



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

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

**2019-2020**

Please email reports to:  
[adult.education@state.nm.us](mailto:adult.education@state.nm.us)  
AND  
[amy.anderson@state.nm.us](mailto:amy.anderson@state.nm.us)

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

**Reporting Deadline  
September 1, 2020**

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

# **Annual Program Report**

## **2019-2020**

**Checklist:**

- ☐ Complete Cover Page with Signatures
- ☐ Complete Section I (Program Narrative)
- ☐ Complete Section II (Student Data)
- ☐ Complete Section III (Evaluation of Program Effectiveness)
- ☐ Complete Section IV (WIOA Partner Activities, including Integration with One-Stop Partners)
- ☐ Complete Section V (Career Pathways Activities)
- ☐ Complete Section VI (College and Career Readiness Standards).
- ☐ Complete Section VII (IELCE)
- ☐ Complete Section VIII (Staff and Professional Development).
- ☐ Complete Section IX (Fiscal Survey)
- ☐ Attach all NRS Tables
- ☐ Attach MOUs and IFAs

**Introduction:**

NMHED AE Division provides these guidelines for the Annual Report process for programs to supply 2019-2020 program year information. Please take this opportunity to identify areas of program improvement and request technical assistance from NMHED AE. The process also helps the NMHED AE Division to aggregate program information for reporting to OCTAE at the U.S. Department of Education. Please be sure to contact the NMHED AE Division with any questions.

**General Instructions:**

1. Cover Page
2. Annual Report (Sections I – IX).

This section includes:

- Section I (Program Narrative Report)
  - Section II (Student Data)
  - Section III (Evaluation of Program Effectiveness)
  - Section IV (WIOA Partner Activities, including Integration with One-Stop Partners)
  - Section V (Career Pathway Activities)
  - Section VI (College and Career Readiness Standards)
  - Section VII (IELCE Activities)
  - Section VIII (Staff and Professional Development)
  - Section IX (Fiscal Survey)
3. Attach all NRS Tables
  4. Attach MOU and IFA

**(Please remove these instructional pages when submitting your final report.**  
**Your submitted report should begin with the signed cover page.)**

**Annual Program Report  
Cover Page**

Program Name: Pathways and Career Education Program  
Institution or Organization: New Mexico State University- Alamogordo

Address: 2400 N. Scenic Drive  
City: Alamogordo  
County: Otero  
Zip: 88310  
Main Phone: 575-439-3812  
Fax: \_\_\_\_\_  
Website: Nmsua.edu/academic-affairs/pace/

Fiscal Year: 2019-2020

Submission Date: 08/21/20

Program Director, Manager, or

Coordinator Name: Maria Saenz

Contact Information: Phone: (575) 439-3813

Email: msaenz74@nmsu.edu

Alternate Contact Name: \_\_\_\_\_

Contact Information: Phone: \_\_\_\_\_

Email: \_\_\_\_\_



**Signature of the Chief Executive Officer or Designee**

08/21/20

**DATE**

**Dr. Kenneth Van Winkle, President New Mexico State University  
Alamogordo**

**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.

i) Increasing MSGs: A number of things were done to have an impact on overall MSG improvement. The integration of data meetings were scheduled to include all staff in an effort to drive instruction and program effectiveness. Data was provided to discuss student attendance and progress. Instructors utilized formal and informal assessment as well, to identify anyone that was having issues or needed additional academic assistance. Student progress is also indicative of what was expected on post-tests. Curriculum adjustments were made and instructors that had the same student for different subjects were able to share strategies that were successful.

ii) Student Retention: In order to develop a culture of learning, staff needed to collaborate in a structured process to build the ownership of learning, which was incorporated by including students in the grading process. The attendance process was changed and instructors provided students information regarding mastery of needed content. The students know what they are responsible for learning in every class and for any missed instruction.

iii) Instruction: The consistency of having two seasoned full-time instructors definitely impacts program effectiveness. The knowledge and leadership they provide are shared with part-time instructors that may not have experience. The curriculum for Language Arts, Math, and English as a Second Language has been developed with incorporation of SEL, CCRS, and Career Pathways. A move to using more technology will develop further in the next year. Computers are used as a tool for research and assignment completion. Finally, data meetings allow time for instructors to discuss students and barriers they encounter. The change to attendance from a punitive process to student management has proven effectiveness. Close monitoring of student progress and adjusting curriculum as needed has made for greater level gain success.

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?

The School to Work Transition Team (SWTT) is comprised of membership from Department of Health, public school representatives from Tularosa, Alamogordo, and Cloudcroft, Local Workforce, Division of Vocational Rehab, NMSU-Alamogordo, and the School for the Blind. The committee is lead by a team from UNM Center for Development & Disability. The goal of the committee is to provide local

area services for individuals with disabilities. This is a formal agreement amongst partners to work together for the community members in need. The committee supports Adult Education students that may need services for themselves or their children. An additional resource to address barriers and support student success in the areas of instruction and retention.

Creating Pathways in Adult Education strategic partnership is comprised of partners from Department of Health, Local One-Stop, Juvenile Probation, NMSU-A disabilities, Canyon Light Counseling, Otero County Detention Center, and CYFD. This group works in partnership with PACE to transition individuals from incarceration to an HSE program. This supports program goals with retention as the group collaborates once individuals are enrolled to ensure they are successful.

AE Literacy Board continues to meet quarterly with a seven-member group to support literacy for students and their children. This supports overall goals as they provide resources for students to help overcome barriers and most importantly support student parents to become advocates for the education of their children.

Career Pathway Two-Phase Initiative was led by Dr. Jeff Fantine for Adult Education programs in the State to develop a gap analysis and determine the needs for a sustainable Career Pathways system. Elements included for the initiative are to develop partnerships, create a career culture, integrate labor market information (LMI), enhance Onboarding, develop individual learning plans for students, provide career advising, contextualize instruction, align services, prioritize services to populations with barriers to employment, provide support services, and sustainability. This initiative provided a comprehensive process to support MSGs, retention, and instruction.

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)

The program participated in the Career Pathways Initiative. In addition, the Challenge Grant was an additional component. The overall objective of the Career Pathway initiative was to support programs in the development of an IET process to assist individuals facing barriers with low literacy levels and in the Justice system. In addition, promoted a career culture of learning for all students. Participation in the CP initiative encompassed several components that supported the Instruction goal, which included: Serving specific populations, Career advising, Instruction & IET, Labor Market Information, Onboarding, and Career culture. The culmination of the components provided a rounded process for delivery of instruction. The training support and face-to-face interactions allowed for collaboration and sharing of information from other programs. The integration of Labor Market Information in addition to embedded career pathways in curriculum gives students an understanding of the job market in the State. The developmental foundation of using components from the CP initiative supported goals of improving instruction, Measurable Skills Gains, 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.

The Creating Pathways in Adult Education Strategic Partnership committee that was established in fall 2019 represented from various members of the community. The intent was to discuss delivery of services from all involved and ultimately develop a referral process for all to use whenever individuals were in need of a service from any of the represented programs. However, due to COVID-19, the process never came to fruition. There was a signed agreement from all involved to work together towards a comprehensive delivery of services. The plan is to resume through virtual communication.

2019/2020 budget funds were used to purchase technology such as: chromebooks, laptops, computers, webcams, and televisions. The whole process of instruction has gone to hybrid and online platforms. Classes will be recorded, chromebooks are available for students, and small face-to-face classes will be offered one day a week.

The delivery of instruction went from traditional face-to-face to online. There were students that didn't have access to computers/laptops or wi-fi, so hard copy materials were made available. Instructors utilized text messaging and phone calls to communicate and provide support for students.

The challenges of incorporating a career pathway and social emotional learning seemed to be the biggest hurdles. Instructors have been working since returning to work in June on the specific components.

Finally, training was provided for employees to ensure and provide a safe environment for students. COVID-19 testing for employees is provided. Supplies, materials, and PPE were provided with techniques on how to disinfect. Masks, glove, and thermometers are used when dealing with anyone entering the building. Employees that are immune-compromised are still on Telework and this is a challenge for those physically in the building. However, this allows for social distancing effectively.

## 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: Mescalero	Site: Otero County Detention Center	Site:	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	19	1	4			
Total count of students with 12 + hours	94	2	6			
Total contact hours for students with 12 + hours	5,285	116	115			
Average contact hours for students with 12 + hours	56	58	19			
Average contact hours for students with 12 + hours experiencing level gains	105	0	0			
Count of all HSE graduates with 12 + hours	10	0	0			
Count of HSE en Español graduates with 12 + hours	0	0	0			
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	59%	0%	0%			
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	64%	0%	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)	45%	50%	0%			
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)	0	0	0			
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)	54	0	0			
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)	10	0	0			
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	4	0	0			
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	3	0	0			



Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
N/A	

### **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?

There are a number of approaches used to improve performance. One of the main driving changes made this past year was the use of data for instruction and overall program accountability. Data meetings were held bi-weekly and discussions included: enrollment, attendance, student progress/grades, and student hours accumulated. Students were tracked and prepared for post-testing. In addition, student transition plans were part of discussions as these were updated with student. Attendance was changed from a punitive process to a ticket system. Students were given three tickets for attendance and free to use as needed. Students were responsible for content missed and had to make arrangements to get the information. A rounded curriculum included: content, career pathway, social skills, and SEL. The curriculum and teaching process was in the planning process to be changed at the Otero County Detention Center. The intent was to reach more of the individuals and the curriculum was changed from academic to a Re-entry model. The content provided skills in Values, Beliefs, Goals, Wants and Desires, Personality, Learning Styles, and Expectations. SEL and soft skills are integrated to prepare individuals for re-entry into the community. Transition plans would follow them to either Local One-Stop for jobs or training, or to the PACE program, or college.

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

Program effectiveness has improved significantly with adequate room for growth. Measurable Skills Gains have improved by 10% this past year. This is given to several things. One, the strength of two seasoned instructors that have been with the program for a while. Two, the curriculum was created to include a multi-faceted delivery of instruction for students. Three, data meetings have brought the team together and continuous discussions around student learning and growth left room for few surprises or setbacks. Further, retention rate has increased 12% from the year prior.

A challenge we continue to face are enrollment and teacher turnover with part-time instructors. In the last year we had two new part-time instructors. This has been the norm for several years. It's difficult to find quality instructors to commit for any length of time. Research supports the fact that teachers that are prepared in traditional education programs are more likely to commit to education. Unfortunately, our institution allows for an instructor to be hired with an AA or higher degree in any field. Under those circumstances, it's difficult to find instructors with traditional teaching backgrounds. This in itself poses a challenge for learning outcomes for students and longevity in the positions. Ingersoll, R., Merrill, L., & May, H. (May 2012). Retaining Teachers. Retrieved from [www.ascd.org/publications/educational-leadership/may12/vol69/number8](http://www.ascd.org/publications/educational-leadership/may12/vol69/number8).

**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.

HSE graduates with 12+ hours has increased by 1. Post-test rate has increased by 11%, Retention rate to 40 hours or more has increased by 12%.

There are several action items that lend to the data. Enrollment continues to be a challenge. The data reflects fewer number of students being served and that is a overall trend in the community. The increase in data are reflective of the efforts from the team meeting on a regular basis to monitor the data and students. Instruction was adjusted, attendance changes were made, and there are two strong, seasoned instructors in the building.

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

The biggest initiatives planned for this year are the integration of a hybrid and online platforms for instruction. All components of the curriculum have been included. An online registration process was created, which proved to be advantageous. Onboarding has taken on a personal process as students are coming in three at a time. This has allowed for more interaction with students and a better idea of strengths. In addition, all students have NMDELT accounts and will become familiar with Google classroom. Every student will be provided a chromebook for in class learning and the opportunity to check out if needed at home for online use. Technology has become a tool that has changed the format in which classes have been taught. Professional development is taking a new direction. Book studies will continue through Google classroom. Online opportunities such as the Edmentum Virtual Conference: Building School Around Every Student will become the norm.

If instruction is allowed to resume at the Detention Center, plans are to move forward with the new Re-Entry curriculum.

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

Enrollment slightly decreased with vulnerable students needing consistent interaction. The instructors created a learning platform that catered to students that didn't have computers or wifi access. Texts and phone calls were used to make contact. In addition, paper packets were made available for students with instructor support. Due to the decrease of allowable foot traffic in the building, an online registration process was created. Further, Onboarding was scheduled for two weeks as opposed to the usual three-day schedule. This allowed for up to three students at a time to go through Onboarding. Masks are required for anyone entering the building and temperatures are taken. Furniture has been removed and desks spaced apart. A cleaning schedule was devised for continuous cleanliness of the building. These are time sensitive cleaning duties that have become the forefront before any teaching or student service. There is still a concern about enrollment; however, students have been steadily coming to register. There are still a few students that don't feel comfortable coming to the building so instructors are working with them to get them registered with a plan for complete online. Fortunately, there was technology that was purchased to assist

with the new teaching platforms. Televisions are available for zoom meetings, recording of lessons, computers, and chromebooks.

#### **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.

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

The WIOA Youth Career Coach has office hours in the PACE building one day a week to meet with students for enrollment. In addition, instructors collaborate with the coach to share how instruction is provided and how it could be further supported from the WIOA office. The Job Development Career Coach has office hours in the PACE building two days a week. They work with students concurrently providing services for employment and test fees that are enrolled in the program.

There are quarterly meetings with the Eastern Area Workforce Development Board, which are attended by PACE team members. In addition, any training provided, such as, Sector Strategies Technical Assistance, are attended.

Presently, the EAWDB is working with programs in the Eastern area to provide a funded project for any students interested in Entrepreneurship. Training will be provided for instructors, materials/supplies, chromebooks, and instructor stipends. There is a contract that is in the process of being signed by NMSU-A Administration to start the project.

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.

The sharing of Labor Market Information, jobs, trainings, and opportunities from the Local One-stop are available. In addition, the website "Sharepoint" is a collective location for all partners to post information for students/clients. There are quarterly meetings to discuss partner updates and

available services, needs from any of the partners, how to best serve the population utilizing services, and opportunities for shared benefit.

The PACE program sponsors two family literacy events a year and one-stop partners are involved and support in the way of resume development, job information, and interview skills. Literacy is incorporated to include students as parent's information to encourage advocacy for their children in school.

Trainings are attended that are provided by EAWDB. There was a spring Sector Strategies Technical Assistance meeting with key elements for building the understanding and alignment necessary for launching sector partnerships.

The EAWDB will be providing a Entrepreneurship project for programs for students interested in becoming business owners. This will include an MOU, training, funds for materials and supplies.

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.

Attached is the latest MOU with minor changes made from the previous year. Only NMSU-A campus president signature is included. The MOU does not include signatures from all other programs.

**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. Both plans are attached.

**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).

PACE has just established an IET partnership with NMSU-A and will provide contextualized instruction for math, language, and reading in the nursing assistant classes provided by Allied Health. For students who are not IET students, transition plans are completed so that PACE staff can transition students to the workforce or post-secondary education once a student obtains their high school equivalency. Transition plans also allow our program to provide more follow-up to insure that students are successful in their chosen career or post-secondary education. A career exploration course is offered for students who are not sure which career path to take, and soft skills are provided in instruction to help students succeed in the workforce.

**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.

Pathways and Career Education at NMSU-Alamogordo has begun a full IET partnership with Allied Health at NMSU-Alamogordo. The I-BEST Instructor under the SUN PATH Grant will continue to be fully integrated in the nursing assistant course. The I-BEST Instructor will be administering TABE to the students in the nursing assistant course and providing lessons in math, writing, and soft skills. In addition, the I-BEST instructor will provide lessons in an open lab setting for students who have additional areas of concern in math, reading, writing, and/or soft skills. The content expert may recommend students to open lab, or students can self-recommend.

The students in this course are all currently employed with the local hospital because the hospital has begun requiring that all Patient Service Assistants be certified nursing assistants. As a result, every student who successfully completes the course will have to take the nursing assistant certification exam.

PACE is also working on having the I-BEST Instructor to be fully implemented into the Phlebotomy course. The hurdle in this situation is having time for students to TABE test. We will be working with the Allied Health Director and the instructor of the Phlebotomy course to make this a reality.

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.

Presently, the program does not have a formal work-based learning opportunity for students.

However, there is discussion with the local one-stop to start the process. The first step is to identify businesses from the community to partner with. Second, our youth coordinator from the local one-stop is also assisting with our 16-24 year olds. Plans are in discussion to expand this initiative.

## **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.

Each instructor takes an in-depth look at a student's TABE results. The skills that are needed for a student to make a level gain are then incorporated into the curriculum. There is a lot of differentiated instruction in the classroom to meet the educational need of each student. Reading has been incorporated into both the English and Math curriculum.

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.

Each student is provided an NMDelt account so that they can access Google Classroom. Instruction is being delivered in hybrid and online models now. Students can come to class one day per week and complete their classwork in Google Classroom, or they are completely online. Technology has been purchased so that instructors can record their class sessions via Zoom or Google Meet. Online students can access the Zoom and Google meet class recordings. Using Google Classroom, differentiation is still being provided by giving students different assignments to meet their educational requirements according to their TABE results.

**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:

0
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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
Saenz	Maria	Director	Full	Master's Degree	6	Career Pathways Institute Career Pathways Institute MPAEA/NMAEA Conference NMAEA Teacher's Institute Integrating Essential Skills Instruction into General Education Courses NMSU Annual Compliance Training Bi-monthly data meetings	10/2020 12/2019 03/2020 09/2020 2/2020 10/2019	Albuquerque Albuquerque Bernalillo Roswell Alamogordo Online
Hernandez	Veronica	Data Tech	Full	Bachelor's Degree	7	Adult Education and Literacy Day Laces Training NMSU Annual Compliance Training Bimonthly data meetings	1/2020 3/2020 10/2019	Santa Fe Bernalillo Online
Lopez	Lara	Instructor	Full	Bachelor's Degree	5	Career Pathways Institute Career Pathways Institute NMAEA/MPAEA Conference NMAEA Teacher's Institute How to Boost Attendance and Engagement in Virtual Class Meetings Integrating Essential Skills Instruction into General Education Courses NMSU Annual Compliance Training	12/2019 10/2019 3/2020 9/2019 4/2020 2/2020 10/2019	Albuquerque Albuquerque Bernalillo Roswell Webinar Alamogordo Alamogordo Online

# Adult Education Local Provider Annual Report

2019-2020

				Bi-monthly Data Meetings	8/19-6/20	PACE Office
Harms-Vandryn	Paula	IBest Instructor	Full	Master's Degree 6 Career Pathways Institute How to Boost Attendance and Engagement in Virtual Class Meetings Integrating Essential Skills Instruction into General Education Courses NMSU Annual Compliance Training Certificate Creating a Google Form Bi-Monthly Data Meetings	12/2019 4/2020 2/2020 10/2019 10/2019 8/19-6/20	Albuquerque Webinar Alamogordo Online Online PACE Office
Velasco	Kathleen	Instructor	Part	Master's Degree >1 NMAEA/MPAEA Conference NMSU Annual Compliance Training Bi-Monthly Data Meetings	03/2020 1/2020 1/20-6/20	Bernalillo Online PACE Office

## 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
		0

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

Total hours contributed	Fair Market Value per Hour	Total
		0

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

Total hours contributed	Fair Market Value per Hour	Total
63	\$10.00	\$630

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

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

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

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
4,585	\$4.29	0

### Alternate option:

Please indicate institution's building renewal and replacement allocation

(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
PNM Grant	\$4,000.00

**B. Program Income Activities**

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

\$922.00
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Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	

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

**CAREER PATHWAYS FOR ADMINISTRATORS IN ADULT EDUCATION TRAINING**

**Career Pathways Plan Review Checklist for New Mexico**

**PROGRAM NAME:** NMSU Alamogordo

**OVERALL COMMENTS AND APPROVAL:**

**COMMENTS:** Is the Plan clear, realistic and relevant to creating/enhancing a comprehensive career pathways services model? Consider strengths and perceived challenges, along with whether a realistic timeline is provided and whether what is provided is reasonable to accomplish.

This is a good plan forward with career pathways efforts. It was really difficult to really understand what you have going on exactly and what you plan to do in terms of implementation, but I was able to piece things together and think I have it figured out. For example, some of the details in the "Current" we written in terms of "a plan" or "will do," some of the information in the "new activities" were described as already done, and sometimes the "action plan" didn't match up with the "new activities." In addition, some details aren't necessarily in the right place in terms of how this process is designed, and some didn't match up in terms of how you describe it (i.e., the "Discovery Class" – I think it's the same thing you mentioned in other areas of the plan, but you didn't give it this title until Component 8. This is what made it difficult to follow for an outside reviewer; however, with all that said, it's YOUR plan, as long as YOU know what's happening, that's all that's important. I only bring it up because it might be good for you to meet with your staff and really think about what is in place and what specifically can we realistically do to move forward. And I would recommend flushing out more specific action steps with each of the elements you want to implement, my experience is this will help with a more successful implementation. There are some great highlights here: the team of partners to enhance services to justice-involved individuals, the enhancements to curriculum, onboarding and advising with career-related aspects, and the Bootcamp and Discovery Class ideas (that need some more explanation). My only major overall suggestion is to add clarity on what specifically you will do during implementation. Thank you for your participation in this career pathways effort and your commitment to taking some steps forward to enhance your services with a career pathways service delivery model. Good luck with implementation!

**APPROVAL:** Is this Career Pathways Plan sufficient for NM CPI purposes? Yes X , No \_\_\_\_ If no, indicate what needs to be done for state approval:

Essential Component		Yes/No/Comments
1	<b>PARTNERSHIPS</b> <ul style="list-style-type: none"> <li>Is there a plan for establishing/strengthening partnerships with key partners of a career pathways system? (strategies to engage workforce development, the postsecondary system, and employers are essential)</li> <li>Are the nature of the partnerships described?</li> <li>Does the program include a description of partnerships with agencies who serve justice-involved individuals?</li> </ul>	<p>Yes – they have a collaborative team formalized by an MOU with workforce, Adult and Juv Prob., the Detention Ctr, Post-Secondary Dis Dept, and some community svcs; the plan is to develop a robust referral system and enhance services to justice-involved individuals</p> <p>-missing VR and employers as critical partners (although employer connections are mentioned elsewhere in the plan)</p>
2	<b>CAREER CULTURE</b> <ul style="list-style-type: none"> <li>Is there an explanation of how the program is or will become one that promotes college and career readiness?</li> <li>Is there an explanation of how the program's promotion, culture and environment emphasize career related services and objectives?</li> </ul>	<p>Yes – the program has already done a re-branding effort, but will enhance with a new mission statement</p> <p>-other planned career related elements will add to building a college and career culture (transition plan, new curriculum, and job shadowing...)</p>

		<p>-much of what is here belongs in other places of the plan rather than speaking to building the culture (job and career fairs, fam lit events, adding work readiness curric to Det Ctr students, etc.)</p>
3	<b>LABOR MARKET INFORMATION</b> <ul style="list-style-type: none"> <li>Is it clear how the program will utilize local labor market information to drive career pathways efforts?</li> </ul>	<p>Yes – will use LMI for IET decisions and with students making career or job choices, and will help them connect with relevant local employers (for job shadowing)</p> <p>-while a lot of elements are mentioned, it doesn't speak to how the specific LMI will be used to drive these efforts (and what the LMI tells them)</p>
4	<b>ONBOARDING: INTAKE, ORIENTATION, ASSESSMENT</b> <ul style="list-style-type: none"> <li>Is there a description of how career-related services will be integrated into the onboarding process: intake/orientation/assessment?</li> <li>Does the program indicate which career-related assessments are or will be used?</li> <li>Is there an explanation of how career exploration will be offered to students who need it?</li> </ul>	<p>Yes – they will enhance their onboarding process: have students sign up with WC, career inventory on ONET, add Locus of Control activity, develop an orientation flowchart and create a Bootcamp where they integrate work readiness (this Bootcamp should be explained more and probably elsewhere and isn't I don't think)</p> <p>-not really sure what an "underage interview process" is ??</p>
5	<b>INDIVIDUAL EDUCATION AND CAREER PLAN</b> <ul style="list-style-type: none"> <li>Does or will the program use an Individual Education and Career Plan (IECP) with students?</li> <li>Will the IECP include support services and a transition plan?</li> <li>Is there an explanation of how the IECP be used with students throughout service delivery?</li> </ul>	<p>Yes – they will use a Transition Plan that will include informal assessment</p>
6	<b>CAREER ADVISING</b> <ul style="list-style-type: none"> <li>Is there a strategy to provide <u>ongoing</u> career advising to students?</li> <li>Is there an explanation of how the IECP will be used to guide advising services?</li> </ul>	<p>Yes – all students have (or will have) weekly advising, am understanding that the process already exists but they'll enhance it, they also have the ability to connect with workforce reps and a Career Coach at the college</p> <p>-love the idea the advising will expand to include more regular communication through email/text</p>

7	<b>INSTRUCTION &amp; IET</b> <ul style="list-style-type: none"> <li>Is there an explanation of how services will be organized and contextualized in order to deliver academic (CCRS-aligned) and career-related instruction, including workforce preparation activities?</li> <li>Does/will the program offer IET? If so, is it clear that the IET is relevant and how it is or will be accessed by students?</li> <li>Is it clear how the program will provide career-contextualized instruction across the instructional delivery model to ABE and ELL students of all levels?</li> </ul>	<p>Yes – there’s a lot in this plan described elsewhere that should be here but isn’t, but..</p> <p>-they will develop a contextualized, CCRS-aligned academic curriculum (I think, or they may have it already and they are going to enhance it)</p> <p>-they will integrate soft skills and I believe they are describing what they call later the Discovery Class</p> <p>-I’m not sure what is meant by “every lesson has career pathways” and “IET is in all classes” – neither of these two things make sense, so might need some clarification or re-thinking if you’re confused on these concepts</p> <p>-do like the integration of workforce and employers connections into classes</p>
8	<b>ALIGNMENT OF SERVICES</b> <ul style="list-style-type: none"> <li>Are there strategies for aligning curriculum to postsecondary programming and entry-level employment?</li> <li>Is there a description of other alignment strategies, i.e., assessment, advising, transition?</li> <li>Are the strategies sufficient/reasonable?</li> </ul>	<p>Yes – do HSE test alignment, align lessons to CCRS and will integrate soft skills</p> <p>-they have quite a robust transition planning and support process that should have been described here, but isn’t (and it’s their KEY alignment strategy)</p>
9	<b>SERVING SPECIAL POPULATIONS</b> <ul style="list-style-type: none"> <li>Is there an explicit plan to serve special populations?</li> <li>Does the program describe how low-level students will be served within their career pathways model?</li> <li>Does the program explicitly describe how justice-involved individuals will be accessed and served within their career pathways services model?</li> </ul>	<p>Yes – there is clearly an effort to enhance services to justice-involved individuals through their collaboration “team” effort and by integrating soft skills and work readiness with these students</p> <p>-most of what is here doesn’t really get at how the program does outreach, identifies and serves certain hard-to-serve populations</p> <p>-the Discovery Class is definitely interesting, however this should go in instruction (and it may be just not called that)</p>

10	<b>SUPPORT SERVICES</b> <ul style="list-style-type: none"> <li>Is there a description of what support services will be offered to students to enhance persistence?</li> <li>Is it clear how support services are accessed and tracked?</li> <li>Is or will the program provide opportunities for students to be exposed to jobs? (i.e., internships, apprenticeships, job shadowing, etc.)</li> </ul>	<p>Yes – the program makes an effort to identify and help students access support services</p> <p>-there is a lot that relate to support services that are described elsewhere that don't appear here: transition plan, job shadowing, job and career fair, family lit events, etc.</p>
	<b>SUSTAINABILITY</b> <ul style="list-style-type: none"> <li>Did the program describe how they will sustain career pathways efforts in this Plan after June 30, 2020? (through evaluation, funding, policies/ procedures)</li> <li>Did the program describe how they will monitor this initiative and what will determine success or effectiveness? (performance outcomes)</li> <li>Has the program described how professional development will be identified and accessed to support implementing and sustaining their career pathways efforts?</li> </ul>	<p>Yes – some of this was put in support services, but they have a plan to sustain these efforts.</p>

### CHALLENGE GRANT APPLICATION

Did the program apply for the Challenge Grant?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Is the Career Pathways Plan robust enough to warrant the Challenge Grant opportunity?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
For what specifically will the program use the additional funds?	(2) Smart TVs, (2) Smartboards, (2) Computers – to integrate technology into classroom
COMMENTS:	



## **CAREER PATHWAYS IN ADULT EDUCATION**

### **Career Pathways Progress and Sustainability Plan for New Mexico**

**PROGRAM NAME:** NMSU-Alamogordo

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?** There is a continued positive working relationship with WIOA partners. Through this relationship, contacts with community employers is in process. Also, the program has developed a working committee with key individuals from the community. All classes offered incorporate career pathways and career advising. The plan is to continue with mentoring support for students with the transition plan in place. Online classes had to be developed quickly and still incorporated CP and SEL.

**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:** Conversations were in place to start with local employers. Also, a career fair was planned for March, which had to be canceled. This was a time employers would be invited to become acquainted and learn about the program. From there, the plan was to set next steps for job shadowing and internships. There are two scheduled family literacy events a year, the spring event had to be canceled due to covid-19. Onboarding will have to be changed to meet students one-on-one with a possibility of an online portion. Also, plans for the summer are to develop online, hybrid, and small group instruction platforms for whatever comes in the fall.

#### **Sustainability Plan**

**Relative to the Components of your Career Pathways Plan, what are your plans for continued career pathways implementation during FY21?** Onboarding will change to meet students individually or in small groups with a possibility of an online component. Also, plans for the summer are to develop online, hybrid, and small group instruction platforms for whatever comes in the fall. Also, because of the uncertainty of employment in the community. The program is looking to offer courses in a manner that meets a variety of challenges students face. Example: students that work days will have an option to come in after hours to view classes virtually or from home. All classes will be recorded. The hybrid platform will allow students to take courses online with a face-to-face component. Curriculum in all platforms will include SEL and career pathways. Jobs may be scarce or require specific skills and using LMI to drive instruction will help to be better prepared. A Reading Curriculum will be purchased to offer direct reading instruction for students that score NRS Level 1 (300-441) range. Developing relationships with employers for students to job shadow and intern are next steps. Mentoring and transition plans will remain in place. The program will have an online pre-registration to comply with social distancing. The relationship with corrections will continue, and a new plan was devised earlier in the spring and will hopefully come to fruition. However, this decision remains at the facility level. The program will continue to house the Job Development Career Coach and Youth Coordinator from the WIOA office two days a week. A new partnership has been developed with UNM Center for Development & Disability and key programs that work directly with all individuals faced with disabilities. This will definitely support a team approach to meeting our community needs. Finally, a well developed career culture of learning is the overall goal to help our students in every aspect.

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# Student:

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

Select Reporting  
System:

NRS FY 19-20



Agency: NMSU-Alamogordo

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	0	0	0	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	1	2	3	0	1	4	2	0	0	13
ABE Level 3	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2
ABE Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	1	2	4	0	1	4	2	0	1	15

\*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: NMSU-Alamogordo

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	1	0	0	0	3	0	0	1	6
19-24	0	0	0	0	0	0	0	2	0	0	0	1	0	0	3
25-44	0	0	0	0	0	0	0	0	0	1	1	1	0	0	3
45-54	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
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	0	1	2	4	0	1	4	2	0	1	15

\*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: NMSU-Alamogordo

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	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*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: NMSU-Alamogordo

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)
<b>Adult Basic Education**</b>	6	3	3	2	0	1	15
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Adult Secondary Education***</b>	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>English Language Acquisition****</b>	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Integrated English Literacy and Civics Education (Sec. 243)*****</b>	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Total</b>	6	3	3	2	0	1	15

\*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: NMSU-Alamogordo

### 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

[illegible]

ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
<b>ABE Total</b>	15	1	1558.54	9	0	1	4	64.3	15	9	0	60
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0
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
<b>ESL Total</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grand Total</b>	15	1	1558.54	9	0	1	4	64.3	15	9	0	60

- 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

NRS FY 19-20



Agency:

NMSU-Alamogordo

**System:**

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

Enter number of participants achieving educational gain at each level.

[illegible]



Entering Education al Functionin g Level (A)	Number of Participan ts (B)	Number with EFL Gain For ELA/Liter acy 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	0	0	0	0	0	0	0	0	0
Grand Total	9	4	44.4	7	77.8	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: NMSU-Alamogordo

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	9	1411.9	8	0	1	88.9
ABE Level 3	1	40.2	1	0	0	100
ABE Level 4	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0
<b>ABE Total</b>	10	1452.1	9	0	1	90
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
<b>ESL Total</b>	0	0	0	0	0	0
<b>Total</b>	10	1452.1	9	0	1	90

**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

NRS FY 19-20

Agency: NMSU-Alamogordo

System:

### 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.

[illegible]

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 4	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0
<b>ESL Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>	<b>4</b>	<b>98.14</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>25</b>	<b>4</b>	<b>1</b>	<b>25</b>

**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: NMSU-Alamogordo

## Primary Indicators of Performance

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	1	1	100	1	1	100
Employment Fourth Quarter after exit *	1	0	0	1	0	0
Median Earnings Second Quarter after exit **	1	1572.13		1	1572.13	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0

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

### Instructions for Completing Table 5

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

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

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

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

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

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

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

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

# New Mexico Workforce Connection

***A Proud Partner of the American Job Center Network***

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

MEMORANDUM OF UNDERSTANDING

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

## **LEGAL AUTHORITY**

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

## **PURPOSE**

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

## **VISION**

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



## **MISSION**

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

## **ONE STOP PARTNERS AND SERVICES PROVIDED**

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

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

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

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

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

## **CORE PARTNERS**

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

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

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

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

## **EASTERN AREA WORKFORCE CONNECTION CENTER SERVICES AND LOCATIONS**

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

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

## CONFIDENTIALITY OF RECORDS

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

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

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

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

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

## DATA SHARING

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

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

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

## **REFERRALS**

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

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

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

## **EMPLOYMENT AND OTHER RELATED BENEFITS**

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

## **GOVERNING LAW**

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

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

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

## **AMENDMENTS; WITHDRAWAL; TERMINATION; SUBSTITUTION**

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

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

## **MODIFICATION PROCESS**

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

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

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

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

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

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

## **ASSIGNMENT**

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

## **SEVERABILITY**

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

## **CONFLICTS OF INTEREST**

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

## **DISPUTE RESOLUTION**

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

## **MOU RECORDKEEPING AND ADMINISTRATIVE TASKS**

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

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

## **FINANCIAL OBLIGATIONS**

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

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

## **PERIODIC REVIEW**

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

## **ONE STOP OPERATOR**

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

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

## KEY TASKS AND RESPONSIBILITIES OF THE OPERATOR

### Partner Collaboration and Coordination

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

### One-stop Operations

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

### Cross Training and Professional Development

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

### Outreach and Promotion

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

### Data Analytics

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

### Compliance and Certification

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

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



## SITE MANAGERS

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

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

## GOVERNANCE

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

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

## NMWCC ROLES AND RESPONSIBILITIES

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

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

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

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

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

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

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

## PARTNER ROLES AND RESPONSIBILITIES

All parties to this MOU agree to comply with:

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

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

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

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

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

## **CHIEF ELECTED OFFICIALS**

The CEOs of the eastern area will:

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

## **EASTERN AREA WORKFORCE DEVELOPMENT BOARD**

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

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

Operator.

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

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

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

## TERMINATION

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

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

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

## EFFECTIVE PERIOD

This MOU will become effective as of the date of signing by the signatory and will terminate on June 30, 2022, unless any of the reasons in the Termination section above apply.

## AUTHORIZATION

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

## PARTNER SERVICES EXHIBITS

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

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

## **EXHIBIT B – TRADE ADJUSTMENT ASSISTANCE ACTIVITIES**

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

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



## EXHIBIT C – RAPID RESPONSE ACTIVITIES

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

## EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

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

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

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

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

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

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

## EXHIBIT F – VOCATIONAL REHABILITATION SERVICES

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

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

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

## EXHIBIT G – ADULT EDUCATION AND LITERACY

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

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

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

## **EXHIBIT H – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)**

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

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

## **EXHIBIT I – TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)**

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

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

## **EXHIBIT J – CARL PERKINS CAREER AND TECHNICAL EDUCATION PROGRAM**

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



## EXHIBIT K – JOB CORPS

### ROSWELL JOB CORPS CENTER (CENTER)

Agreement made by the Roswell Job Corps Center (575-347-7400) ([Kite.Lana@jobcorps.org](mailto:Kite.Lana@jobcorps.org)), hereinafter known as the Center and the Eastern Area Workforce Development Board (575-208-2157) (eawdb.org), hereinafter known as EAWDB

#### WITNESSETH:

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

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

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

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

**NOW THEREFORE**, the partnership between the Center and EAWDB:

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

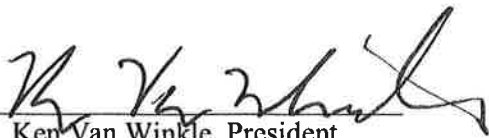
3. Referrals to the center from the workforce connection center for potentially eligible youth.
4. The partnership will promote information sharing between programs to maximize impact and leverage resources to align system partners services with the youth in the community where the Center resides as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

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

## EXHIBIT L -MESCALERO APACHE RESERVATION

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

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

  
Dr. Ken Van Winkle, President  
New Mexico State University-Alamogordo

7 - 22 - 2020  
Date