensure alignment of services.		
All curriculum used, for both ESL and HSE, is CCRS aligned.	Lessons that incorporate soft skills and are more career focused.	
Instructors are creating lessons that use real-life skill situations to tie the content to personal application.	Determine what remedial courses are offered at NMJC in Math and Language.	
Instructors and staff try to example important employment skills by having a positive attitude, work together as a team, being on time, appropriately dressed, consistent communication with students and co workers all with passion in our knowledge areas. Other soft skills incorporated are goal setting at the orientation and final interview and problem solving as course work is related.	Determine what skills are needed for entry level positions.	
Workforce presents at our Orientation and comes to the class to address soft skills the 5th week of their 6 week session.		
Reinforce employment soft skills throughout the program: on time for interviews, orientation and classes; appropriate dress, no pajamas; address absences and how they affect coursework and future employment; incorporate computer assignments through orientation, class and Workforce activities (resume building, job search...); the importance of clear communication during onboarding, interviews, in the classroom and with their instructors.		
Plan:	Timeline:	
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.		
1. Have instructors develop lessons that incorporate soft skills and are more career focused.	Begin July 2020	
2. Director will partner with NMJC counselors to determine what concepts comprise remedial courses at NMJC in Math and Language. These will be considered for curriculum development.	Begin May 2020	
3. Director will partner with local workforce career specialist to determine what skills are needed for entry level positions. These skills will be incorporated into lesson development.	Begin May 2020	

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 9: Serving Populations with Barriers to Employment

Name of Program: New Mexico Junior College

Date Submitted: Oct 31, 2019

<p>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 individuals.</p> <p>Considerations -</p> <ul style="list-style-type: none"> • 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. 		
<p>Current Activities:</p> <p>Describe how the program currently accesses and provides services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served.</p> <p>If a student marks any of the barriers on their Intake, we offer information and support agencies to assist as desired. These referrals are listed on their HSE registration form.</p> <p>If a student discloses they are with a support agency (TANF, CYFD, Probation...) we ask they list their caseworker so we may coordinate followup support.</p> <p>Specific to Justice Involved individuals, we have partnered with Lea County probation to present our services at their monthly classes. Presentation of services are given twice a year at Opportunity House substance abuse treatment facility. Referral services are also offered to Option Domestic Abuse shelter, Guidance Center of Lea County mental health services, CYFD, Lea County Wrap Around Services (an agency that has many support relationships established in Lea County) as well as developing relationships with Lea County Detention Center for possible classes in their facility.</p> <p>When students, self-disclose, they are a justice involved individual, the staff are quick to assure the student that noone will know of their incarceration unless they choose to share that information themselves. The staff desire to encourage the individual that their past does not dictate their future and we are here to help them achieve their potential!</p>	<p>Planned New Activities:</p> <p>Describe how the program will access and provide services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served. Include what will be added or strengthened.</p> <p>Create the Career Plan with a place for referrals and to also include followup with these services for all students including Justice Involved individuals.</p> <p>Connect Workforce to JI individuals to assist them in finding employment that will work with their backgrounds and how to have those conversations with potential employers.</p> <p>Create lessons that address soft skills and career opportunities to prepare students for employment.</p> <p>Move into the next year working on getting into Lea Co Detention (Jeff used "Starting Over" built around lessons that were self contained, the next lesson (aligned to basic skills) each content was related to what to do as leaving jail. Ask the field.</p>	
<p>Plan:</p> <p>Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</p>	<p>Timeline:</p>	
<p>1. Director will research and create a Career Plan with a place for referrals and to also include followup services for all students including Justice Involved individuals.</p>	<p>Begin April 2020</p>	

Name of Program: New Mexico Junior College Date Submitted: Oct 31, 2019

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| <ol style="list-style-type: none"> Staff will connect Workforce to JI individuals to assist them in finding employment that will work with their backgrounds. Instructors will create lessons that address soft skills and career opportunities to prepare students for employment. | <p>4/20/20 Part of the Career Plan team devising a workable template for Advising.</p> <p>Begin Nov 2020</p> <p>Begin Aug 2020</p> |
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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.

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.

<p>Workforce presents at orientation and in the classroom to expose students to employment and training opportunities.</p> <p>Referrals are made to the list in Component 9.</p> <p>NMJC Recruitment presents at our orientation.</p> <p>Students attend Discover NMJC with tours of the campus and the various degree/certificate fields.</p> <p>TRIO Educational Opportunity Center presents at orientation to share about college opportunities and assistance with FASFA. They are contacted to meet with students as they transition to post-secondary or certificate programs.</p> <p>Students who qualify for TRIO Student Support Services are taken to their office to begin their application.</p>	<p>Need to create a Career Plan that includes a transitional plan.</p> <p>Continue and expand our referral process.</p>
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Name of Program: New Mexico Junior College Date Submitted: Oct 31, 2019

Students are directed to NMJC advising, NMJC Training & Outreach or a Workforce representative for employment training and opportunities.

Plan:

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

Timeline:

Will create a Career Plan that includes a transitional plan.

Will continue to grow our partners and expand our referral process.

Begin July 2020

Began Dec 2019

Have partnered with public schools to reach parents and older students that need HSE.

Partnership with Creative Work Solutions of NM

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:

This plan will be reviewed monthly, to stay on track with program goals as well as evaluated for effectiveness as changes are implemented.

Instructors will be paid to create lesson plans that promote interactive learning and Career Pathways. This funding has been included in the current AE budget and will not require additional funds.

Begin April 2020

Started in December

CAREER PATHWAYS IN ADULT EDUCATION

Career Pathways Progress and Sustainability Plan for New Mexico

PROGRAM NAME: New Mexico Junior College Adult Education

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?

Partnerships - Public School - Met with Dixie Vejil to discuss partnership:

Southern Heights elementary - ESL books and testing, possibly instructor depending on budget but she has prepared to pay for the instructor.

AE will provide TABE testing, official prep testing and career followup with HSE participants in EdReady.

All schools will be Title 1 in August and will require community events. She would like to have AE present at Principal meetings and possibly parent nights.

We will formulate an MOU when the budget is approved.

Career Culture & Career Advising - Worked with the Career Plan team to devise a workable template for Advising.

Added Mockingbird Education for HSE with Career Path models for August classes

LMI - Have explored the LMI website and looking at how that might be incorporated in orientation and/or the Career Plan.

Will Use the newspaper, want ads, Chamber to see what the local needs are in our area.

Intake, Assessment, Orientation - Have taken Jeff's advice to make the 1st interview more about them and not the "rules and policies" of the program. *We are currently having phone interviews with the students, going over the websites and it seems to be going well.

Contextualized Instruction & Alignment of services - Have purchased Mockingbird Education to integrate Career components in both HSE and ESL classes.

Workforce will continue to present at orientations and in the classroom.

Support Services - Have partnered with public schools to reach parents and older students that need HSE.

Partnership with Creative Work Solutions of NM

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:

We moved our face-to-face 1st interview to a phone call and that seemed to go well.

Our biggest challenge has been testing due to students not having computers or laptops and no internet.

Sustainability Plan

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

Working on formal MOU's

Add a Career module as part of the on-boarding process
Add Career Template to student file to be used from enrollment - off boarding.
Add a week between class enrollment for student advisement and re-enrollment
Incorporate TBR training into the classroom for interactive lessons
Incorporate Burlington English for on-line and to support ESL
Incorporate Mockingbird for career components
Incorporate EdReady for on-line and to support HSE
Review CP plan monthly to stay on track!

DEVELOPED BY JEFFREY A. FANTINE ©2019

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); 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-___ 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-___ 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 fulfil 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 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 limit allowable	Assist with disability and communication accommodations, including job coaches

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 placement assistance	Skill upgrading and retraining

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 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 final signatory below and must terminate on June 30, 2020, unless any of the reasons in the Termination section above apply.

AUTHORIZATION

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

PARTNER SERVICES EXHIBITS

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

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

EXHIBIT B – TRADE ADJUSTMENT ASSISTANCE ACTIVITIES

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

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

EXHIBIT C – RAPID RESPONSE ACTIVITIES

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

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

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

Eastern Area NMWCC offices do not have dedicated on site UI staff therefore, NMWCC staff provide some direct assistance to claimants and employers at NMWCC Centers. NMWCC staff are required to provide access to phones and computers to allow customers access to UI claim services. Staff also may provide limited assistance to help an individual file their claims or recertify 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 – 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 F – ADULT EDUCATION AND LITERACY

The Adult Education and Literacy 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.

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

8/28/18
Date

New Mexico Workforce Connection



A Proud Partner of the American Job Center
Network

Eastern Area Workforce Development Board Workforce Connection
Center Operating Budget

PY 18 Infrastructure Funding Agreement

EAWDB

New

Mexico

Workforce

Connection

P. O. Box 70503

Albuquerque, NM 87197

NMWCC ONE-STOP OPERATING BUDGET

The one-stop operating budget is used to establish estimated annual costs for the NMWCC's American Job Centers' operations. These costs are to fund services and operations, and are shared across the partners as outlined below. The parties to this MOU agree that joint funding is required for the efficient operation of an integrated service delivery system and to meet the requirements of the WIOA.

The goal of the operating budget is to establish the budgets for the operations of the American Job Center System as well as to develop a local funding mechanism for the Comprehensive Center that:

- Establishes and maintains the local workforce delivery system at a level that meets the needs of the job seekers and businesses throughout the Eastern Area;
- Reduces or eliminates duplication of services and maximizes program impact through the sharing of services, resources and technology among the partners;
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement and facility costs, and;
- Ensures that costs are appropriately shared by New Mexico Workforce Connection Center (NMWCC) American Job Center (AJC) partners by determining contributions based on the proportionate use of the centers and system and the relative benefits received, and requiring that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including Uniform Guidance.

The NMWCC and its partners consider this one-stop operating budget the master budget that is necessary to maintain the American Job Centers including the comprehensive center in Clovis. It includes the following cost categories:

- Infrastructure/Facilities Cost
- Shared Costs

INFRASTRUCTURE/FACILITIES COSTS

Infrastructure costs will be allocated to -co-located partners primarily on a square footage basis and partner supplies that are specifically for a partner program will be charged to the appropriate partner. Infrastructure costs for each center are included as attachment A to this agreement.

Infrastructure and facilities cost categories may include any/all of the following:

- Building lease
- Utilities
- Janitorial
- Pest Control
- Security

- Maintenance
- Telephone

•	Building	Alteration	(if	required	by	ADA)
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- Telephone and Fax
- Internet
- Postage & Mail Services
- Subscriptions and Dues
- [t Maintenance and Support
- Financial/Property management
- Copier tease and supplies
- Office Supplies
- Printed Materials
- Equipment
- Receptionist

All costs included within the operational budgets for the centers are allocated according to partner's proportionate use. The estimated costs will be established each year based on annual budgets and all cost considerations are to be reconciled on a quarterly basis against actual costs incurred and invoiced to each partner quarterly. Co-located partners may request an adjustment to allocations based on permanent staff increases/decreases and changes to the square footage occupied in the centers. The request for adjustment should be made at a minimum (when possible) of 30 days before the start of the new quarter.

Required partners that are non-participating (not co-located) will contribute a proportionate share of shared costs based on relative benefit (number of potential clients served versus total individuals served).

Invoicing for the following counties will be billed by EAWDB fiscal staff as board held leases:

- Curry County — Clovis (Comprehensive center with shared costs) -Attachment A
- Chaves County — Roswell — Attachment B

Invoicing for the following offices will be billed by the Department of Workforce Solutions as state owned buildings:

- Otero County — Alamogordo — Attachment C
- Eddy County — Carlsbad — Attachment D
- Eddy County — Artesia — Attachment E
- Lea County— Hobbs — Attachment F

invoicing for Lincoln County witi be maintained by Eastern New Mexico University Ruidoso as the Workforce Connection Center is located on that campus:

- Lincofn County — Ruidoso — Attachment G

Partners identified within the Memorandum of Understanding (MOU) between the eastern area's New Mexico Workforce Connection centers and partners physically located in the American Job Center are designated as "Participating Partners". Other partners are designated as "Non-Participating Required Partners" and must contribute to the Infrastructure Funding Agreement. Partners identified as

nonparticipating may provide access to the one-stop via automated online systems or telephone customer service with resources available within the center. Also, those partners will train center staff on basic programmatic and eligibility requirements for their respective programs in to provide better and more accurate information to the shared customer pool.

All non-participating partner programs, excluding Native American programs, must contribute to the cost of the infrastructure for the NMWCC comprehensive Job Center located in Curry County — Clovis.

NonParticipating program customers utilize the Job Center network to access a variety of services such as:

- Using resource room computers to conduct work searches and access employment information; • Using resource room staff assistance for the above-mentioned services as well as for general employment and career information;
- Assessment of skill levels, aptitudes, abilities and supportive service needs;
- Comprehensive and specialized assessments;
- Use of other center equipment such as fax lines, scanners, copiers or phone lines; • Obtaining local labor market information;
- Employment services;
- Career Counseling;
- Referral and access to training services such as college or on the job training; and • Access to employment events sponsored by the AJCs.

Proportionate share for non-participating partners is based on the completion rates for the most recent reporting year and an anticipated co-enrollment potential. The department of corrections numbers are reported statewide and the majority of those individuals are not served in the Eastern Area. Therefore, their proportionate share is calculated based on 10% of their numbers served.

SHARED COSTS

The Shared costs for the comprehensive center to be disturbed across all required partners include:

- Site Manager— \$1,600.00
 - One Stop Operator at 20% of Clovis portion \$1,776.00
 - IT Support and supplies \$2,000.00
 - Printed Materials _____s 750.00
- \$6,126.00

The Division of Vocational Rehabilitation will provide sign language interpreters for the job fairs conducted across the AJC system and this will be counted as an in-kind contribution. All other nonparticipating required partners will be charged based on the relative benefit proportions as established in attachment A.

The Unemployment Insurance (UI) program, in seeing the value of the Job Centers to the system, has elected to contribute the maximum cap of the 1.5 % to be utilized as a contribution to the shared and infrastructure costs of the centers. Their contribution was calculated based on the number of UI applicants per county to establish relative benefit to the system.

They will continue to provide additional funding to support Eocations where UI Employer tax reps are to be housed.



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

Ivin W. Sharp, Presiden

8/9/18

Date



Dan Hardin, VP of Finance

New Mexico Junior College

8-8-18

Date

Comprehension

[illegible]