Adult Education

2018-2019 Annual Report

Program Name: CNM Adult Education

Institution: Central New Mexico Community College

Fiscal Year: 2018-2019

Submission Date: August 30, 2019

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Signature:

1

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 2018-2019 program year. Discuss your program's progress in meeting each of these goals.*

   CNM AE's three highest priority goals for 2018-2019 were:

   Goal #1: Improve our retention rate to 40+ hours.

   We were able to increase our 40+-hour retention rate for ABE/ASE students from 53% to 57% over 2017-2018. Despite our best efforts, our ESL 40+-hour retention rate decreased from 54% to 48%. We are not able to determine the reason for the drop in the ESL retention rate; we made no changes in 2018-2019 to our ESL curriculum, staffing or scheduling that might have accounted for this change.

   For the spring of 2019-2020, we are going to allow ESL students to enroll in more than one class at a time, which will enable them to get to 40 hours more quickly. It is hoped that this will help improve the retention rate and also the level gains rate for ESL students.

   Retention rates to 40+ hours, 2017-2018 and 2018-2019

Year	Retained to 40+ hours ABE/ASE	Retained to 40+ hours ESL	Retained to 40+ hours overall
2017-2018	53%	54%	54%
2018-2019	57%	48%	52%

   Goal #2: Continue our upward trend in level gains and post-test rates

   From fiscal years 2013-2014 to 2017-2018, our program's overall level gains and post-test rates improved steadily; level gains moved from 14% to 31%, and post-test rates from 30% to 50%, both dramatic improvements. (See chart below.)

CNM AE level gains and post-test rates
FYs 14 thru 18
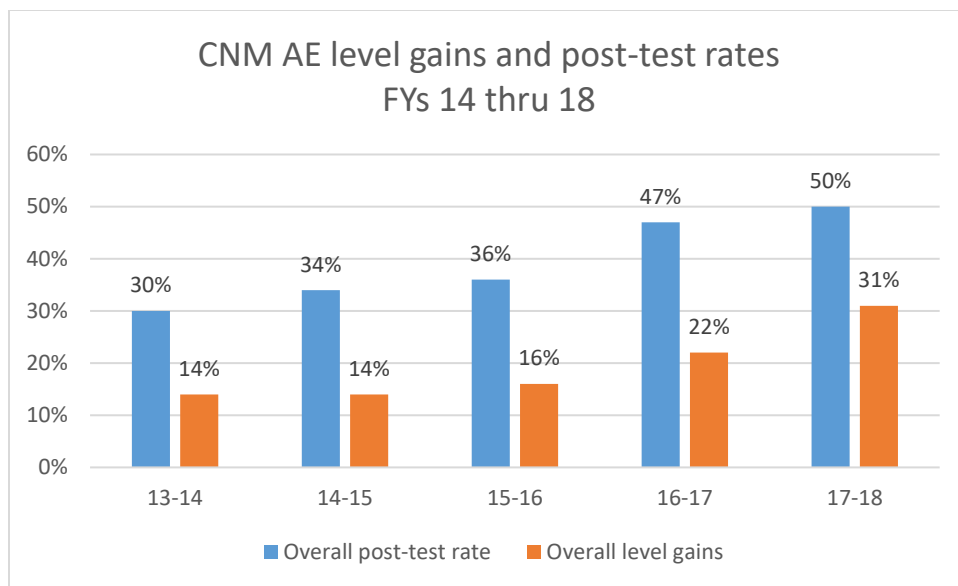
In 2018-2019, unfortunately the switch from TABE 9/10 to TABE 11/12 delivered a significant hit to our ABE/ASE level gains for 2018-2019. We saw a significant drop from 32% last year to 21% this year, with an overall level gains drop (ESL/ABE/ASE) from 31% in 2017-2018 to 24% in 2018-2019.

Our ESL post-test rate at 55% was comparable to last year's, but the ABE/ASE post-test rate fell from 45% to 31%.

Since we did not have any significant changes to our testing practices other than switching to the new TABE mid-stream and losing a significant number of level gains, we concluded the drop in the ABE/ASE level gains and post-test rates over the previous year was due primarily to the mid-stream switch to TABE 11/12. This was coupled with many complaints we heard from students that the new TABE 11/12 was much too long and difficult, and the fact that many students were unable to hold their focus during the lengthy test and hence scored out of range and were told they had to test again. Some of these students gave up and did not return to re-test.

When we saw this trend establishing in the middle of 2018-2019, we began our communications with CASAS to track the NRS approval process for their new CASAS GOALS tests. As soon as they were approved in March, we began our plan to transition from TABE to CASAS GOALS. We have begun testing students with CASAS GOALS for 2019-2020, and we feel confident that our ABE/ASE post-test rates and level gains will rebound.

Goal #3: Increase the numbers of our students successfully completing college classes, certificates and degrees.

This is the area where we saw significant gains over last year.

We have especially improved the numbers of students who have attained secondary diplomas or the equivalent and become employed or enrolled in post-secondary education or training. The numbers for 2017-2018 were 5 (8.5%) and 0, respectively. For 2018-2019, the numbers were 25 (11%) and 5 (5%). (See chart below.)

In addition, based on CNM graduation data, 65 students who were enrolled in our program in FY 2018-2019 were awarded CNM certificates or degrees. Six of those earned more than one certificate or degree.

3

CNM percents of AE students achieving outcomes, Table 5
FY 2017-2018 & 2018-2019
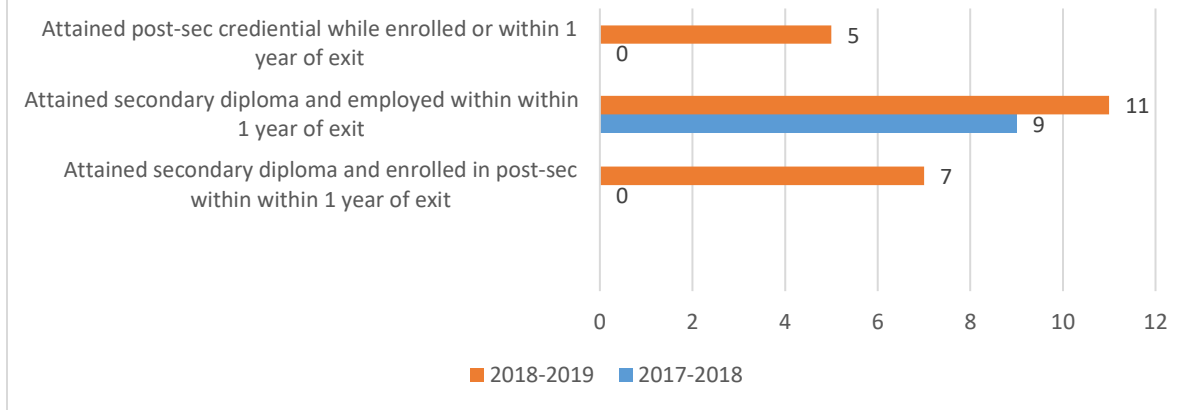
2. *Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. How have these collaborations supported your program's goals?*

We are continuing our cooperative arrangement with the Garza family, owners of McDonald's franchises in Bernalillo and Sandoval Counties. McDonald's is committed to helping their ELL employees learn and improve their English, and also to helping them enroll in college classes and programs when they are ready. McDonald's covers the cost of their education up to $2,500 per year. The ESL classes are offered through CNM Ingenuity for a fee covered by McDonald's, and the students are CASAS-tested and counted as AE students.

This collaboration is in line with our program goals to help students gain employment and improve their incomes, to improve their ELA skills, and to enter college.

3. *Describe your participation in any statewide initiatives and how that participation has supported your program's goals.*

Our program director, two data staff and four instructors attended the Fall 2018 NMAEA conference.

4. *Describe your program's enrollment and attendance policies and procedures and how these practices impact your program goals.*

We believe that improvements we've made over the past five years have contributed directly to our improvements in level gains and post-testing rates between 2013 and 2018. These include in part:

- Orientation and advising for all HSE students

- All managed enrollment

- Elimination of late enrollment

- Two HSE enrollment periods per term (and two ESL enrollment periods per summer term), allowing students to finish course content more quickly and successfully persist over a shorter period of weeks

- Block scheduling that encourages HSE students to attend classes in multiple subject areas

4

Section II. Student Data 2018-2019

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

- *your total program*
- *each satellite site**

*Note: CNM's site data is an estimate, since many students attend at more than one site in a fiscal year.

	Total Program	Site: Main campus	Site: Montoya campus	Site: Westside campus	Site: South Valley campus	Site: Online
Total count of students with fewer than 12 hours (Table 2A)	585					
Total count of students with 12 + hours	1911	1339	347	104	95	26
Total contact hours for students with 12 + hours	106,719.75					
Average contact hours for students with 12 + hours	55.8					
Average contact hours for students with 12 + hours experiencing level gains	89.25					
Count of all HSE graduates with 12 + hours	24					
Count of HSE en Español graduates with 12 + hours	Data not available					
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	31%					
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	55%					
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)	61%					
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)	52%					
Please indicate your ABE retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	57%					

Please indicate your ESL retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	48%					
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0					
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	0					

Please provide a list of communities or organizations requesting services or additional service from your program.	**Service Requested**
The Garza family—McDonald's franchisees	CASAS testing and ESL classes for employees
Albuquerque-Bernalillo County Community Schools	On-site ESL & HSE classes for parents

Section III. Evaluation of Program Effectiveness

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

1. *What approaches does your organization use to improve performance?*

   We steadily improved our program's performance from 2013 thru 2018 through a multi-faceted approach:

   - Identifying all program practices that are in need of improvement and determining which may produce the most impact if improved

   - Continually providing training and professional development, along with accountability, to our staff and faculty

   - Improving our orientation, enrollment, advising, registration and class scheduling practices

   - Constantly monitoring data to seek other areas that may benefit from revision

   As summarized above, our performance in testing rates and level gains suffered a setback in 2018-2019. We expect that two improvements in our practices will help to get us back on track: 1) switching to the CASAS GOALS tests for HSE/ABE/ASE students; 2) changing our staffing practices so that we have a continual AE testing staff presence to assist our AE students in the CNM Main Campus Assessment Center.

2. *Describe notable outcomes, both positive and negative, you have observed in your program data.*

   From our data, our most notable positive outcomes for 2018-2019 were the increase in secondary and post-secondary credential attainment (see charts above) and our increase in the 40+-hour retention rate for ABE/ASE students (see table above). As discussed in Section I above, our most notable negative outcomes were our decline in ABE/ASE level gains and our inexplicable drop in the 40+-hour retention rate of ESL students.

3. *How does your organization share promising practices among your program sites?*

   Our program sites are well connected, and our faculty and staff communicate by e-mail and in meetings. We share practices through internal professional development conferences and trainings, and also through a Blackboard Learn site called "SAGE Community" (for faculty in the School of Adult and General Education) where faculty can share and access a library of resources, links and lesson plans.

   Our program practices are consistent across the CNM campuses. Many of our faculty teach on multiple campuses, and meetings include faculty from multiple campuses. The teaching methodologies, class syllabi and class assessments are consistent across campuses.

4. *Describe program improvement initiatives your program plans to pursue.*

   Our primary goals for improvement in 2019-2020:
   - Improve our 40+-hour retention rates

- Get back on track with our previous upward trend in level gains and post-test rates
- Increase the numbers of our students successfully completing college classes, certificates and degrees

The primary initiatives to help us meet these goals are:
- Leverage Ability-to-Benefit and Workforce Development funds to enroll more low-income AE students in college classes
- Continue to improve our system of accountability for part-time instructors, including mentoring and observations by full-time faculty. All part-time faculty will be observed more frequently, and some will be mentored to improve instruction and make sure they are faithfully adhering to the curriculum. In addition, all faculty will be required to track and report their students' progress and level gains.

Section IV. WIOA Partner Activities

For this section, please describe how the program has provided or supported services in the workplace development, career, employment and training arena. If there is no relationship, please explain.

1. *Please provide an estimate of FEDERAL FUNDS used during the 2018-2019 fiscal year to support Title I WIOA related activities and services through the One-Stop system.*

   $502

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.*

   To date we have no known concurrent enrollment between our AE program and One-Stop services. One CNM AE student was deemed eligible for services to support her in our Nursing Assistant program, but she decided not to enter the program. Another of our students is serving as an intern at the local One-Stop. Our program is responding to regional needs by providing Integrated Education and Training programs in in-demand sectors – health care and teacher education.

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.*

   Our director is a member of the Central Region Workforce Board and chair of the Board's Training and Service Provider Committee. Our student advisor has completed a cross-training at the One-Stop and now has a better understanding of the services WCCNM can offer to our students, and of how to connect our students with those services.

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 yet complete, please discuss the process that your program is involved in to complete the MOU and IFA.*

See attachments.

Section V. Career Pathways Activities

For this section, please describe how the program has developed Career Pathways instructional programs and how they have been implemented in the 2018-2019 fiscal year.

1. *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.*

   Our primary efforts to provide learning in context through IET are:

   - Nursing Assistant program for ESL students. Many of our students have passed the state licensure exam and gained employment through their clinical practicum.

   - Early Childhood Multicultural Education program for Spanish-speaking ESL students. Completion of this program enables students to become lead teachers at preschool or child-care centers, and can lead to licensure to run daycare businesses out of their homes.

   - A new college-and-career curriculum for Advanced-level ESL students. The goal is to help the majority of our Advanced ESL students enter a college and/or career pathway.

2. *If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)*

   Our ESL programs for Nursing Assistant and Early Childhood Multicultural Education meet the three requirements of IET:

   - They provide adult education and literacy services by offering instruction in English to ELL students.

   - They provide workforce preparation activities by teaching skills that are necessary for transition into employment, including using information, working in teams, and employability skills.

   - They provide workforce training by offering English instruction embedded into targeted training for work in a chosen field.

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).

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.*

   In 2014, CNM AE redesigned its HSE program to include the following: a high-quality, comprehensive HSE orientation; one-on-one HSE student advising before class registration; new course syllabi based on the College and Career Readiness standards; and a new intensive HSE class schedule that allows students to attend class at twice the number of weekly hours as the previous schedule.

   Our addition of an intensive class hours schedule is especially important and is likely the cause of our increased level gains from 2014 thru 2018. Research has shown that adult students need sufficient intensity of instruction to make measurable learning gains (see for example the Partnership for Reading's *Research-based Principles for Adult Education Reading Instruction*, 2002). For this reason, WIOA requires that instruction be of sufficient intensity for students to make measurable learning gains.

   Since implementing these changes, CNM AE saw steady level gains improvements from 2013 thru 2018 as detailed in our previous annual reports.

   A key component of CNM AE's instructional practices is contextualization of basic skills, including reading. Students in all of our classes – IET or otherwise – are taught basic skills in context. Research shows that context is especially important to adults. All of CNM AE's instruction is geared toward grounding basic skills instruction in contexts that are meaningful to adults. Learning objectives are explicitly stated at the beginning of each class, and reinforced throughout.

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.*

   CNM AE provides computer and internet access to all students, and access to Learning Express Library, PLATO, Open Educational Resources, and instructor-designed courses on CNM's learning management system, Blackboard. CNM's computer classrooms allow students to access learning software while in class, and also to access HSE practice tests online.

CNM AE offers a distance-learning (DL) option for students preparing for the math portions of the high school equivalency exams. Students are taught by a DL-certified math instructor. Students in the DL classes access their assignments, learning materials, and instructor through Blackboard.

In addition, CNM's Disability Resource Center offers a wide array of learning technologies designed for disabled students, including large screen computers, Braille printers, and other types of adaptive equipment.

CNM AE strives to employ a variety of teaching and learning methodologies. Much research has shown the importance of motivation in adult learning, and varying instructional technologies can be a key to maintaining adult learner enthusiasm (see Battista and Ruble, "Nine Strategies to Spark Adult Students' Instrinsic Motivation," *Faculty Focus*, 2014). To increase the amount and quality of learning by varying teaching methodologies in classroom instruction, CNM AE faculty and students employ technologies including instructional media resources, video production capabilities, computer labs, wireless computer carts, smartboards, tablet computers, and instructional software programs such as PLATO. All of our ESL materials (published by Cambridge and Oxford) include websites for supplemental practice, with recorded segments for listening, grammar, vocabulary and reading practice, and online quizzes that provide instant feedback to students.

VII. Integrated English Language and Civics Education (IELCE) Activities -- N/A

For this section, if the program received IELCE funding for 2017-2018, please describe IELCE activities and services provided by the program so far this fiscal year.

(If your program does not provide IELCE services, just indicate N/A).

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

2. *Describe how the local areas in which your organization is located have demonstrated a need for additional English language acquisition programs and civics education programs.*

3. *Describe how your program has provided Integrated Education and Training (IET) for your IELCE students and how they fulfill the three requirements for an IET program (34 CFR 463)*

VIII. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2017-2018.

Last Name	First Name	Position	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Alvarado	Francisco	Assessment	AA	5	NMAEA conference	September 2018	ABQ
					DRC TABE 11/12 webinar	February 2019	Online
					CASAS Reading and Math GOALS test series training webinars	Summer 2019	Online
Barnett	Marguerite	Assessment	BA	6	NMAEA conference	September 2018	ABQ
					DRC TABE 11/12 webinar	February 2019	Online
					CASAS Reading and Math GOALS test series training webinars	Summer 2019	Online
Christensen	Amy	Faculty and co-president of NM TESOL	MA	17	Quality Matters rubric training (online teaching)	July 2018	Online
					US State Department English Language Fellow Program: presented on "ESL Teacher Training Best Practices"	August 2018	Washington, DC
					CNM Faculty Focus Day presenter: "Good, Better, Best Practices for Helping ESL	August 2018	ABQ

					Students Succeed at CNM"		
					NMAEA conference	September 2018	ABQ
					Workshop co-facilitator: "Fostering Resilience in Assault Survivors"	September 2018	ABQ
					TexTESOL conference presenter: "English Language Fellow Program"	November 2018	Dallas
					CNM Conference on Teaching & Learning presenter: ESL poster session	January 2019	ABQ
					NMTESOL spring workshop organizer and presenter: "Hats Off To Critical Thinking Skills"	February 2019	Chicago
					Webinar co-facilitator: "Online Engagement for Diverse Students"	February 2019	ABQ
					TESOL international conference presenter	March 2019	Atlanta
					COABE national conference	April 2019	New Orleans
					Completed CNM course: "Digital Pedagogy"	Spring 2019	online
Culver	Carol	Director	MA	32	NMAEA conference	Sept. 2018	ABQ
Evans	Anita	Faculty	MA	34	NMAEA conference	Sept. 2018	ABQ
					TABE best practices webinars	March 2019	online

					LINCS training "Navigating your LINCS Course"	March 2019	online
					TABE 11 & 12 certification	April 2019	Online
					USCIS community outreach meeting	May 2019	ABQ
McKillip	Katherine	Faculty and volunteer tutor program coordinator	BA	8	Culturally Responsive Teaching workshop	April 2019	ABQ
					College Reading and Learning Association national conference	October 2018	ABQ
Combs	Aaron	Faculty	MA	15	CNM Conference for Teaching and Learning	January 2019	ABQ
Jijon	Laura	Faculty	BA	37	Workshop: Helping ESL Students Succeed in non-ESL classes	August 2018	ABQ
					NMTESOL conference	November 2018	ABQ
					Workshop: Honoring Diversity in Curriculum Development	March 2019	ABQ
Ryan	Terri	Faculty	M.Ed.	6	NMTESOL spring workshop	February 2019	ABQ
Kulas	Miles	Faculty	BA	13	CNM Faculty Focus Day conference: Coaching Students to Academic Success workshop	August 2018	ABQ
					CNM Conference on Teaching and Learning workshop: Gender and Cultural Issues in CTE Classrooms	January 2019	ABQ

Last	First	Role	Degree	Years	Event	Date	Location
					NMTESOL spring workshop	February 2019	ABQ
Sherry	Rebecca	Faculty	MA	18	COABE national conference	April 2019	New Orleans, LA
					CNM Teaching and Learning Online 1015 course	Spring 2019	ABQ
Kovarzina	Izabella	Faculty	PhD	14	NMTESOL spring workshop	February 2019	ABQ
McIndoo	Laura	Faculty and co-president of NM TESOL	MA	17	CNM Conference on Teaching and Learning	August 2018	ABQ
					NMAEA conference	September 2018	ABQ
					Colorado TESOL conference	November 2018	Denver
					CNM Conference on Teaching and Learning	January 2019	ABQ
					TESOL international conference	March 2019	Atlanta
Hill	Damon	Faculty	MA	13	CNM ESL Faculty Learning Circle	Spring 2019	ABQ
Purkeypile	Nicole	Faculty	MA	12	National Career Development Association Conference	June 2019	Houston
Gamal	Randa	Faculty	PhD	9	CNM Conference on Teaching and Learning	January 2019	ABQ
Benavidez	Tanya	Faculty	MA	12	UNM PhD candidate, Literacy Leadership	2018-2019	ABQ
Trabaudo	Alice	Faculty	BA	15	Quality Matters Master Review Certification (online teaching)	Spring 2019	Online
					CNM Certificate in Teaching and Learning Online	Spring 2019	Online

					CNM Faculty Focus Day conference presentation: Developmental Learners in the College Classroom; Safe Zone and Dream Zone training	January 2019	ABQ
Pollard	Lauren	Faculty	MA	12	CNM Faculty Focus Day conference	August 2018	ABQ

What professional development opportunities does your program need in the future (directors, teachers, staff, etc.)? How would your program like this professional development delivered (webinar, online, in person, combination, etc.)? (Please fill out this information in the chart below.)

Position	Professional Development Needed	Delivery Method Preferred
Program directors	Regular seminars to help program directors share best practices, driven by data from the HED AE Division.	Webinar or FTF

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
130	$12	$1,560

2. *Please indicate FY 2017-2018 hours contributed – Volunteer Admin (Receptionist/Front Desk)*

Total hours contributed	Fair Market Value per Hour	Total
0		

3. *Please indicate FY 2017-2018 hours contributed – Board of Directors (Organizational Development)*

Total hours contributed	Fair Market Value per Hour	Total
0		

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

   0

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

   0

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

   0

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
13,500	$11	$148,500

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 2018-2019.

Source	Amount
Albuquerque Community Foundation	$15,000 for HSE exam vouchers for CNM AE students

    B. Program Income Activities

        2.   Please indicate the amount of PROGRAM INCOME generated from your program for the 2017-2018 fiscal year. $30,370

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Instructional materials	$27,299*

*Balance carried forward to the next year.

*Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and submit **one single PDF document** to: adult.education@state.nm.us no later than 5:00 p.m. on September 3, 2019.*

Student:

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

Select Reporting System: NRS FY 18-19 ▼   Agency: Central New Mexico Community College

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (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)
ABE*** Level 1	0	0	0	0	0	0	6	12	0	0	1	0	0	0	19
ABE Level 2	18	11	1	1	4	7	70	84	0	0	11	18	2	4	231
ABE Level 3	14	11	2	5	5	6	94	142	1	1	32	21	2	7	343
ABE Level 4	7	7	1	5	5	1	59	74	0	0	23	19	4	1	206
ABE Level 5	1	1	2	0	0	1	10	18	0	0	6	0	0	0	39
ABE Level 6	1	3	0	0	1	0	3	11	0	0	2	2	0	2	25
ESL*** Level 1	0	0	4	11	1	2	2	0	0	0	0	0	0	0	20
ESL Level 2	0	0	11	9	2	0	5	11	0	0	2	3	0	1	44
ESL Level 3	0	0	16	20	8	4	22	49	0	0	3	4	2	0	128
ESL Level 4	0	0	16	40	3	4	37	132	0	0	5	12	0	2	251
ESL Level 5	0	0	21	35	6	7	51	143	0	0	2	16	3	5	289
ESL Level 6	0	0	14	33	3	2	52	198	0	0	5	8	0	1	316
Total	41	33	88	159	38	34	411	874	1	1	92	103	13	23	1911

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.
** See definitions for ethnicity/race categories.
*** ABE = Adult Basic Education; ESL = English as a Second Language

Ethnicity/Race:

Hispanic / Latino: The participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.
American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.
Asian: The participant indicates that he/she is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black / African American: The participant indicates that he/she is a person having origins in any of the black racial groups of Africa.
Native Hawaiian / Other Pacific Islander: The participant indicates that he/she is a person having origins in any of the original peoples of Hawaii,

Guam, Samoa, or other Pacific Islands.

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

Student:

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

Select Reporting System: | NRS FY 18-19 ▼ | Agency: Central New Mexico Community College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	6	4	2	3	5	3	77	105	1	0	30	25	4	2	267
19-24	16	14	17	19	8	6	103	142	0	0	27	20	2	7	381
25-44	17	13	31	68	20	20	164	431	0	1	27	35	2	7	836
45-54	1	2	16	41	4	2	49	145	0	0	5	14	3	6	288
55-59	1	0	14	14	0	1	5	33	0	0	1	5	0	1	75
60+	0	0	8	14	1	2	13	18	0	0	2	4	2	0	64
Total	41	33	88	159	38	34	411	874	1	1	92	103	13	23	1911

*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 18-19 ▼]   Agency: Central New Mexico Community College

Enter the number of reportable individuals* who have completed <u>fewer</u> 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	3	2	1	0	1	2	19	30	0	0	12	6	0	2	78
19-24	5	2	4	2	2	5	42	49	0	0	9	7	0	2	129
25-44	3	7	8	15	2	9	75	129	1	0	11	13	1	2	276
45-54	1	2	4	8	1	1	5	32	0	0	2	3	0	0	59
55-59	0	0	1	3	1	1	6	10	0	0	1	0	0	0	23
60+	0	0	2	3	0	1	5	9	0	0	0	0	0	0	20
Total	12	13	20	31	7	19	152	259	1	0	35	29	1	6	585

*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 18-19 ▼ | Agency: Central New Mexico Community College

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	224	227	284	52	8	4	799
Integrated Education and Training Program	0	0	8	1	0	0	9
Adult Secondary Education***	13	22	24	4	1	0	64
Integrated Education and Training Program	0	3	11	2	0	0	16
English Language Acquisition****	30	132	528	232	66	60	1048
Integrated Education and Training Program	7	20	89	32	4	2	154
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	267	381	836	288	75	64	1911

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

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System: NRS FY 18-19 ▼   Agency: Central New Mexico Community College

Measurable Skill Gains by Entry Level

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

First Period of Participation									All Periods of Participation			
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	19	0	1596.75	6	0	9	4	31.6	19	6	0	31.6
ABE Level 2	231	1	17790.5	59	1	117	53	26.1	232	59	1	25.9
ABE Level 3	343	0	22907.75	66	4	207	66	20.4	358	70	4	20.7
ABE Level 4	206	0	9701.75	24	11	149	22	17	208	24	11	16.8
ABE Level 5	39	0	1889.5	3	6	25	5	23.1	39	3	6	23.1
ABE Level 6	25	0	1072.5	4	0	19	2	16	26	4	0	15.4
ABE Total	863	1	54958.75	162	22	526	152	21.3	882	166	22	21.3
ESL Level 1	20	0	896.5	7	0	10	3	35	20	7	0	35
ESL Level 2	44	0	1993.5	21	0	13	10	47.7	46	21	0	45.7

ESL Level 3	128	0	6287.75	48	0	52	28	37.5	131	48	0	36.6
ESL Level 4	251	0	12579.75	59	0	128	64	23.5	259	59	0	22.8
ESL Level 5	289	0	15592	88	1	139	61	30.8	293	89	1	30.7
ESL Level 6	316	0	14411.5	41	1	202	72	13.3	321	41	1	13.1
ESL Total	1048	0	51761	264	2	544	238	25.4	1070	265	2	25
Grand Total	1911	1	106719.75	426	24	1070	390	23.6	1952	431	24	23.3

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Enter only the most recent achievement, if attained, per participant in column E or column F. No participant should have an achievement counted in both columns.
- Column G is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column H is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H.
- Column I is calculated using the following formula: (Column I) = (Column E + Column F)/(Column B − Column C)
- Column J is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column K is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column L is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column M is calculated using the following formula: (Column M) = (Column K + Column L)/(Column J)
- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of

participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

OMB Number 1830-0027

Student:

NRS Table 4a - Educational Functioning Level Gain

Select Reporting System: NRS FY 18-19 ▼   Agency: Central New Mexico Community College

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	6	2	33.3	6	100	0	0	0	0
ABE Level 2	59	33	55.9	44	74.6	0	0	1	1.7
ABE Level 3	71	45	63.4	39	54.9	0	0	5	7
ABE Level 4	26	9	34.6	7	26.9	0	0	13	50
ABE Level 5	4	1	25	1	25	0	0	2	50
ABE Level 6	4	0	0	0	0	0	0	4	100
ABE Total	170	90	52.9	97	57.1	0	0	25	14.7
ESL Level 1	7	7	100	0	0	0	0	0	0
ESL Level 2	21	20	95.2	0	0	0	0	1	4.8
ESL Level 3	48	47	97.9	0	0	0	0	1	2.1
ESL Level 4	59	57	96.6	0	0	0	0	2	3.4
ESL Level 5	89	84	94.4	0	0	0	0	5	5.6
ESL Level 6	41	33	80.5	0	0	0	0	11	26.8
ESL Total	265	248	93.6	0	0	0	0	20	7.5
Grand Total	435	338	77.7	97	22.3	0	0	45	10.3

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 4 B

Select Reporting System: NRS FY 18-19 ▼   Agency: Central New Mexico Community College

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	7	896.25	6	1	0	85.7
ABE Level 2	86	11423	59	13	14	68.6
ABE Level 3	125	14295	67	28	30	53.6
ABE Level 4	44	4206.5	13	25	6	29.5
ABE Level 5	7	668	2	4	1	28.6
ABE Total	269	31488.75	147	71	51	54.6
ESL Level 1	13	687	7	5	1	53.8
ESL Level 2	22	1412.5	20	0	2	90.9
ESL Level 3	62	4585.75	47	8	7	75.8
ESL Level 4	133	9393.25	57	45	31	42.9
ESL Level 5	174	12641	85	57	32	48.9
ESL Level 6	170	10827.5	34	95	41	20
ESL Total	574	39547	250	210	114	43.6
Total	843	71035.75	397	281	165	47.1

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

• Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.

• Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

• Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.

• Column D + E + F should equal the total in Column B.

• Each row total in Column G is calculated using the following formula: G = Column D / Column B

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

Student:

NRS Table 4 C

Select Reporting System: [NRS FY 18-19 ▼]   Agency: Central New Mexico Community College

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

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

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

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

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units: or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: (Column H) = (Column D + Column E) / (Column B)
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: (Column K) = (Column J) / (Column I)

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

Student:

NRS Table 5: Core Follow-up Outcome Achievement

Select Reporting System: [NRS FY 18-19   ▼]   Agency: Central New Mexico Community College

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit*	1536	402	26.2	1560	410	26.3
Employment Fourth Quarter after exit*	1493	588	39.4	1523	602	39.5
Median Earnings Second Quarter after exit**	402	3458.61		406	3458.61	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	236	16	6.8	238	17	7.1
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	236	25	10.6	238	26	10.9
Attained a Postsecondary Credential while enrolled or within one year of exit ****	110	5	4.5	110	5	4.5

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 indicators on Tables 5, 5A, 8, and 10, 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.

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding 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 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 who exited during the program year who were at the ninth grade equivalent educational functioning level or higher upon entry, as measured by pretest with approved NRS test, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

**** Report in Column B (postsecondary credential attainment) the total number of participants who exited during the program year who were co-enrolled in adult education and postsecondary programs, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

Column C (except for Median Earnings) is the number of participants that achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

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

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

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

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

Columns D and G are not applicable to Median Earnings.

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

Student:

NRS Table 5 A: Core Follow-up Outcome Achievement for Participants in Distance Education

Select Reporting System: NRS FY 18-19 ▼   Agency: Central New Mexico Community College

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit*	0	0	0	0	0	0
Employment Fourth Quarter after exit*	0	0	0	0	0	0
Median Earnings Second Quarter after exit**	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0

Instructions for Completing Table 5a

Include only participants who are counted as distance education participants. Distance education participants are included in Table 5
Follow instructions for completing Table 5.

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

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

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: | NRS FY 18-19 ▼ | Agency: Central New Mexico Community College

Participant Status on Entry into the Program (A)	Number (B)	
Employed		889
Employed, but Received Notice of Termination of Employment or Military Separation is pending		0
Unemployed		580
Not in the Labor Force		442
TOTAL		1911
Highest Degree Level of School Completed*	**US Based Schooling**	**Non-US Based Schooling**
No Schooling	2	13
Grades 1-5	5	30
Grades 6-8	80	108
Grades 9-12 (no diploma)	738	310
Secondary School Diploma or alternate credential	44	284
Secondary School Equivalent	12	9
Some Postsecondary education, no degree	8	56
Postsecondary or professional degree	14	193
Unknown	1	4
TOTAL (both US Based and Non-US Based)		1911
Program Type**		
In Family Literacy Program		0
In Workplace Adult Education and Literacy Activities***		0
Institutional Programs (section 225)		
In Correctional Facility		1
In Community Correctional Program		0
In Other Institutional Setting		0
TOTAL Institutional		1

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

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

*** The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in

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

Employment Status definitions:

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

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

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

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

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

Student:

NRS Table 11

Select Reporting System:

NRS FY 18-19 ▼

Agency: Central New Mexico Community College

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	179	42	23.5	184	42	22.8
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	179	1	0.6	184	1	0.5
MSG via Secondary or Postsecondary Transcript	179	0	0	184	0	0
MSG via Progress Toward Milestones	179	0	0	184	0	0
MSG via Passing Technical/ Occupational Skills Exam	179	0	0	184	0	0
Employment Second Quarter after exit	121	26	21.5	124	26	21
Employment Fourth Quarter after exit	92	29	31.5	94	29	30.9
Median Earnings Second Quarter after exit	26	4143		26	4143	

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	2	1	50	2	1	50
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	2	1	50	2	1	50
Attained a Postsecondary Credential while enrolled or within one year of exit	88	1	1.1	88	1	1.1

Instructions for Completing Table 11

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

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

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

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

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

For reporting MSG via Progress Toward Milestones: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column

C the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.

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

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

New Mexico
Workforce Connection

A Proud Partner of the American Job Center Network

Authority and Signature – *CNM Adult Basic Education Program*

➢ One completed, signed, and dated, the Authority and Signature page is required for each signatory official.

By signing my name below, I ___Wanda Helms_____, certify that I have read the above information. All of my questions have been discussed and answered satisfactory.

My signature certifies my understanding of the terms outlined herein and agreement with:

☐ The MOU

By signing this document, I also certify that I have the legal authority to bind my agency (outlined below) to the terms of:

☐ The MOU

☒ The Infrastructure Funding Agreement (IFA)

I understand that this MOU may be executed in counterparts, each being considered an original, and that this MOU expires either:

        a) In three years,
        b) Upon amendment, modification, or termination, or
        c) On June 30, 2020, whichever occurs earlier.

Annual Costs Estimates/Operating Budget is to be provided prior to July of each year.

Wanda Helms, CPA Digitally signed by Wanda Helms, CPA DN: cn=Wanda Helms, CPA, o=Central New Mexico Community College, ou=Business Office, email=whelms@cnm.edu, c=US Date: 2019.01.16 14:35:13 -07'00'

_____   ___1/16/2019___

Signature   Date

 Wanda Helms, CNM Comptroller

Title

CNM Adult Basic Education Program's Billing and Budget Contact Information:

Name: ___Misty Ortiz_____   Title: ___Director of Accounting, Contracts & Grants___

Address: ___525 Buena Vista SE___   Email: ___mortiz188@cnm.edu___   Telephone ___505-224-4000 x 52667___
             Albuquerque, NM 87106

Workforce Connection of Central New Mexico
809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

WCCNM One-Stop Operating Budget

Infrastructure Funding Agreement

CNM Adult Basic Education (ABE)

Workforce Connection of Central New Mexico
809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

WCCNM ONE-STOP OPERATING BUDGET

The One-Stop Operating Budget is used to establish estimated annual costs for the WCCNM's American Job Center's operations. These costs are to fund services and operations, and are shared amongst the partners. The parties to this MOU agree that joint funding is necessary for the efficient operation of an integrated service delivery system.

The goal of the operating budget is to develop a local funding mechanism that:

- Establishes and maintains the local workforce delivery system at a level that meets the needs of the job seekers and businesses in the Central Area;

- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among partners;

- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs, and;

- Ensures that costs are appropriately shared by WCCNM's American Job Center Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received, and requiring that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The WCCNM and its Partners consider this one-stop operating budget the master budget that is necessary to maintain the WCCNM's American Job Center One-Stops. It includes the following cost categories and estimated annual amounts:

Infrastructure / Facilities Cost

Building Lease
Utilities/refuse
Building Maintenance
Property Contents Insurance
Security Cameras & Alarm Monitoring
Preventive Maintenance (HVAC, Sprinklers, Fire Equip, etc.)
Internet
Telephone
Supplies (janitorial Maintenance)
IT Maintenance & Support
One-Stop Facilities Management
Janitorial-Maintenance Service

Additional Costs (allocated to participating partners)

Shared Costs:

Security Guard
Software
Postage Meter Rental
Office Supplies
Printed Materials - (letter head, business cards, outreach)
One-Stop Administrative Support
Copier Lease and Supplies
Postage (based on usage)

Career Services Costs:

Welcome Desk Support

All costs included within the Operating Budget are allocated according to Partners' proportionate use and potential relative benefits received. The estimated costs (Operating Budgets) will be established each year based on annual budgets and all cost considerations are to be reconciled on a quarterly basis against actual costs incurred and invoiced to each partner accordingly.

The following documents provide detail information regarding space allocations, cost allocation and costs for non-participating required partners.

PY18 Bernalillo County – Operating Budget – Attachment A (PY18 – July 2018 thru June 2019)

Partners identified within the Memorandum of Understanding (MOU) between Workforce Connection of Central New Mexico (WCCNM) and America's Job Center Partners physically co-located in the WCCNM's one-stop center(s) are described on Page 5 of the MOU - WIOA One-Stop Partners. These partners are designated as "Participating Required Partners and Additional Partners" which are physically present within the Bernalillo County Comprehensive One-Stop. Costs for the operation of the one-stop is allocated based upon square footage occupied also by usage for telephones and internet connections, and number or clients served for career services.

Other partners designated as "Non-Participating Required Partners" – identified on Page 7 of the MOU, must contribute to the Infrastructure Funding Agreement. Partners identified as non-participating may provide access via the one-stop via automated online systems or telephone customer service with resources available within the one-stop Resource Room or dedicated

telephone lines. The WCCNM's Welcome Desk staff are cross-trained on available online partner services or referred by program staff for client services.

All non-participating partner programs, excluding Native American Programs, must contribute to the cost of infrastructure for the WCCNM Comprehensive One-Stop located in Bernalillo County. Non-participating program customers use the WCCNM's American Job Center network to access services such as:

CNM Adult Basic Education

- Using resource room computers to conduct work searches and access employment information;
- Using resource room staff assistance for the above services and for general employment and career information;
- Assessments of skill level, aptitudes, abilities and supportive service needs;
- Comprehensive and specialized assessments;
- Using other resource room equipment such as copiers, scanners, fax machines, or assistive technology for individuals with disabilities;
- Obtaining labor market information;
- Employment service career counseling;
- Referral to job openings;
- Work readiness training;
- Referral and access to training services
  - Skills Training
  - On-the-Job Training
- Access to and notification of employment events sponsored by the WCCNM's Bernalillo County One-stop American Job Center;

These services are utilized in direct benefit of the CNM Adult Basic Education graduates and costs are allocated using the method described below. The potential number of CNM Adult Basic Education participants is based on the number of high school equivalency graduates from the CNM Adult Basic Education program for the prior fiscal year. *If appropriate data is available, future cost allocations will be based on actual numbers of CNM Adult Basic Education participants using one-stop services during the prior fiscal year.*

Proportionate infrastructure costs are based upon the number of potential CNM Adult Basic Education graduate's percentage of the total clients served within the comprehensive one-stop. This percentage will be applied to the total infrastructure costs to determine the costs allocated to the CNM Adult Basic Education program. Additionally, the State Funding Mechanism (SFM), defines a limit of allocated costs to be at 1.5% of total program budget, if implemented. Therefore, the WCCNM will also impose a threshold of contribution to not exceed 1.5%. The proposed allocated costs are either the 1.5% limit or computation of percentage of total infrastructure costs, whichever amount is less.

The following table provides IFA costs and other relevant information for PY18 – Period July 2018 thru June 2019.

Total Individuals Served at the WCCNM Comprehensive One-Stop 24,895	Total Infrastructure PY18 Estimated Costs:	CNM Adult Basic Education:
	$ 245,261.12	
	CNM Adult Basic Education Graduates (Annual)	42
	Percentage of total clients served	0.17%
	Allocated Infrastructure Costs	$ 502.08
	CNM Adult Basic Education Annual Budget	$ 389,405.00
	1.5% Limit	$ 5,841.08
	Proposed Contribution	$502.08

NM Workforce Connection-Bernalillo County Business and Career Center
PY18 Operating Budget / Shared Cost Plan

CNM CONTRACT #18-1-114

Revised 12-2318

						WIOA Adult*	WIOA DW*	WIOA Youth In*	WIOA Youth Out*	Wagner Peyser	Rapid Response	Vesard	Veterans Partner	WIOA Operator	TAA Partner	UI (Mass Info)	RESEA Partner	Innovate+Educ Partner	NM DVR Partner	Mission Grad Partner	Tech Hire Grant	Total
Effective 01/01/2019																						
Total Square Footage 24,003					Allocated Area								0									
Square Footage					6,665.00	651.75	651.75	124.53	392.60	1552.96	388.24	0.00	636.75	217.00	284.86	0.00	293.11	117.03	508.38	127.03	717.01	6685.00
Assigned SF Allocated Percentage						9.73%	9.73%	1.86%	5.84%	23.23%	5.81%	0.00%	9.53%	3.55%	4.26%	0.00%	4.38%	1.75%	7.60%	1.90%	10.73%	100.00%
Common Area Allocated					17,315.00	1693.30	1693.30	322.54	1011.90	4032.36	1005.39	0.00	1649.26	613.86	737.80	0.00	758.23	303.11	1316.76	329.01	1855.38	17315.00
Common Area Percentage						9.78%	9.78%	1.86%	5.84%	23.23%	5.81%	0.00%	9.53%	3.55%	4.26%	0.00%	4.38%	1.75%	7.60%	1.90%	10.73%	100.00%
Total Square Footage					24300.00	2347.05	2347.05	447.06	1402.52	5575.32	1393.83	0.00	2286.01	830.86	1022.66	0.00	1052.36	420.13	1825.13	456.04	2574.21	24000.00

INFRASTRUCTURE COST ITEMS	Allowable Y	N	Cost Basis Sq Ft	Served	Unit	Annual Cost	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	MONTHLY COST	Total Period Costs
Facilities Cost																							
Building Lease	X		X			$ -																	
Utilities bill/w	X		X			4,833.33	472.87	472.87	90.03	282.41	1122.81	280.70		460.18	171.35	204.09		211.92	84.61	367.16	91.84	518.42	4,833.33
Building Maintenance*	X		X			1,500.00	146.69	146.69	27.94	87.64	348.46	87.10		142.88	53.18	61.92		65.77	26.26	114.07	28.50	160.89	1,500.00
Property Contents Insurance**	X		X			125.00	12.22	12.22	2.33	7.30	29.04	7.26		11.91	4.43	5.33		5.48	2.19	9.51	2.38	12.41	125.00
Security Cameras & monitoring(m)	X		X			400.00	39.12	39.12	7.45	23.37	92.92	23.23		38.10	14.18	17.04		17.54	7.00	30.42	7.60	42.90	400.00
Preventive Maintenance (H, AC sprinklers, fire)	X		X			1,833.33	179.29	179.29	34.15	107.12	425.89	106.47		174.63	65.00	78.12		80.38	32.09	139.42	34.84	196.64	1,833.33
Internet	X			X		900.00	80.40	80.40	32.32	29.28	254.21	83.55		98.40	12.00	55.60		45.60	18.32	67.20	18.32	52.32	924.00
Telephone	X			X		900.00	87.06	87.06	70.59	17.65	187.65	44.41		123.53	17.65	35.29		35.29	17.65	88.24	17.65	70.59	935.29
Supplies (janitorial - Maintenance)	X		X			833.33	81.49	81.49	15.52	48.69	193.59	48.40		79.38	29.54	35.51		36.54	14.59	63.37	15.83	89.38	833.33
IT Maintenance & Support (40%)	X		X	N		6,125.00	547.17	547.17	154.07	190.27	1710.03	432.01		669.67	81.67	378.93		310.33	111.07	457.33	111.07	336.07	6,288.33
One Stop Facilities Management	X		X			1,275.00	124.68	124.68	23.75	74.50	296.49	74.05		121.44	45.20	54.33		55.91	22.32	96.96	24.23	136.73	1,275.00
Janitorial Maintenance/service	X		X			5,958.33	582.69	582.69	110.99	348.14	1384.15	346.04		567.93	211.24	253.89		261.28	104.30	453.11	113.22	639.09	5,958.33
Total Facilities Cost						297,600.00	24,663.33	2,363.48	2,363.48	791.14	1,227.27	6,074.93	1,316.73	-	2,487.84	705.44	1,188.99	-	1,716.04	438.40	1,887.19	468.47	2,278.40	24,905.00
Less Contribution by Non-Participating Partners						220,894.72	22,290.36	1,791.34	1,791.34	886.24	908.00	4,501.32	1,125.38	-	1,843.49	572.79	877.33	-	834.60	324.83	1,398.41	363.47	1,606.33	18,403.33
ADDITIONAL COSTS																							
Shared Costs																							
Security Guard	X				FTE	4,666.67	549.02	549.02	91.50	368.01	1024.84	256.21		549.02	91.50	183.01		183.01	91.50	457.52	91.50	368.01	4,849.67
Software	X				FTE	333.33	39.22	39.22	6.54	26.14	73.20	18.30		39.22	6.54	13.07		13.07	6.54	32.68	6.54	26.14	346.41
Postage Meter Rental	X				FTE	41.67	4.90	4.90	0.82	3.27	9.15	2.29		4.90	0.82	1.63		1.63	0.82	4.08	0.82	3.27	43.30
Office Supplies	X				FTE	708.33	83.33	83.33	13.89	55.56	155.56	38.89		83.33	13.89	27.78		27.78	13.89	69.44	13.89	55.56	736.11
Printed Materials (Better hand, business cards outreach)	X				FTE	416.67	49.02	49.02	8.17	32.68	91.50	22.88		49.02	8.17	16.34		16.34	8.17	40.85	8.17	32.68	433.01
One Stop Administrative Support	X				FTE	4,583.33	539.22	539.22	89.87	359.48	1006.56	251.63		539.22	89.87	179.74		179.74	89.87	449.35	89.87	359.48	4,763.07
Copier Lease and Supplies	X				FTE	750.00	80.88	80.88	58.82	14.71	164.71	41.18		102.94	14.71	29.41		29.41	14.71	73.53	14.71	58.82	779.41
Postage (based on usage)		X				41.67	4.90	4.90	0.82	3.27	9.15	2.29		4.90	0.82	1.63		1.63	0.82	4.08	0.82	1.27	43.30
Career Services Costs:																							
Welcome Desk Support	X			X		4,243.17	299.30	74.82	29.83	89.48	2,789.12	-		78.70		42.61		426.11	42.61	261.80	63.18	42.61	4,243.17
Total Additional Costs						189,618.00	15,784.83	1,649.79	1,423.21	300.35	950.59	3,323.76	633.86	-	1,449.23	226.31	499.23	-	878.72	268.92	1,393.34	294.48	947.84	16,237.45
TOTAL COSTS						487,018.00	40,668.17	4,013.27	3,786.80	1,091.39	2,175.97	11,398.69	2,152.39	-	3,937.08	931.75	1,679.31	-	2,606.77	707.32	3,380.53	757.95	3,226.39	41,142.41
With contribution of Non-participating partners						410,502.33	34,075.10	2,401.15	3,179.66	886.49	1,858.59	9,823.29	1,759.04	-	3,292.74	768.04	1,373.56	-	1,713.12	593.77	2,791.75	657.11	2,554.69	34,602.77
Customers Served	24,890																						
Participating Partners Customers Served							1756	439	175	529	18366		0	450	0	250		2500	250	1538	400	250	

BC Partners should "budget" for the line item for in case of unexpected building maintenance should they arise.

All host agency partners are covered under the State of New Mexico Risk Management Division as such, does not contribute to WIA only.

NM Workforce Connection Bernalillo County Business and Career Center
PY 2018 Shared Cost Plan

Total Sf = 24000

Description/ Program	Office Sq Footage	WIOA Adult	WIOA DW	WIOA Youth In	WIOA Youth Out	Wagner Peyser	Rapid Response	Vacant	Veterans Partner	WIOA Operator	TAA Partner	UI (access info)	RESEA Partner	Innovation Edu Partner	NM DVR Partner	Mission Grad Partner	Tech Hire Grant
DWS Area Manager - Michelle Velonda	237.00					189.60	47.40										
Operations Manager - Joy Forehand	237.00									237.00							
Operations Admin Assistant - Common - Jo Ann Baca	-																
Wagner Peyser Staff - Lori Castillo	60.00					48.00	12.00										
Wagner Peyser Staff Robert Hopper	60.00					48.00	12.00										
Wagner Peyser Staff - Tammy Gallegos-Burba	60.00					48.00	12.00										
Wagner Peyser Supervisor Anthony Jenks	109.00					87.20	21.80										
Wagner Peyser Staff Liliana Valadez	104.00					83.20	20.80										
Wagner Peyser Staff Nicole Vega	104.00					83.20	20.80										
Wagner Peyser Staff Stanley Hamon	104.00													104.00			
Wagner Peyser Staff - Arlene Luchetti	104.00													104.00			
WIOA Adult /DW Anthony Aldaz	155.00	77.50	77.50														
Wagner Peyser Staff Cindy Varenas	117.00					93.60	23.40										
WIOA Adult / DW Melvin Gutierrez	117.00	58.50	58.50														
Wagner Peyser Karen Holzrick	90.00					72.00	18.00										
Wagner Peyser Staff Stewart Shatz	90.00					72.00	18.00										
WIOA Adult/DW Avelina Barriga	128.00	62.00	63.00														
WIOA Vacant	132.00	66.00	66.00														
WIOA Adult/DW Victoria Perez	132.00	66.00	66.00														
WIOA Supervisor Adult DW Patricia Georges	132.00	66.00	66.00														
Innovation Educ Maggie George	100.00													100.00			
Computer Room - Common	-																
NM DVR Rhonda Estrada	100.00														100.00		
Veterans Program - Roberto Chilaltan	100.00								100.00								
NM DVR Dominique Archer	100.00														100.00		
NM DVR - Vacant	100.00														100.00		
NM DVR - Monica Lopez	100.00														100.00		
Wagner Peyser Staff Luette Serrano	80.00					64.00	16.00										
Wagner Peyser Staff Vega Subandy	80.00					64.00	16.00										
WIOA Adult/DW Julia Gabara	80.00	40.00	40.00														
WIOA Adult/DW Dan Bartlett	80.00	40.00	40.00														
WIOA Adult/DW Herman Gadd	80.00	40.00	40.00														
WIOA Adult/DW Bianca Gonzales	80.00	40.00	40.00														
WIOA Adult/DW Twila Janchez	80.00	40.00	40.00														
Wagner Peyser Vacant (Recruitment)	80.00					64.00	16.00										
TAA Work Experience	80.00										80.00						
Wagner Peyser Staff - Robert Whitaker	80.00					64.00	16.00										
Common Area	-																
WIOA Youth - Tania Garcia	80.00			20.00	60.00												
WIOA Youth - Amy Murphey	80.00			20.00	60.00												
WIOA Youth Tammy Chavez	80.00			20.00	60.00												
NM DVR - Christina	80.00														80.00		
Common Area	-																
WIOA Youth Maria Pimentel-Alcarez	80.00																
TAA - Jose De La Bora	80.00			20.00	60.00												
TAA - Carmen Porta-Smith	80.00										80.00						
Common Area	-																
Common Area	-																
Vets - Fred Ador	80.00								80.00								
Vets - Ramon LaMay	80.00								80.00								
Vets - Leroy Chavez	80.00								80.00								
Vets - Kristopher Forehand	80.00								80.00								
Vets - Vacant	80.00								80.00								
Vets - Vacant	80.00								80.00								
Vets - Vacant	-																
Vets - Vacant	80.00																
Common Area	-																
Common Area	-																
WIOA Youth Business Vacant	110.00			27.50	83.5												
Mission Graduates Debra Madrigal	110.00															110.00	
Tech Hire Grant	700.00																700.00
UI	1155.00																

		WIOA Adult	WIOA DW	WIOA Youth In	WIOA Youth Out	Wagner Peyser	Rapid Response	Vacant	Veterans Partner	WIOA Operator	TAA Partner	UI (access info)	RESEA Partner	Innovation Edu Partner	NM DVR Partner	Mission Grad Partner	Tech Hire Grant
Bernardo Room	1155.00	56.75	56.75	17.03	40.19	472.16	118.04		56.75		124.88		85.13	17.03	26.34	17.03	17.03
Common Areas																	
Common Area Sqft	17,315.00																
Total Office Space	6,685.00	633.75	633.75	124.52	390.68	1,353.96	388.24	-	636.75	237.00	384.85	-	283.18	117.03	506.33	127.03	717.03
Pct of Total		9.78%	9.78%	1.86%	3.84%	23.39%	5.81%	0.00%	9.30%	3.55%	4.36%	0.00%	6.16%	1.75%	7.40%	1.90%	10.72%
Common Area Share		1,693.30	1,693.30	323.54	1,011.70	4,023.36	1,005.59	0.00	1,640.26	613.86	737.80	0.00	790.28	808.11	1,319.76	329.01	1,857.19
Total Allocation Cost (sqft) =	24,000.00	2,347.09	2,347.05	447.06	1,402.30	5,595.12	1,393.83	0.00	2,296.01	850.84	1,023.65	0.00	1,052.16	420.12	1,825.19	456.04	2,574.31
Check-Verify	6,845.00																
	0.00																
Telephone	51	5.50	5.50	4.00	1.00	11.20	2.80	0	7	1	2	0	2	1	5	1	4
Internet Connections	75	24															
Internet Connections with Proportionate Share of Bernardo Room		6.7	6.7	4.36	2.44	21.184	5.296	0	8.2	1	4.84	0	3.8	1.38	5.6	1.38	4.36
FTE	51	8.00	6.00	1.00	4.00	11.20	2.80	0.00	6.00	1.00	2.00	0.00	2.00	1.00	5.00	1.00	4.00

Customers Served:	24,895														CNM CONTRACT #18-1-1140-MOU-F2006-A1	

Non-Participating Partners (served or potential to serv)		CNM Carl Perkins	CNM Adult Basic Education	ABE ABQ Adult Learning Center	ABE - SIPI	ABE - Catholic Charities	ABE - Santa Fe Community College	Job Corps	Goodwill Industries of NM SCSEP	NM Aging and Long-Term Services	National Farmworker Job Programs - Help NM	CBSG Grant - Help NM	NICOA National Indian Council on Aging	Unemployment Insurance	Youth Build YDI	Human Services	WIOA National Indian Youth Council
Program Clients		6500	42	25	23	100	0	225	60	5	0	261	9	11137	45	1486	420
Percent of Potential Customers Served		26.1097%	0.1687%	0.1004%	0.0924%	0.4017%	0.0000%	0.9038%	0.2410%	0.0201%	0.0000%	1.0484%	0.0362%		0.1808%	5.9691%	1.6871%
Program's Federal Funding - Proportionate Share		$ 1,004,946.00	$ 389,405.00	$ 119,199.00	Unknown	$ 309,887.00			$ 597,800.00	$ 54,000.00		$ 257,201.00	$ 90,000.00	$ 182,177.70	$ 433,919.00		$350,000.00
Allocated Costs (based on clients served)		$ 77,702.35	$ 502.08	$ 298.86	274.95	$ 1,195.42	$ -	$ 2,689.70	$ 717.25	$ 59.77	$ -	$ 3,120.05	$ 107.59	$ 38,102.32	$ 537.94	17,763.95	$ 416.43
1.5% Limiting Factor		$ 15,060.69	$ 5,841.08	$ 1,787.99		$ 4,648.31			$ 8,967.00	$ 810.00		$ 3,858.02	$ 1,350.00	$ 38,102.32	$ 6,508.79	14,929.46	$ 5,250.00
Estimated Allocated Costs		$ 15,060.69	$ 502.08	$ 298.86	$ -	$ 1,195.42	$ -	$ 2,689.70	$ 717.25	$ 59.77	$ -	$ 2,622.20	$ -	$ 38,102.32	$ 537.94	14,929.46	$ -
		Set Amount												Set Amount		Set Amount	

$ 76,715.68

Highlighted in yellow-working on updated PY18 numbers