

Annual Program Report  
Cover PageProgram Name: Center for Educational OpportunityInstitution or Organization: Catholic CharitiesAddress: 2010 Bridge Blvd. SWCity: AlbuquerqueCounty: BernalilloZip: 87105Main Phone: (505) 724-4670

Fax: \_\_\_\_\_

Website: www.ccasfnm.orgFiscal Year: 2018-2019Submission Date: 09/03/19

Program Director, Manager, or

Coordinator Name: Kris DegenhardtContact Information: Phone: (505) 724-4672Email: degenhardtd@ccasfnm.orgAlternate Contact Name: Kara ArnoldContact Information: Phone: (505) 724-4629Email: arnoldk@ccasfnm.org9/3/19Signature of the Chief Executive Officer or DesigneeDATEJames Gannon, CEO/Executive Director

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

Our three highest priority goals in the 2018-2019 program year were as follows:

- 1. Improve professional development of our teachers, particularly in the area of providing integrated education and training (IET) and blended learning.**

This past year, the center instituted a formal policy requiring each teacher to complete five hours of professional development each quarter, in addition to trainings that all faculty participate in. This requirement can be fulfilled by webinars or attending in-person trainings, but have to be approved by the center director. Teachers are to balance between strengthening their existing skills as well as challenging themselves in a new methodology and broadening their technology skills. There has been a strong emphasis in improving teachers' technology skills so that they feel more comfortable utilizing the IET tools we have available.

- 2. Continue to improve our use of integrated training and learning (IET) to better prepare our students for careers.**

In designing lesson plans this year, we focused on exploring different career pathways and incorporating workforce preparation into the curriculum. Our main way to do achieve this has been the use of BurlingtonEnglish software, which combines academic and workforce readiness skills to better engage and prepare students for postsecondary education, job training, and career success. We began initially using the program for our English for Special purposes classes so that ESL students could practice English specific to the occupation they are currently working in or pursuing. Throughout the year we have explored more packages available through our BurlingtonEnglish licenses, including programs that cover career exploration and soft skills, citizenship, and digital literacy. This has helped students expand their vocabulary to suit their current occupation of the career they're pursuing, and has helped them explore career options.

- 3. Increase student engagement and retention through blended learning.**

This past year, we began offering hybrid courses which blend use of technology, such as BurlingtonEnglish and Google Classroom, as well as several methods of in-person instruction. These methods, in addition to formal instruction, have included inviting a cohort of volunteers to participate as speaking partners in ESL classes, grouping students with complementing weakness and strengths so they can both teach and learn from each other, and having instructors team-up to offer a mix of formal instruction and one-on-one support to all students. These methods of hybrid learning have helped students become more active participants in their learning. Group work has helped students feel invested not only in their own success, but also their classmates'.

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?

This past program year, Catholic Charities' Center for Educational Opportunity had Memoranda of Understanding (MOU's) in place with a variety of educational institutions and organizations in central New Mexico, all of which are designed to promote career pathways for our students. The memoranda structure the delivery of off-site classes and educational services in high-need areas of Bernalillo County. At present, partners include:

- Albuquerque Public Schools Title I
- New Mexico Roofing Contractors Association
- Greater Albuquerque Housing Partnership
- Albuquerque Hispano Chamber of Commerce
- New Mexico Workforce Connections

The center also has working relationships with several community partners. These relationships are aimed at providing off-site classes, referring students to our programs, recruiting volunteers to provide tutoring and other support to our program, providing professional development for our teachers, connecting our students to further higher education, or enhancing our classes to further our students' career skills and opportunities. These partners include:

- New Mexico Adult Education Association
- The Mexican Consulate of Albuquerque
- US Citizenship Immigration Services
- Rio Grande Credit Union
- Central New Mexico Community College
- BeWell New Mexico
- St. Pius X High School
- Santuario de San Martin de Porres
- National Hispanic Cultural Center
- New Mexico Information Technology Apprenticeship Program
- ABC Community School Partnership
- Atrisco Companies
- SLStart New Mexico
- NM DELT
- Upland Team Commercial Roofing

- New Mexico Oil and Gas Association
- Cultivating Coders
- BurlingtonEnglish

Additionally, cooperative arrangements are an essential component of Catholic Charities, both as a key member of the Archdiocese of Santa Fe, and as a human services agency providing a wide-spectrum of services to those in need. Our programs are encapsulated by our Centers for Excellence, which are: Center for Self-Sufficiency and Housing Assistance, Children's Learning Center, Center for Immigration and Citizenship Legal Assistance, Center for Refugee Support, Center for Community Involvement, and of course the Center for Educational Opportunity. Through the Archdiocese of Santa Fe, Catholic Charities has extensive ties to local communities, parishes, and neighborhoods throughout central New Mexico. These relationships help us provide wrap-around services for students and to connect to a wide variety of students throughout Albuquerque, particularly Spanish-speaking parishes in the South Valley who often welcome us to recruit students.

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

The center has utilized the resources of New Mexico Distance Education and Learning Technologies (NMDELTA), particularly through the EdReady program in our English HSE classrooms. Ed Ready has allowed students to measure their progress and abilities as they coincide with assessment for High School Completion. Our Spanish HSE teachers have explored resources available in Spanish to incorporate into their classrooms. We also utilized the Google series through NMDELTA to train our teachers on using Google classroom.

We have also been involved with the New Mexico Adult Educators Association (NMAEA). Our teachers have utilized the professional development resources, including accessing webinars through COABE. In February, NMAEA recognized four Catholic Charities students as Outstanding Students of the Year. Our teachers joined these four students and NMAEA at the State Legislature for Adult Basic Education and Literacy Day.

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

The Center's enrollment policy places students in appropriate level classes. Assuring that the student is in the appropriate level through a process of NRS assessments, allows students to be in a class in which they have the opportunity to engage and produce level gains.

Students are encouraged to attend all classes. Teachers will call and/or text students if a class is missed. It is imperative that teachers stay in contact with the student in order to keep open all forms of dialogue regarding the class and attendance. Teachers will begin a dialogue with the student that includes the student's goals. Attendance in class makes those goals a reality. If that goal has changed, the student and the teacher will reevaluate those goals and set them for classes that are more applicable.



This year, we implemented a few new practices to increase student attendance and retention. One was to raffle donated Smith's cards to students who attended 3 weeks consecutively as an incentive. Another was to encourage student accountability by requiring students at the beginning of the semester to find a student partner and exchange numbers so that they could check in on each other if one missed class and arrange for rides if needed.

Our program goals to Incorporating blended learning also increased student engagement which we believe contributed to the improved attendance.

It is important that students attend class in the modality that is most comfortable and available to them.

## Section II. Student Data 2018-2019

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

- your total program
- each satellite site

	Total Program	Site:	Site:	Site:	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	286					
Total count of students with 12 + hours	817					
Total contact hours for students with 12 + hours	817					
Average contact hours for students with 12 + hours	59					
Average contact hours for students with 12 + hours experiencing level gains	59					
Count of all HSE graduates with 12 + hours	45*					
Count of HSE en Español graduates with 12 + hours	39*					
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	0.43					
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	0.57					
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column F ABE Total on Table 4 by Column B ABE Total on Table 4)	51%					
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column F ESL Total on Table 4 by Column B ESL Total on Table 4)	41%					
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)	0.65					
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	0.56					
<b>Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.</b>	2					
<b>Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.</b>	41					

\*diplomas received

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<b>Please provide a list of communities or organizations requesting services or additional service from your program.</b>	<b>Service Requested</b>
<b>Montezuma Elementary School</b>	<b>ESL, HSE, Citizenship Classes</b>
<b>Van Buren Middle School</b>	<b>ESL, HSE, Citizenship Classes</b>
<b>Adobe Acres Elementary School</b>	<b>ESL, HSE, Citizenship Classes</b>
<b>George I. Sanchez Elementary School</b>	<b>ESL, HSE, Citizenship Classes</b>
<b>Kit Carson</b>	<b>ESL, HSE, Citizenship Classes</b>
<b>Montezuma Elementary School</b>	<b>ESL, HSE, Citizenship Classes</b>

### 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 use a system of continuous improvement to ensure we are always following the best practices and doing the best for the students we serve.

For all of our educational courses and activities, our teachers collect and analyze a variety of formative and summative program assessment data:

- Initial enrollments
- Retention data
- Completers data
- Formative assessments (progress toward milestones)
- Summative assessments (exams, diplomas, certificates)

We also use the following to further measure performance:

- Teacher self-assessments
- Teacher observations
- Student evaluations of instruction
- Student focused group interviews
- Lesson plan review

Our staff participate in regular teacher team meetings, cross functional work groups, and an end-of-semester faculty retreat. Faculty analyze data on student performance and results from evaluations to find areas of improvement and successful practices.

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

Student retention improved slightly this year over last year. Several practices were put in place to improve student retention, as outlined above. Hopefully as these practices continue, the retention improvement trend will also continue. There are factors beyond our control including immigration status and fears arising from the current political climate, difficult family challenges, new employment opportunities arising, etc.

The number of students reporting transportation issues decreased slightly, possibly due to the student buddy system and encouraging students to contact their “buddy” for rides when needed.

Our data collection was also improved due to a focused effort to obtain social security numbers and work documentation, including having teachers concentrate on helping students feel save sharing this information and explaining why it’s being collected.

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

Most of our classes are offered at the Catholic Charities facility on Bridge Blvd and all of our teachers attend team meetings and workshops at this facility, where best practices and areas of improvement found in all classes are discussed. Teachers who offer classes at additional sites are reminded that they are the face of Catholic Charities in the community. All lesson plans follow the center's standardized lesson plan template. This template includes incorporating standards from Equipped for the Future (EFF), College and Career Readiness (CCR), and Comprehensive Adult Student Assessment System (CASAS) competencies and content standards. Teachers are also encouraged to include blended learning in every lesson plan.

**4. Describe program improvement initiatives you plan to pursue.**

Beginning this fall, we expect to enhance our students' ability to transition to higher education with our new Accuplacer Prep classes and recent certification as a HiSET testing site. Being able to complete their HiSET testing at our facility will make it easier for our students to take their tests when they and their instructors feel they're ready. The Accuplacer, which is a placement exam utilized by CNM and other New Mexico community college classes. These prep classes will encourage students to pursue higher education and make it easier for them to transition. We already offer our students a direct link to CNM through a dedicated part-time advisor who works with our students continuing from ESL and HiSET classes.

This coming year, we're looking at offering job fairs to help our students explore job opportunities available in the community and connect with employers. This August we hosted our first Roofing Job Fair, where representatives in English and Spanish were available from several local roofing employers. New Mexico Workforce Connections and New Mexico Roofing Contractors Association also had representatives and flyers to provide more information to students. A standard application was made available for job seekers to share their information. We also made this application available during our fall registration and to other site providers so that those who were unable to attend the job fair can still connect with these employers. We plan to have a few more throughout the year and hope to have our next one around October and will look to expand to participation from more industries.

We also plan to expand our partnership with New Mexico Workforce Connections and further student opportunities for concurrent enrollment in programs and services from NMWC.

## 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. 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.

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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 center has developed classes that are aligned with career pathways found from local businesses, entrepreneurial endeavors, and civic business projects that are vital to the state and local economy. The center has demonstrated and continues to collaborate through innovation, and by creating programming that correlates to specific career pathways that are vital to the state and local economy.

Over the past year, the center has had several coordination efforts between employment and training activities and partner programs to improve the quality of participants' experiences and interactions with the workforce system. Our key program in this area is a partnership with the New Mexico Roofing Contractors Association to graduate roofers from apprenticeship to journeyman status over the past year. Several of these students are receiving their certification through the Roofers Union in July. This process was achieved by utilizing English for Special Purposes, and Integrated Education and Technology. Students have used

In collaboration with our community partners at the Albuquerque Hispano Chamber of Commerce, our center taught the Comcast Skill Up computer classes. Students have attended classes which have increased their computers skills, specifically in Excel. They have worked on interview, resume, and job search skills, while improving computer literacy.

As described under section III, we're looking at offering job fairs to help our students explore job opportunities available in the community and connect with employers. This will also benefit local employers as they can connect to the local workforce.

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.

In 2017, we entered into a three-year memorandum of understanding with New Mexico Workforce Connections (attached). Activities and strategies that we have implemented

that demonstrate partnership with NMWC include (a) student-centered curriculum development, (b) a range of ES classes, from level I to level III, (c) English for Special Purposes classes, and (d) HiSET classes connected to specific trades. NMWC has a visible presence at Catholic Charities with frequent presentations to classes and flyers available at our sites. Further details are outlined in the attached MOU.

New Mexico Workforce Connections has also been a key partner in developing our job fairs. They not only had a representative with information at our first one, but also helped promote to job seekers. They will continue to be involved in our job fairs this year.

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.

Please see the three-year MOU attached at the end of this document, or [click here](#).

**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 program 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.

Catholic Charities Center for Educational Opportunity has always had a high standard for contextualization for career pathways in our academic classes. This includes offering the following:

- Classes to the New Mexico Roofing Contractors Association
- English for Special Purposes for Allied Health
- English for Special Purposes for Entrepreneurs
- English for Special Purposes for Childcare
- Classes in collaboration with the Albuquerque Hispano Chamber of Commerce (including Comcast Skill Up classes).

The use of BurlingtonEnglish in our curriculum has allowed us to integrate skills and vocabulary specific to a profession along with English language acquisition/improvement and HiSET classes.

This past year, four students graduated from our program with the New Mexico Roofing Contractors Association. Two of these graduates learned English for Special Purposes based on construction and specific to roofing. Another two graduates received their High School Equivalency. These graduates have gone to become journeymen and are pursuing supervisory roles in their companies.

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

Each of our programs offers adult education and literacy activities, workforce preparation activities, and workforce training for a specific occupation or occupational cluster. All of our classes contextualize career pathways in classes, particularly our roofing apprenticeship program.

**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 order to ensure sufficiency of intensity and quality and utilization of the most rigorous research available, our faculty follow a system of continuous improvement including keeping up with current research through professional development.

The Center for Educational Opportunity has aligned itself with the Career and College Readiness Standards and the Equipped for the Future Standards as well as CASAS content standards and competencies to assure that every lesson plan delivered in every class promotes Learning in Context. These standards install the rigor and diversity of information necessary for students to achieve level gains while advancing workforce development skills in an innovative effort to continue to create an educated workforce. Faculty structure their syllabi aligned with these standards and use standardized lesson plan template which require incorporation of all of these areas.

We have reviewed the academic literature on best practices in adult education, HiSET test preparation, English as a Second Language teaching and learning, and workforce and career readiness preparation, utilizing resources found at the National Center for the Study of Adult Learning and Literacy, the American Institute for Research, and the Rennie Foundation.

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.

The center utilizes Google Classroom. This allows faculty to organize and share program evaluation data, helps students engage in class and collaborate with other students, and allows teachers to have virtual office hours to be more accessible to students. Using Google Classroom also offers opportunities for distance learning as students who are unable to come to class can download lesson plans and assignments, upload homework, and communicate through teachers all through the Google Classroom platform. Students in select classes are also able to attend through Skype. This has allowed many students outside of Albuquerque to participate in the NMRCA program. We also offer learning labs at our facility to offer students a chance to use our computers to complete their work at their own pace.

Our facility also has state-of-the-art technology available to our instructors and teachers including touch-screen desktop computers, mobile smart-boards, laptops, wireless internet access, wireless projectors, and flat screens with HDMI connections. In the past, we have offered students a chance to use one of our computer labs to access our computers. This year, a computer station will be available in each of our classrooms.

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

For this section, if the program received IELCE funding for 2018-2019, 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:

80
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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.

Catholic Charities is located in the heart of the Albuquerque South Valley and we serve students mainly from the 87105/87121 area. According the Census Bureau, over 55% of this population speak a language other than English. An analysis by the UNM Evaluation Lab in 2016 found that 17% of South Valley residents and 20% of senior South Valley residents are not completely comfortable speaking English. These rates are higher than the average both for the U.S. and for the rest of the City of Albuquerque.

The UNM Evaluation Lab also found that 17% of residents in the South Valley are immigrants, and 12% of residents are not citizens, which is again higher than the averages both in the U.S. and Albuquerque as a whole. The study noted these percentages may be even higher after accounting for the estimated 15% of undocumented immigrants that are not documented by the census.

This is also an area of substantial unemployment. In 2015 the median household income was 34,373.00. The per capita income was \$17,002. Unemployment is at 6.1%. Providing additional English language acquisition and civics education, including citizenship classes, will help open more career pathways for this population. Children will also benefit as their parents will have more skills with which to help them with school work and school related activities.

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).

Classes for IELCE utilize the BurlingtonEnglish software to help students gain basic language skills develop digital literacy and learn useful vocabulary in order to communicate successfully in their careers and other activities in their everyday lives. BurlingtonEnglish allows us to integrate language acquisition and civics education with level-appropriate workforce preparation activities all while completing digital literacy activities. This program allows for the flexibility for use in mixed level classes and the courses in BurlingtonEnglish align to CASAS competencies. Also, literacy and civics activities within the program are designed to help eligible individuals who are English Language Learners learn rights and responsibilities of citizenship and civic participation.

BurlingtonEnglish is used in collaboration with the USCIS curriculum for beginners and intermediate citizenship classes. The interweaving of BurlingtonEnglish and USCIS curriculum creates the greatest degree of educational opportunity for students on a pathway to citizenship.

## 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 2018-2019

Last Name	First Name	Position	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Adkins	Dawn	Teacher	Masters	3	HiSET Math Readiness	5/1/19	Webinar
Adkins	Dawn	Teacher	Masters	3	COABE, Mathematical Freedom	7/15/19	Webinar
Adkins	Dawn	Teacher	Masters	3	Teacher moves that engage students in Mathematical Practices	4/23/19	Webinar
Adkins	Dawn	Teacher	Masters	3	HiSet Language Arts-Writing Readiness	5/9/19	Webinar
Adkins	Dawn	Teacher	Masters	3	ESL/Creating Community in Conversation Partners Class Sessions	09/06/19	NMAEA Teachers' Institute
Ammar	Dania	Teacher	Masters	3	10 Strategies for Differentiated Instruction	2/26/19	NMAEA Webinar
Ammar	Dania	Teacher	Masters	3	Accuplacer Professional Development	7/19/19	CNM
Ammar	Dania	Teacher	Masters	3	Integrating Technology: Burlington English, a glance into the approach of Blended Learning	09/06/19	NMAEA Teachers Institute
Atencio	Paulette	Teacher	Masters	40+	Lesson Plan Development	01/20/19	Staff Meeting Presentation

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Atencio	Paulette	Teacher	Masters	40+	ESL/Building Self Confidence in Conversation	2/28/19	Staff Presentation
Boese	Philip	Teacher	Masters	40+	HiSET Curriculum Blueprint	7/11/19	online
Boese	Philip	Teacher	Masters	40+	NMHED Algebra Seminar	2/7-2/28/19	webinar
Boese	Philip	Teacher	Masters	40+	Bigger, Better writing on the HSE Tests	7/24/19	webinar
Bustamante	Maria	Teacher	BA	3	BurlingtonEnglish:Getting Started 101 Training.	4/2/19	webinar
Bustamante	Maria	Teacher	BA	3			
Bustamante	Maria	Teacher	BA	3	Integrating Technology/ BurlingtonEnglish, A glance into the approach of Blended Learning	09/06/19	NMAEA Teachers' Institute
Cowan	Aaron	Teacher	PhD Candidate	20	Examination of Factors Affecting GED Test Performance	09/06/19	NMAEA Teachers' Institute
Cowan	Aaron	Teacher	PhD Candidate	20	Bigger, Better writing on the HSE tests	4/29/19	webinar
Diaz	Nora	Teacher	PhD	40	Reimagining Classroom Mgmt for Equity	1/17/19	Webinar
Diaz	Nora	Teacher	PhD	40	Helping Children Succeed through Family Engagement	4/25/19	Webinar
Diaz	Nora	Teacher	PhD	40	Leading Learning through Observation and Feedback	2/21/19	Webinar
Jones	Jackie	Teacher	Masters	10	Development of online curriculum for ESL 3	Summer 2019	Catholic Charities

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Jones	Jackie	Teacher	Masters	10	Development of Strands and Framework for ESL1-5	Fall/Winter 2018/2019	Catholic Charities
Nunez	Laura	Teacher	Masters	40	Lesson Plan Development	2/21/19	Staff Presentation
Nunez	Laura	Teacher	Masters	40	Mental Health First Aid	4/9/19	ABQ Community Center
Nunez	Laura	Teacher	Masters	40	ESL/Creating Community in Conversations Partners Class	09/06/19	NMAEA Teachers' Institute
Sanchez	Juan	Teacher	Masters	5	COABE, Mathematical Freedom	7/15/19	Webinar
Sanchez	Juan	Teacher	Masters	5	Google Training	5/24/19	In Person Training
Nunez	Laura	Teacher	Masters	40	Google Training	5/24/19	In Person Training
Boese	Philip	Teacher	Masters	40	Google Training	5/24/19	In Person Training
Vasquez	Carlos	Teacher	Masters	27	Google Training	5/24/19	In Person Training
Ammar	Dania	Teacher	Masters	3	Google Training	5/24/19	In Person Training
Sanchez	Juan	Teacher	Masters	5	Social Studies: Integrating Reading and Writing	03/08/19	In Person Training
Vasquez	Carlos	Teacher	BA	27	Contextualized Lesson Planning for the NMRCA Apprenticeship Program	3/15/19	In Person Training
Sanchez, Vasquez	Juan, Carlos	Teacher	Masters, BA	27/5	Conceptos Geometricos y Formulas	5/2/19	In Person Training

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Sanchez	Juan	Teachers	Masters	5	HSE/ Empowering Workers through Reading and Writing	09/06/18	In Person Training
Degenhardt	Kris	Director	Bachelors	31	Tips for Teaching Adult Learners Basic Technology Skills	01/14/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Employment Law 101 for Non-Lawyers	01/17/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Reimagining Classroom Mgmt for Equity	01/17/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Momentum in Micro-credentialing	01/31/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Demonstrating Student Mastery with Digital Badges and Portfolios	02/05/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	WIOA Joint Data Validation Overview	02/06/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Solving Industry Challenges Using Competency Models	2/12/2019	Webinar
Degenhardt	Kris	Director	Bachelors	31	Micro-credentials: The New Currency for Educator Advancement	02/21/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Leading Learning Through Observation and Feedback	02/21/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	CPR, AED, and Basic First Aid	02/21/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Reducing Poverty & Building Partnerships w/ Adult Education, Comm Health etc.	02/25/19	Webinar

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Degenhardt	Kris	Director	Bachelors	31	Sustaining Employer Partnerships for Students Long-Term Success	03/20/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Mental Health First Aid	04/08/19	ABQ Community Center
Degenhardt	Kris	Director	Bachelors	31	Grant Training 101	04/11/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Building Rock Solid Understanding	04/16/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Helping Children Succeed Through Family Engagement	04/25/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	A WIOA Youth Program Technical Assistance Conversation	04/29/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Preparing Student for College-Level Academics and More	05/23/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Promising Practices that Support Accurate Fiscal Tracking and Reporting	06/18/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	What's New in Intervention and Blended Learning?	06/19/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Fostering Metacognitive Skills and Critical Thinking in Your Classroom	06/25/19	Webinar
Degenhardt	Kris	Director	Bachelors	31	Supporting Trans and Gender-Nonconforming Students with Pride	07/09/19	Webinar

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Degenhardt	Kris	Director	Bachelors	31	The Power of Habit - Cut Career Transition Time and Costs	07/17/19	Webinar
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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
Faculty	TABE	Online
Faculty	Best Plus	Online
Faculty	G-Suite/Google Classroom Support and Google Extensions for Students with Learning Needs	Online
Faculty	Using Technology in the Classroom/Improving Teacher IT Skills	Online
Faculty	CASAS	Online
Faculty	Ed Ready	Online
Faculty	Distance Learning	Online
Faculty	Edmentum/PLATO	Online
Faculty	Mental Health Issues in the Classroom	Online
Faculty	Cross-Cultural Issues in Adult Learning	Online
Staff/Admin	LACES Support/Data Management	Online
Staff/Admin	Trends and Issues in Student Retention	Online



## IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
300	19.90	5,970

2. Please indicate FY 2018-2019 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
60	19.90	1,194

3. Please indicate FY 2018-2019 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
600	19.90	11,940

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
850	12	10,200

### 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
APS – Title I	\$84,410.82
NM Roofer’s Assoc.	\$3,688.20
St. Felix Pantry	\$7,200.00
Mexican Consulate	\$14,000.00
NM Oil & Gas	\$6,250.00
Private Donors	\$7,500.00
Greater Albuquerque Housing Partnership	\$4,360.00

**B. Program Income Activities**

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2018-2019 fiscal year.

\$6,730.10

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Burlington English Licenses	\$3,916.80
HiSet Books	\$2,813.30

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](mailto:adult.education@state.nm.us) no later than 5:00 p.m. on September 3, 2019.

# Student:

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

Select Reporting System: 

NRS FY 18-19

 Agency: Catholic Charities

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	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	11	9	0	0	1	1	0	0	22
19-24	0	0	0	0	0	0	14	10	0	0	1	1	0	0	26
25-44	0	0	0	0	0	0	51	106	0	0	2	0	0	0	159
45-54	0	0	0	0	0	1	17	35	0	0	0	2	0	0	55
55-59	0	0	0	0	0	0	3	6	0	0	0	3	0	0	12
60+	0	0	0	0	0	0	2	9	0	0	0	1	0	0	12
Total	0	0	0	0	0	1	98	175	0	0	4	8	0	0	286

\*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 4

Select Reporting System:

NRS FY 18-19

Agency:

Catholic Charities

## 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	34	0	1890.5	10	0	21	3	29.4	34	10	0	29.4
ABE Level 2	59	0	3319.5	24	1	27	7	42.4	59	24	1	42.4
ABE Level 3	64	0	3619.5	20	2	26	16	34.4	64	20	2	34.4

ABE Level 4	60	0	3416	10	0	31	19	16.7	60	10	0	16.7
ABE Level 5	17	0	700.5	2	0	10	5	11.8	17	2	0	11.8
ABE Level 6	58	0	3894	11	4	35	8	25.9	60	11	4	25
<b>ABE Total</b>	292	0	16840	77	7	150	58	28.8	294	77	7	28.6
ESL Level 1	16	0	820	10	0	3	3	62.5	16	10	0	62.5
ESL Level 2	21	0	872	10	0	8	3	47.6	21	10	0	47.6
ESL Level 3	104	0	6151	41	0	40	23	39.4	105	41	0	39
ESL Level 4	183	0	11696	67	0	80	36	36.6	188	69	0	36.7
ESL Level 5	114	0	6890	33	0	47	34	28.9	115	34	0	29.6
ESL Level 6	87	0	5068	21	0	36	30	24.1	89	21	0	23.6
<b>ESL Total</b>	525	0	31497	182	0	214	129	34.7	534	185	0	34.6
<b>Grand Total</b>	817	0	48337	259	7	364	187	32.6	828	262	7	32.5

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.

- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Enter only the most recent achievement, if attained, per participant in column E or column F. No participant should have an achievement counted in both columns.
- Column G is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column H is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H.
- Column I is calculated using the following formula:  $(\text{Column I}) = (\text{Column E} + \text{Column F}) / (\text{Column B} - \text{Column C})$
- Column J is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column K is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column L is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column M is calculated using the following formula:  $(\text{Column M}) = (\text{Column K} + \text{Column L}) / (\text{Column J})$
- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

OMB Number 1830-0027

# Student:

## NRS Table 4 B

Select Reporting System:

NRS FY 18-19 ▼

Agency:

Catholic Charities

### 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	12	1176	10	0	2	83.3
ABE Level 2	34	2707.5	24	6	4	70.6
ABE Level 3	36	2677	22	6	8	61.1
ABE Level 4	35	2775	12	12	11	34.3
ABE Level 5	8	494.5	2	4	2	25
<b>ABE Total</b>	125	9830	70	28	27	56
ESL Level 1	10	614	10	0	0	100
ESL Level 2	11	610	10	0	1	90.9
ESL Level 3	54	4752	41	6	7	75.9
ESL Level 4	109	9788	67	23	19	61.5
ESL Level 5	72	5907	32	17	23	44.4
ESL Level 6	47	4108	21	8	18	44.7

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)
<b>ESL Total</b>	303	25779	181	54	68	59.7
<b>Total</b>	428	35609	251	82	95	58.6

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

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

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



# New Mexico Workforce Connection

## Central Region



Leslie Sanchez, Chair

Dewey V. Cave, Executive Director

June 27, 2017

James Gannon, CEO  
Catholic Charities  
2010 Bridge Blvd. SW  
Albuquerque, NM 87105

Dear Mr. Gannon,

The Workforce Connection of Central New Mexico (WCCNM), through a competitive process, approved the Mid-Region Council of Governments to continue to serve as the One-Stop Operator, effective July 1, 2017. Therefore, the MRCOG has been tasked to develop and execute the WIOA Partner MOU. Per, WIOA Section 121(c) and (h), and the Workforce Innovation and Opportunity Act (WIOA) of 2014 and Joint Final Rule- 20 CFR 678.700-678.755, all required Partners, under the WIOA, are mandated to agree to and sign the One-Stop Partner MOU with the WCCNM.

Workforce Connection of Central New Mexico is committed to encouraging input and partnership from the variety of providers and representatives in our region, including WIOA mandated and optional partners. The Act provides for increased access to One-Stop Centers for special populations, meeting performance standards, quality customer service to business and job seekers and continuous improvement of WCCNM One-Stop operations.

Please find the included draft MOU (within your review, focus on Terms and Conditions and Roles and Responsibilities), services form, and signature page, which will be attached as an addendum to the final Partner MOU. Please fill out the included form (identifying your individual/unique partner services), sign signature page and return signature page and services form to the Mid-Region Council of Governments in the provided self-addressed and stamped envelope. Once all partners have returned their information, a fully executed copy of the complete MOU will be sent to your office for your files. Additionally, through signing this MOU, WIOA Partners are agreeing to the Infrastructure Funding Agreement (IFA), still not identified; these costs will be negotiated with each partner and finalized prior to January 2018, per state and federal direction. Note, the current Resource Sharing Agreement will act as the IFA until negotiations with partners have been finalized.

If you have any questions, I can be reached directly at (505) 724-3636 or via email at [jsans@mrcog-nm.gov](mailto:jsans@mrcog-nm.gov).

Sincerely,

Jerilynn L. Sans  
Workforce Administrator



809 Copper Avenue, NW • Albuquerque, New Mexico 87102

Telephone: (505) 247-1750 • Fax: (505) 247-1753 • [www.wccnm.org](http://www.wccnm.org)

"Equal Opportunity Program"

# New Mexico Workforce Connection

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

## Authority and Signature- Adult Basic Education- Catholic Charities

- One Completed, signed, and dated Authority and Signature page is required for each signatory official.

By Signing my name below, I James Gannon, certify that I have read the WCCNM Partner MOU. 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

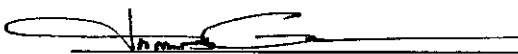
By signing this document, I also certify that I have the legal authority to bind my agency (outlined below) to the terms of:

☒ The MOU

☒ The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is complete; prior to January 1, 2018.

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.



8-10-17

Signature

Date

James Gannon, Executive Director / CEO

Printed Name and Title

Catholic Charities

Agency Name

Kris Degerhardt 505.724.4672

Agency Contact Information



**Workforce Connection of Central New Mexico**

809 Copper NE, Albuquerque, NM 87102 | [www.wccnm.org](http://www.wccnm.org) | (505) 247-1750

<b>REQUIRED PARTNERS</b>	<b>Eligibility</b>	<b>Outreach, intake, orientation</b>	<b>Skills and supportive service needs assessment</b>	<b>Labor exchange services</b>	<b>Program coordination and referral</b>	<b>Labor market information</b>	<b>Training provider performance and cost information</b>	<b>Performance info for the local area as a whole</b>	<b>Info on the availability of supportive services</b>	<b>Info and Assistance with UI claims</b>	<b>Assistance establishing eligibility for financial aid</b>	<b>Employment retention services</b>	<b>Follow-up services</b>
<b>Title IB – WIOA Adult &amp; Dislocated Worker</b>	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Title IB – WIOA Youth</b>	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>TechHire NM</b>	X	X	X	X	X	X	X		X		X	X	X
<b>Employment Programs under Wagner-Peyser</b>	X	X	X	X	X	X	X		X	X			
<b>Vocational Rehabilitation</b>		X	X		X	X	X		X		X	X	X
<b>Post-secondary Career and Technical Education under Perkins</b>													
<b>Trade Adjustment Assistance (TAA)</b>	X			X	X	X	X	X		X			X
<b>Job Counseling, Training and Placement Services for Veterans</b>	X	X	X	X	X	X		X	X			X	X
<b>Community Services Block Grant</b>													
<b>Unemployment Insurance</b>													
<b>Senior Community Services Employment Program (SCSEP)</b>									X	X			
<b>Trade Readjustment Assistance (TRA)</b>	X	X			X					X			
<b>Second Chance</b>													
<b>TANF - SL Start</b>	X- TANF	X	X		X	X		X	X			X	







# New Mexico Workforce Connection

*A Proud Partner of the American Job Center Network*

## *DRAFT*

### **Memorandum of Understanding (MOU)** Between **Workforce Connection of Central New Mexico (WCCNM)** And **America Job Center Partners**



**Workforce Connection of Central New Mexico**

809 Copper NE, Albuquerque, NM 87102 | [www.wccnm.org](http://www.wccnm.org) | (505) 247-1750

"Equal Opportunity Program"





**Memorandum of Understanding (MOU)**  
Between  
**Workforce Connection of Central New Mexico (WCCNM)**  
And  
**American Job Center Partners**

**LEGAL AUTHORITY**

The Workforce Innovation and Opportunity Act (WIOA) sec. 121(c)(1) requires the Local Board, with this agreement of the Chief Elected Officials (CEO's), to develop and enter into a Memorandum of Understanding (MOU) and the One-Stop Partners consistent with WIOA Sec. 121(c)(2) concerning the operation of the one-stop delivery system in a local area. This requirement is further described in the WIOA; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions: Final Rule at 20 CFR 678.500, 34 CFR 361.500 and 34 CFR 463.500 and in Federal guidance.

Additionally, the sharing and allocation of infrastructure costs among one-stop partners is governed by WIOA sec. 121(h), it is implementing regulations, and the Federal Cost Principles contained in the Uniform Administrative requirement, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) ant 2 CFR part 200,

**PURPOSE**

The primary purpose of this Memorandum of Understanding (MOU) is to create a partnership between the Workforce Connection of Central New Mexico (WCCNM) and the American Job Center Partners (Partners) within the counties of Bernalillo, Sandoval, Torrance and Valencia Counties.

The development and implementation of a comprehensive Workforce System requires teamwork between the Partners and the WCCNM. The Partners and the WCCNM agree to work together to establish shared goals, operating strategies, and procedures for effective integration of workforce services.

**Vision**

*A strong economic environment, growing industries, highly competitive and profitable businesses, skilled and productive workers and growing, thriving communities.*

**Mission**

*To deliver value-added workforce and human resource services that contribute to an economic environment in which Central Area industries are growing, businesses are highly competitive and profitable, workers are skilled and productive, and communities are growing and thriving.*

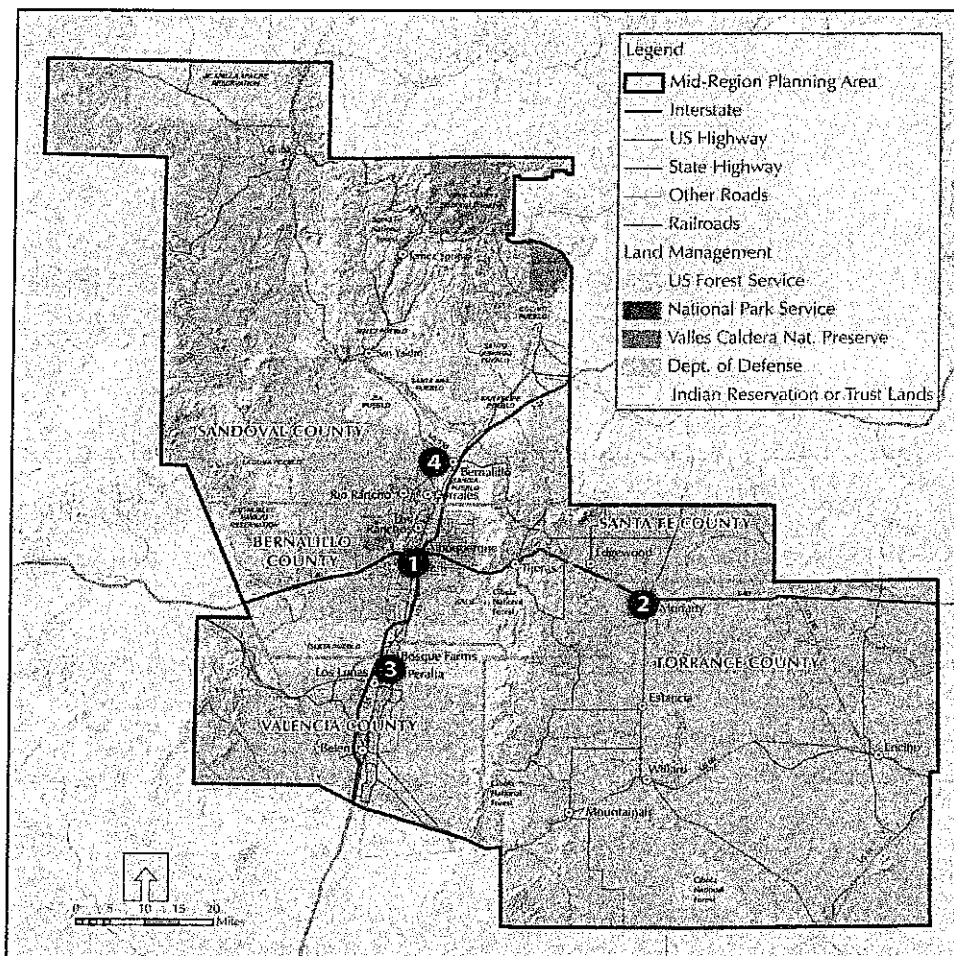
## WCCNM American Job Centers

## Workforce Connection of Central New Mexico



## BUSINESS AND CAREER CENTERS

- |                                    |   |
|------------------------------------|---|
| <b>1. Bernalillo County Office</b> | 501 Mountain Road NE   Albuquerque, NM 87102   P (505) 843-1900   F (505) 843-1993  |
| <b>2. Torrance County Office</b>   | 777 Route 66   Chamber of Commerce Building   Moriarty, NM 87035   P (505) 832-6774 |
| <b>3. Valencia County Office</b>   | 428 Los Lentes Rd SE   Los Lunas, NM 87031   P (505) 212-9115   F (505) 865-2278    |
| <b>4. Sandoval County Office</b>   | 301 Rail Runner Ave   Bernalillo, NM 87004   P (505) 771-2160   F (505) 771-2541    |



### Mid-Region Council of Governments

Administrative Entity for the Workforce Connection of Central New Mexico  
809 Copper Ave. NW | Albuquerque, NM 87102 | 505-247-1750

Within the Central Region there is one WIOA comprehensive One-Stop (Bernalillo County) and three affiliate American Job Centers (AJC). These centers were established

under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act. All centers offer WIOA Adult, Dislocated and Youth Services, and provide for both staff assisted and self-directed services and access to Unemployment Services via the telephone or through the resource center facilities. Resources available at each WCCNM AJC One-Stop includes, but are not limited to: computers with internet access and the New Mexico Job Service System, fax and copy machines, online job search and career exploration resources, online filing for Unemployment Insurance benefits, labor market information and literature pertaining to careers, job search and training. Staff assisted career services are available to customers who require some staff assistance to include job referral, job development, workshops, resume review, and other reemployment services support.

Office hours for all American Job Centers within the Central Area is Monday through Friday 8:00 AM to 5:00 PM

### **One-Stop Operator**

The WCCNM selected the one-stop operator, Mid-Region Council of Governments., through a competitive process in accordance with the Uniform Guidance, WIOA and its implementing regulations, and Local procurement laws and regulations. All documentation for the competitive one-stop operator procurement and selection process is published and may be accessed by the NMDWS WIOA Administrator – (505) 841-9450. The State requires that the one-stop operator is re-competed at least every three years and no later than every four years. Functional details are outlined in the Roles and Responsibilities of Partners section, under One-Stop Operator.

## Partners

Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information
<b><i>Co-Located Partners at Bernalillo County's Comprehensive One-Stop America's Job Center</i></b>				
Wagner-Peyser Employment Services	NM Dept. of Workforce Solutions	Wagner-Peyser Employment Services (ES) program, authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as amended by title III of WIOA, also providing the state's public labor exchange	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 <a href="mailto:celina.bussey@state.nm.us">celina.bussey@state.nm.us</a>
Jobs for Veterans State Grants	NM Dept. of Workforce Solutions	Jobs for Veterans State Grants (JVSG), authorized under chapter 41 of title 38, U.S.C.	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 <a href="mailto:celina.bussey@state.nm.us">celina.bussey@state.nm.us</a>
Trade Adjustment Assistance	NM Dept. of Workforce Solutions	Trade Adjustment Assistance (TAA), authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 <a href="mailto:celina.bussey@state.nm.us">celina.bussey@state.nm.us</a>
Unemployment Insurance Reemployment Services and Eligibility Assessment  <b>Access by Computer and Telephone</b>	NM Dept. of Workforce Solutions	Budget Control Act, 2016, WIOA Act of 2014, Unemployment Insurance Program Letter 19-15	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 <a href="mailto:celina.bussey@state.nm.us">celina.bussey@state.nm.us</a>
WIOA Adult, Dislocated Worker, and Youth Programs	Mid-region Council of Governments, Workforce Connection of Central LWDB	WIOA title I Adult, Dislocated Worker, and Youth Programs – WIOA Act of 2014	WCCNM Board Chair Leslie Sanchez	809 Copper Ave. NW, Albuquerque, NM 87102 505-724-3636 <a href="mailto:leslie@dlenm.org">leslie@dlenm.org</a>
Temporary Assistance for Needy Families (TANF)	NM Human Services Dept,	Temporary Assistance for Needy Families (TANF), authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) <sup>3</sup>	Secretary Brent Earnest	Office of the Secretary P.O. Box 2348 Santa Fe, NM 87504 505- 827-7750 <a href="mailto:brent.earnest@state.nm.us">brent.earnest@state.nm.us</a>

Temporary Assistance for Needy Families (TANF)	SL Start (service provider)	Temporary Assistance for Needy Families (TANF), authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) <sup>3</sup>	Lisa Roberts, EVP of Operations & Workforce Services	5709 W Sunset Hwy, Suite 100, Spokane WA 99224 208.329.0723 <a href="mailto:lroberts@slstart.com">lroberts@slstart.com</a>
Innovate + Educate	Innovate+Educate	Additional Partner	Jamai Blivin, CEO	228 Griffin Street Santa Fe, NM 87501 (505) 629-7071 <a href="mailto:jamai.blivin@innovate-educate.org">jamai.blivin@innovate-educate.org</a>
Graduate Abq!	United Way of Central NM	Additional Partner	Ed Rivera, President/CEO	2340 Alamo Ave. SE, Suite 200, Albuquerque, NM 87106 505-247-3671 <a href="mailto:Ed.rivera@uwcnm.org">Ed.rivera@uwcnm.org</a>
Tech-Hire NM	Workforce Connection of Central NM	TechHire Partnership Grants: FOA-ETA-16-01	WCCNM Board Chair Leslie Sanchez	809 Copper Ave. NW, Albuquerque, NM 87102 505-724-3636 <a href="mailto:leslie@dlennm.org">leslie@dlennm.org</a>
NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services	State Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), as amended by title IV of WIOA	Joe D. Cordova, Executive Director	435 St. Michael's Dr. Bldg. D Santa Fe, NM 87505 505-954-8500 800-224-7005
Job Corps	Job Corps	Job Corps, WIOA Title I, Subtitle C	Vicki Wilkins, Center Director	1500 Indian School Rd. NW Albuquerque, NM 87104 505-222-4100 <a href="mailto:Wilkins.Vicki@jobcorps.org">Wilkins.Vicki@jobcorps.org</a>

***Partners Not Co-located at Bernalillo County's Comprehensive One-Stop - America's Job Center***

Rio Metro Regional Transit District, New Mexico Job Access Program	Rio Metro Regional Transit District	Additional Partner	Terry Doyle, Director RMRTD	809 Copper Ave. NW Albuquerque, NM 87102 505-843-1701 <a href="mailto:tdoyle@mrkog-nm.gov">tdoyle@mrkog-nm.gov</a>
Senior Community Service Employment Program Set-Aside Grantees	NICOA, National Indian Council on Aging	Senior Community Service Employment Program Set-Aside Grantees	Randella Bluehouse, Executive Director	8500 Menaul Blvd NE, Suite B-470 Albuquerque, NM 87112 505-292-2001 <a href="mailto:rbluehouse@nicoa.org">rbluehouse@nicoa.org</a>

Senior Community Service Employment Program SCSEP	NM Goodwill	Senior Community Service Employment Program (SCSEP), authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.)	Mary Best, President/CEO	5000 San Mateo Blvd. NE Albuquerque, NM 87109 505-881-6140 <a href="mailto:mbest@goodwillnm.org">mbest@goodwillnm.org</a>
National Farmworker Jobs Program Employment and Training Grants	Help – New Mexico	National Farmworker Job Program (NFJP) WIOA Sec. 167	Michael Gutierrez, Chief Executive Officer	5101 Copper Ave NE Albuquerque, NM 87108 505-766-4918 <a href="mailto:Mike.Gutierrez@helpnm.com">Mike.Gutierrez@helpnm.com</a>
Youth Build	Youth Development Inc	YouthBuild Grants: SGA-DFA-PY-13-04	Dr. Diego Gallegos, President/CEO	518 1st Street NW Albuquerque, NM 87102 505-212-7442 <a href="mailto:dgallegos@ydnm.org">dgallegos@ydnm.org</a>
Youth Build	Help- New Mexico	<u>YouthBuild 2016:</u> <u>FOA-ETA-16-10</u>	Michael Gutierrez Chief Executive Office	5101 Copper Ave NE Albuquerque, NM 87124 505-766-4918 <a href="mailto:Mike.Gutierrez@helpnm.com">Mike.Gutierrez@helpnm.com</a>
Adult Basic Education	Adult Education Albuquerque GED	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Gloria Rael, Executive Director	c/o Trumbull Family Resource Center 419 Pennsylvania St. SE, Albuquerque, NM 87108 505-980-2129 <a href="mailto:gloria@abqged.org">gloria@abqged.org</a>
Adult Basic Education	Adult Education Catholic Charities	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	James Gannon, CEO	2010 Bridge Blvd. SW Albuquerque, NM 87105 505-724-4601 <a href="mailto:gannonj@ccasfnm.org">gannonj@ccasfnm.org</a>
Adult Basic Education	Adult Education Central New Mexico Community College – CN	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Wanda Helms, CNM Controller	Business Office 525 Buena Vista SE Albuquerque, NM 87106 505-224-3457 <a href="mailto:whelms@cnm.edu">whelms@cnm.edu</a>
Adult Basic Education	Adult Education New Mexico Corrections Depart.	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Eric Erickson, Operations Manager Recidivism Reduction Division	615 1st Street, NW Albuquerque, NM 87102 505-382-1775 <a href="mailto:eric.erickson@state.nm.us">eric.erickson@state.nm.us</a>
Adult Basic Education	Adult Education Reading Works	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Margaret Barker, Board President	8005 Pennsylvania Circle NE, Albuquerque, NM 87110 505-321-9620 <a href="mailto:president@ready-works.org">president@ready-works.org</a>

Adult Basic Education	Adult Education Santa Fe Community College	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Letty Naranjo, Director	Adult Education 6401 Richards Ave. Santa Fe, NM 87508 505-428-1330 <a href="mailto:Letty.naranjo@sfcc.edu">Letty.naranjo@sfcc.edu</a>
Adult Basic Education	Adult Education Southwestern Indian Polytechnic Institute	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Sherry Allison, President	9169 Coors Blvd. NW Albuquerque, NM 87120 505-792-2976 <a href="mailto:sherry.allison@bie.edu">sherry.allison@bie.edu</a>
Adult Basic Education	Adult Education UNM- Los Alamos	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Dr. Cynthia J. Rooney, Chief Executive Officer	4000 University Dr. Los Alamos, NM 87544 505-669-3400 <a href="mailto:gbaca@unm.edu">gbaca@unm.edu</a>
Adult Basic Education	Adult Education UNM-Valencia	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Dr. Alice Lettney, Chief Executive Officer	280 La Enbtradam Los Lunas, NM 87031 505-925-8540 <a href="mailto:alichel@unm.edu">alichel@unm.edu</a>
Community College	Public Education Department  Carl's Perkins Act	Career and technical education (CTE) 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.)	Dr. Elaine Perea, College & Career Readiness Director	300 Dan Gaspar Ave. Santa Fe, NM 87501 505-827-6715 <a href="mailto:Elaine.perea@state.nm.us">Elaine.perea@state.nm.us</a>
Community Services Block Grant Act (CSBG)	New Mexico Department of Human Services	Employment and training activities carried out under the Community Services Block Grant Act (CSBG) (42 U.S.C. 9901 et seq.)	Brent Earnest, Secretary	Office of the Secretary P.O. Box 2348 Santa Fe, NM 87504 505-827-7750 <a href="mailto:brent.earnest@state.nm.us">brent.earnest@state.nm.us</a>
Department of Probation, Parole, and Pardon Services	Department of Probation, Parole, and Pardon Services	Reentry Employment Opportunities (REO), programs authorized under sec. 212 of the Second Chance Act of 2007 (42 U.S.C. 17532) and WIOA sec. 169	Eric Erickson, Operations Manager Recidivism Reduction Division	615 1st Street, NW Albuquerque, NM 87102 505-382-1775 <a href="mailto:eric.erickson@state.nm.us">eric.erickson@state.nm.us</a>
Ticket to Work	Adelante of NM	Ticket to work and self-sufficiency program [116]  Sec. 1148. [42 U.S.C. 1320b-19] (a) In General	Mike Kivitz, CEO	3900 Osuna Rd. NE Albuquerque, NM 87109 505-341-2000 <a href="mailto:kswilliams@goadelante.org">kswilliams@goadelante.org</a>
Pueblo	Santo Domingo		Robert B Coriz, Governor	P.O. Box 99 Santo Domingo Pueblo, NM 87052 505-465-2214 <a href="mailto:RBCoriz@kewa-nsn.us">RBCoriz@kewa-nsn.us</a>

Pueblo	Isleta		J. Robert Benavides, Governor	P.O. Box 1270 Isleta Pueblo, NM 87022 505-869-3111 <a href="mailto:povgov@isletapueblo.com">povgov@isletapueblo.com</a>
Pueblo	Zia		Carl B. Schildt, Governor	135 Capitol Square Dr. Zia Pueblo, NM 87053 505-867-3304 <a href="mailto:governor@ziapueblo.org">governor@ziapueblo.org</a>
Pueblo	Santa Ana		Lawrence Montoya, Governor	2 Dove Road Santa Ana Pueblo, NM 87004 505-867-3301 <a href="mailto:governor@santaana-nsn.gov">governor@santaana-nsn.gov</a>
Pueblo	Sandia		Malcom Montoya, Governor	481 Sandia Loop Bernalillo, NM 87004 505-867-3317 <a href="mailto:sparkinson@sandiapueblo.nsn.us">sparkinson@sandiapueblo.nsn.us</a>
Pueblo	Cochiti		Eugene Herrera, Governor	P.O. Box 70 Cochiti Pueblo, NM 87072 505-465-2244 <a href="mailto:es_herrera@pueblodecochiti.org">es_herrera@pueblodecochiti.org</a>
Pueblo	San Felipe		Anthony Ortiz, Governor	P.O. Box 4339 San Felipe Pueblo, NM 87001 505-867-3381 <a href="mailto:ssandoval@sfpueblo.com">ssandoval@sfpueblo.com</a>
Pueblo	Jemez Springs		Joseph A. Toya, Governor	P.O. Box 100 Jemez Pueblo, NM 87024 505-834-7359 <a href="mailto:Joseph.a.toya@jemezpueblo.org">Joseph.a.toya@jemezpueblo.org</a>



## **TERMS and CONDITIONS**

### **Partner Services**

Partners will make services available as described below, when applicable to the program, consistent with and coordinated via the WCCNM's American Job Centers. Additional services may be provided on a case by case basis and with the approval of the WCCNM.

<b>Business Services</b>		
Serve as a single point of contact for businesses, responding to all requests in a timely manner	Provide information and services related to Unemployment Insurance taxes and claims	Assist with disability and communication accommodations, including job coaches
Conduct outreach regarding Local workforce system's services and products	Conduct on-site Rapid Response activities regarding closures and downsizings	Develop On-the-Job Training (OJT) contracts, incumbent worker contracts, or pay-for-performance contract strategies
Provide access to labor market information	Provide customized recruitment and job applicant screening, assessment, and referral services	Provide employer and industry cluster-driven Occupational Skills Training through Individual Training Accounts with eligible training providers
Assist with the interpretation of labor market information	Conduct and or assist with job fairs and hiring events	Develop customized training opportunities to meet specific employer and/or industry cluster needs
Use of one-stop center facilities for recruiting and interviewing job applicants	Consult on human resources issues	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 career counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the local workforce system	Individual counseling and career planning	Training programs operated by the public and private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individual in and out of area job search, referral, and placement assistance	Skill upgrading and retraining
Information for Unemployment Insurance claim filing	Work experience, transitional jobs, registered apprenticeships, and internships	Entrepreneurial training
Determination of potential eligibility for workforce Partner services, programs, and referral(s)	Workforce preparation services (e.g., development of learning skills, punctuality, communication skills, interviewing skills, personal maintenance, literacy skills, financial literacy skills, and professional conduct) to prepare individuals for unsubsidized employment or training	Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
Information and assistance in applying for financial aid for training and education programs not provided under WIOA		Other training services as determined by the workforce partner's governing rules
		Post-employment follow-up services and support

<b>Youth Services</b>	
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

## **Roles Responsibilities of the Partners**

### **All Parties to this agreement shall 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);
- Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38);
- 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 in the development of necessary service delivery protocols for the services outlined in the Partner Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers; and
- Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of this agreement.

### **Chief Elected Official (CEO)**

The CEO'S for the WCCNM will:

- In Partnership with the WCCNM and other applicable Partners within the planning region, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by the

WCCNM and their Partners, and that incorporates plans for each of the Local areas in the planning region;

- Approve the WCCNM's budget and workforce center cost allocation plan;
- Approve the selection of the one-stop operator following the competitive procurement process; and
- Coordinate with the WCCNM to oversee the operations of the Central Region's Area's American Job Center network.

## **WCCNM**

The Workforce Connection of Central New Mexico's Workforce Development Board ensures the workforce-related needs of employers, workers, and job seekers in the Central Area are met, to the maximum extent possible with available resources. The WCCNM will:

- In Partnership with the CEO's and other applicable Partners within the Central Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by WCCNM and their Partners;
- In collaboration and Partnership with the CEO's and other applicable Partners within the planning region, develop the strategic regional vision, goals, objectives, and workforce-related policies;
- In cooperation with the Local CEO's design and approve the WCCNM - American Job Center network structure. This includes, but is not limited to:
  - Adequate, sufficient, and accessible one-stop center locations and facilities;
  - Sufficient numbers and types of providers of career and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities);
  - A holistic system of supporting services; and
  - A competitively procured one-stop operator.
- In collaboration with the CEO's, designate through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the one-stop operator(s);
- Determine the role and day-to-day duties of the one-stop operator;

- Approve annual budget allocations for operation of the American Job Center network;
- Assist the one-stop operator recruit operational Partners and negotiate MOUs with new Partners;
- Leverage additional funding for the WCCNM's American Job Center network to operate and expand one-stop customer activities and resources; and
- Review and evaluate performance of the WCCNM and one-stop operator.

### **One-Stop Operator**

The Mid-Region Council of Governments' One-Stop Operations Manager will designate from Partner staff a Site Manager who will act as "functional leaders" for their designated office. As such, they will have the authority to organize and supervise Partner staff, to optimize and streamline service delivery efforts. Formal leadership, supervision, and performance responsibilities will remain with each staff member's employer of record. The one-stop operator, through the Center Managers, will, at a minimum:

Manage daily operations, including but not limited to:

- Managing and coordinating Partner responsibilities, as defined in this MOU;
- Managing hours of operation, including extended hours of operation once a week;
- Coordinating daily work schedules and work flow based upon operational needs;
- Coordinating staff vacations/unscheduled absences with the formal leader to ensure service coverage by center staff. Assist the WCCNM in establishing and maintaining the American Job Center network structure. This includes but is not limited to:
  - Ensuring that State requirements for center certification are met and maintained;
  - Ensuring that career services such the ones outlined in WIOA sec. 134(c)(2) are available and accessible;
  - Ensuring that WCCNM policies are implemented and adhered to,
  - Adhering to the provisions outlined in the contract with the WCCNM and the WCCNM's Business Plan;
  - Reinforcing strategic objectives of the WCCNM to Partners, and
  - Ensuring staff are properly trained by their formal leadership organizations and provided technical assistance, as needed.
- Integrate systems and coordinate services for the center and its Partners, placing priority on customer service;

- Integrated Workforce Service Delivery, as defined by WIOA, means organizing and implementing services by function (rather than by program), when permitted by a program's authorizing statute and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts;
- Functional alignment includes having one-stop center staff who perform similar tasks serve on relevant functional teams, e.g. Skills Development Team or Business Services Team;
- Service integration focuses on serving all customers seamlessly (including targeted populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each program;
- The services are seamless to the customer, meaning the services are free of cumbersome transitions or duplicative registrations from one program service to another and there is a smooth customer flow to access the array of services available in the workforce center;
- Oversee and coordinate partner, program, and WCCNM's American Job Center network performance. This includes but is not limited to:
  - Providing and/or contributing to reports of center activities, as requested by the WCCNM;
  - Providing input to the formal leader (partner program official) on the work performance of staff under their purview;
  - Notifying the formal leader immediately of any staff leave requests or unexcused absences, disciplinary needs, or changes in employee status;
  - Identifying and facilitating the timely resolution of complaints, problems, and other issues;
  - Collaborating with the WCCNM on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603);
  - Ensuring open communication with the formal leader(s) in order to facilitate efficient and effective center operations; and
  - Evaluating customer satisfaction data and propose service strategy changes to the WCCNM based on findings.
- Manage fiscal responsibilities and records for the center. This includes assisting the WCCNM with cost allocations and the maintenance and reconciliation of one-stop center operation budgets.

The One-Stop 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 services providers, or Youth providers. The operator cannot negotiate local performance accountability measures or develop and submit budgets for activities of the WCCNM. WCCNM is responsible for the negotiated performance measures, strategic planning, budgets, and one-stop operator oversight (including monitoring).

## **Partners**

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement and to pursue acquiring Certified Workforce Development Professional (CWDP) certification for partner staff.

Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the one-stop operator;
- Joint planning, policy development, and system design processes,
- Commitment to the joint mission, vision, goals, strategies, and performance measures;
- The design of assessment, referral, and case management processes,
- The use of data sharing methods, as appropriate;
- Leveraging of resources, including other public agency and non-profit organization services;
- Participation in a continuous improvement process designed to enhance outcomes and increase customer satisfaction; and
- Participation in regularly scheduled Partner and coordination meetings to exchange information in support of the above and promote program and staff integration.

## **Data Sharing**

Partners agree that the use of high-quality, integrated data is essential to inform decisions made by policymakers, employers, and job seekers.

Partners further agree that the collection, use, and disclosure of customers' personally identifiable information (PII) is subject to various requirements set forth in Federal and State privacy laws. Partners acknowledge that the execution of this MOU, by itself, does not function to satisfy these requirements.

All data, including customer PII, collected, used, and disclosed by Partners will be subject to the following:

- Customer PII will be properly secured in accordance with the Local WDB's policies and procedures regarding the safeguarding of PII;
- The collection, use, and disclosure of customer education records, and the PII contained therein, as defined under FERPA, shall comply with FERPA and applicable State privacy laws;



- All confidential data contained in UI wage records must be protected in accordance with the requirements set forth in 20 CFR part 603;
- All personal information contained in Vocational Rehabilitation records must be protected in accordance with the requirements set forth in 34 CFR 361.38;
- Customer data may be shared with other programs, for those programs' purposes, within the WCCNM's American Job Center network only after the informed written consent of the individual has been obtained, where required;
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations; and.
- All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d)).

All one-stop center and Partner staff will be trained in the protection, use, and disclosure requirements governing 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.

### **Confidentiality**

All Parties expressly agree to abide by all applicable Federal, State, and local laws and regulations regarding confidential information, including PII from educational records, such as but not limited to 20 CFR Part 603, 45 CFR Section 205.50, 20 USC 1232g and 34 CFR part 99, and 34 CFR 361.38, as well as any applicable State and local laws and regulations. In addition, in carrying out their respective responsibilities, each Party shall respect and abide by the confidentiality policies and legal requirements of the other Parties.

Each Party will ensure that the collection and use of any information, systems, or records that contain PII and other personal or confidential information will be limited to purposes that support the programs and activities described in this MOU and will comply with applicable law.

Each Party will ensure that access to software systems and files under its control that contain PII or other personal or confidential information will be limited to authorized staff members who are assigned responsibilities in support of the services and activities described herein and will comply with applicable law. Each Party expressly agrees to take measures to ensure that no PII or other personal or confidential information is accessible by unauthorized individuals.

To the extent that confidential, private, or otherwise protected information needs to be shared amongst the Parties for the Parties' performance of their obligations under this MOU, and to the extent that such sharing is permitted by applicable law, the appropriate data sharing agreements will be created and required confidentiality and ethical certifications will be signed by authorized individuals. With respect to confidential

unemployment insurance information, any such data sharing must comply with all of the requirements in 20 CFR Part 603, including but not limited to requirements for an agreement consistent with 20 CFR 603.10, payments of costs, and permissible disclosures.

With respect to the use and disclosure of FERPA-protected customer education records and the PII contained therein, any such data sharing agreement must comply with all of the requirements set forth in 20 U.S.C. § 1232g and 34 CFR Part 99.

With respect to the use and disclosure of personal information contained in VR records, any such data sharing agreement must comply with all of the requirements set forth in 34 CFR 361.38.

## **Referrals**

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

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the WCCNM American Job Center network;
- Develop materials summarizing their program requirements and making them available for Partners and customers;
- Develop and utilize eligibility determination, assessment, and registration forms / processes;
- Provide substantive referrals – in accordance with the WCCNM Referral Policy – 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; and
- Commit to actively follow up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level.

## **Accessibility**

Accessibility to the services provided by the WCCNM American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the WCCNM American Job Center network. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

### **Physical Accessibility**

One-stop centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will meet the latest standards of accessible design. Services are available in a convenient and accessible location, and include adequate parking (including parking clearly marked for individuals with disabilities). Indoor space is designed in an "equal and meaningful" manner providing access for individuals with disabilities.

### **Virtual Accessibility**

The WCCNM will work with all appropriate parties to ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires that federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually will be updated regularly to ensure dissemination of correct information.

Partners should either have their own web presence via a website and/or the use of social media, or collaborate with the WCCNM to post content through its website.

### **Communication Accessibility**

Communications access, for purposes of this MOU, means that individuals with sensory disabilities can communicate (and be communicated with) on an equal footing with those who do not have such disabilities. All Partners agree that they will provide accommodations for individuals who have communication challenges, including but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments.

### **Programmatic Accessibility**

All Partners agree that they will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law. Partners must assure that they have policies and procedures in place to address these issues, and that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues. All Partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all WCCNM's American Job Center programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education

level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs and assistive listening devices must be available to ensure physical and programmatic accessibility within WCCNM's American Job Centers. The WCCNM utilizes the Governor's Commission on Disability for recommendations and assistance to define the best methods and products regarding assistive technology and compliance.

## **Outreach**

The WCCNM and its Partners will develop and implement a strategic outreach plan that will include, at a minimum:

- Specific steps to be taken by each partner;
- An outreach plan to the region's human resources professionals;
- An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need;
- An outreach and recruitment plan for out-of-school youth;
- Sector strategies and career pathways;
- Connections to registered apprenticeship;
- A plan for messaging to internal audiences;
- An outreach tool kit for Partners;
- Regular use of social media;
- Clear objectives and expected outcomes; and
- Leveraging of any statewide outreach materials relevant to the region.

## **Dispute Resolution**

The following section details the dispute resolution process designed for use by the Partners when unable to successfully reach an agreement necessary to execute the MOU. A disagreement is considered to have reached the level of dispute resolution when an issue arises out of the development and negotiation of an MOU that is not easily coming to a point of resolution. It is the responsibility of the WCCNM Board Chair (or designee) to coordinate the MOU dispute resolution to ensure that issues are being resolved appropriately. Any party to the MOU may seek resolution under this process:

- All Parties are advised to actively participate in local negotiations in a good faith effort to reach an agreement. Any disputes shall first be attempted to be resolved informally;
- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the WCCNM Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days;

- The WCCNM Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a two-thirds majority consent of the Executive Committee members present;
- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies;
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure;
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties of the MOU; and
- The WCCNM Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution.

### **Monitoring**

The WCCNM, or its designated staff, officials from the State and Local administrative entities, the U.S. Departments of Labor, Education, and Health and Human Services have the authority to conduct fiscal and programmatic monitoring to ensure that:

- Federal awards are used for authorized purposes in compliance with law regulations, and State policies;
- Those laws, regulations, and policies are enforced properly;
- Performance data are recorded, tracked, and reviewed for quality to ensure accuracy and completeness;
- Outcomes are assessed and analyzed periodically to ensure that performance goals are met;
- Appropriate procedures and internal controls are maintained, and record retention policies are followed; and
- All MOU terms and conditions are fulfilled.

All Parties to this MOU should expect regular fiscal and programmatic monitoring to be conducted by each of the above entities, as appropriate.

### **Non-Discrimination and Equal Opportunity**

All Parties to this MOU certify that they prohibit, and will continue to prohibit, discrimination, and they certify that no person, otherwise qualified, is denied employment, services, or other benefits on the basis of: (i) political or religious opinion or affiliation, marital status, sexual orientation, gender, gender identification and/or expression, race, color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bona fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with a disability.

The Parties specifically agree that they will comply with Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule December 2, 2016), the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the Non-traditional Employment for Women Act of 1991, titles VI and VII of the Civil Rights of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Age Discrimination Act of 1967, as amended, title IX of the Education Amendments of 1972, as amended, and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR Part 37 and 38.

### **Indemnification**

All Parties to this MOU recognize the Partnership consists of various levels of government, not-for-profit, and for-profit entities. Each party to this agreement shall be responsible for injury to persons or damage to property resulting from negligence on the part of itself, its employees, its agents, or its officers. No Partner assumes any responsibility for any other party, State or non-State, for the consequences of any act or omission of any third party. The Parties acknowledge the WCCNM and the one-stop operator have no responsibility and/or liability for any actions of the one-stop center employees, agents, and/or assignees. Likewise, the Parties have no responsibility and/or liability for any actions of the WCCNM or the one-stop operator.

### **Severability**

If any part of this MOU is found to be null and void or is otherwise stricken, the rest of this MOU shall remain in force.

### **Drug and Alcohol-Free Workplace**

All Parties to this MOU certify they will comply with the Drug-Free Workplace Act of 1988, 41 U.S.C. 702 et seq., and 2 CFR part 182 which require that all organizations receiving grants from any Federal agency maintain a drug-free workplace. The recipient must notify the awarding office if an employee of the recipient is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for suspension or debarment under 2 CFR part 180, as adopted by the U.S. Department of Education at 2 CFR 3485, and the U.S. Department of Labor regulations at 29 CFR part 94.

### **Certification Regarding Lobbying**

All Parties shall comply with the Byrd Anti-Lobbying Amendment (31 U.S.C. Section 1352), 29 C.F.R. Part 93, and 34 CFR part 82, as well as the requirements in the Uniform Guidance at 2 CFR 200.450. The Parties shall not lobby federal entities using federal funds and will disclose lobbying activities as required by law and regulations.

### **Debarment and Suspension**

All Parties shall comply with the debarment and suspension requirements (E.O.12549 and 12689) and 2 CFR part 180 and as adopted by the U.S. Department of Labor at 29 CFR part 2998 and by the U.S. Department of Education at 2 CFR 3485.

### **Priority of Service**

All Parties certify that they will adhere to all statutes, regulations, policies, and plans regarding priority of service, including, but not limited to, priority of service for veterans and their eligible spouses, and priority of service for the WIOA title I Adult program, as required by 38 U.S.C. sec. 4215 and its implementing regulations and guidance, and WIOA sec. 134(c)(3)(E) and its implementing regulations and guidance. Partners will target recruitment of special populations that receive a focus for services under WIOA, such as individuals with disabilities, low-income individuals, basic skills deficient youth, and English language learners.

### **Buy American Provision**

Each Party that receives funds made available under title I or II of WIOA or under the Wagner-Peyser Act (29 U.S.C. Section 49, et. seq.) certifies that it will comply with Sections 8301 through 8303 of title 41 of the United States Code (commonly known as the "Buy American Act.") and as referenced in WIOA Section 502 and 20 CFR 683.200(f).

### **Salary Compensation and Bonus Limitations**

Each Party certifies that, when operating grants funded by the U.S. Department of Labor, it complies with TEGL 05-06, Implementing the Salary and Bonus Limitations in Public Law 109-234, TEGL 17-15, Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker and Youth Activities Program Allotments for Program Year (PY) 2016; Final PY 2016 Allotments for the Wagner-Peyser Act Employment Service (ES) Program Allotments; and Workforce Information Grants to States Allotments for PY 2016, Public Laws 114-113 (Division H, title I, Section 105) and 114-223, and WIOA section 194(15)(A), restricting the use of federal grant funds for compensation and bonuses of an individual, whether charged to either direct or indirect, at a rate in excess of the Federal Office of Personnel Management Executive Level II.

### **Non-Assignment**

Except as otherwise indicated herein, no Party may, during the term of this MOU or any renewals or extensions of this MOU, assign or subcontract all or any part of the MOU without prior written consent of all other Parties.

### **Governing Law**

This MOU will be construed, interpreted, and enforced according to the laws of the State of Any State. 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.

### **Steps to Reach Consensus**

#### **1. Notification of Partners**

The WCCNM Board Chair (or designee) must notify all Parties in writing that it is necessary to renew and execute the MOU and provide all applicable policies and preceding MOU documents, as applicable.

#### **2. Kickoff Meeting**

The WCCNM Board Chair (or designee) is responsible for convening all required and optional American Job Center Partners to formally kick-off negotiations, and to ensure that, at a minimum, all American Job Center Partners from all counties within the Central Area are appropriately represented. The kickoff meeting should take place no later than within four (4) weeks of notification as it must be hosted in a timely manner to allow for all steps to be conducted in good faith and in an open and transparent environment.

At the kickoff meeting, the WCCNM Board Chair (or designee) must provide a detailed review of all relevant documents, facts, and information and ensure all Parties have sufficient time to ask questions or voice concerns and are fully aware of expectations and the overall process.

#### **3. Negotiations**

Over the course of the four (4) weeks following the formal kickoff meeting, Partners must submit all relevant documents to the WCCNM Board Chair (or designee) to begin the drafting of the MOU. During this time period, additional formal or informal meetings (informational and negotiation sessions) may take place, so long as they are conducted in an open and transparent manner, with pertinent information provided to all Parties.



#### **4. Draft MOU**

WCCNM Board Chair (or designee) must email a complete draft of the MOU to all Parties once all Partners have reviewed and agree to the MOU.

#### **5. Review and Comment**

Within three (3) weeks of receipt of the draft MOU, all Parties must review and return feedback to the WCCNM Board Chair (or designee). It is advised that each Party also use this time to allow their respective Legal Departments to review the MOU for legal sufficiency. It is the responsibility of the WCCNM Board Chair (or designee) to ensure all American Job Center Partners to the MOU are aware of the comments and revisions that are needed.

#### **6. Finalized Draft**

The WCCNM Board Chair (or designee) must circulate the finalized MOU and secure Partner signatures within four (4) weeks of receipt of feedback. The WIOA MOU will be considered fully executed once all signatories have reviewed and signed, and a signed copy has been returned to all Parties.

If determined that a Partner is unwilling to sign the MOU, then the WCCNM Board Chair (or designee) must ensure that the dispute resolution process is followed.

### **MOU Modification Process**

#### **1. Notification**

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. Discussion/Negotiation**

Upon notification, the WCCNM 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 upon 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 WCCNM Board Chair (or designee) may 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 WCCNM, wherein the new party assumes all of the rights and

obligations of the original party. Upon execution, the WCCNM Board Chair (or designee) presents the agreement as a proposed modification to the MOU, and the remaining steps are followed.

If determined that a Partner is unwilling to agree to the MOU modification, the WCCNM Board Chair (or designee) must ensure that the process in the Dispute Resolution section is followed.

### **3. Signatures**

The WCCNM Board Chair (or designee) must immediately circulate the MOU modification and secure Partner signatures within four (4) weeks. 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 WCCNM Board Chair (or designee) acquires signatures of each party and provides a complete copy of the modification with each party's signature to all the other Parties.

### **Termination**

This MOU will remain in effect until the end date specified in the *Effective Period* section below, 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; and
- A party breaches any provision of this MOU and such breach is not cured within thirty (30) days<sup>15</sup> after receiving written notice from the WCCNM Board Chair (or designee) specifying such breach in reasonable detail. In such event, the non-breaching party(s) shall have the right to terminate this MOU by giving written notice thereof to the party in breach, upon which termination will go into effect immediately.

In the event of termination, the Parties to the MOU must convene within thirty (30) days after the breach of the MOU to discuss the formation of the successor MOU. At that time, allocated costs must be addressed.

Any party may request to terminate its inclusion in this MOU by following the modification process identified in the *Modification Process* section above.

All Parties agree that this MOU shall be reviewed and renewed not less than once every 3-year period to ensure appropriate funding and delivery of services.

### **Effective Period**

This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 2020, unless any of the reasons in the Termination section above apply.

### **One-Stop Operating Budget**

The purpose of this section is to establish a financial plan, including terms and conditions, to fund the services and operating costs of the WCCNM's American Job Center network. The Parties to this MOU agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a 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 local area;
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness);
- 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. This requires 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 Partners consider this one-stop operating budget the master budget that is necessary to maintain the WCCNM's American Job Center network. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Infrastructure costs (also separately outlined in the Infrastructure Funding Agreement (IFA),
- Career services, and
- Shared services.

All costs must be included in the MOU, allocated according to Partners' proportionate use and relative benefits received, and reconciled on a quarterly basis against actual costs incurred and adjusted accordingly. The one-stop operating budget is expected to be transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately. All Partners must negotiate in good faith and seek to establish outcomes that are reasonable and fair.

*The Operating Budget will be negotiated and finalized on or before January 2018 with the current Resource Sharing Agreement (RSA) remain in effect until then.*

## Agreement # 14670

### Albuquerque Public Schools Agreement for Adult Basic Education Classes Services

This Agreement effective this 23rd day of January, 2017 is entered into between Albuquerque Public Schools, hereinafter referred to as "APS" or "District", and Catholic Charities referred to as "Contractor".

**1. SERVICES TO BE PROVIDED:** The Contractor shall provide Adult Basic Education Classes Services as described in Request for Proposal 17-016 RA-KN ("RFP") and expanded on in Contractor's response to RFP.

**2. AGREEMENT DOCUMENTS:** The terms of this Agreement shall include the terms of the attachments hereto and all documents referenced herein. The Agreement shall also incorporate by reference the following items: Request for Proposal 17-016 RA-KN, the Contractor's response, Referenced Scope of Work, Purchase Order Terms and Conditions, and all negotiation records.

**3. TERM:** The term of this Agreement is January 23, 2017 to January 22, 2023.

**4. COST AND PAYMENT:** The Contractor shall be paid for services rendered satisfactorily as per submitted cost proposal (Instruction -\$50.00 per class; Teacher Planning time -\$25.00 per class; Supplies and Materials \$24.00; Administration \$24.00; total \$2,256 per class per semester) All payment will be in arrears. Contractor shall provide detailed, monthly invoices to the District. The invoice submitted by Contractor shall note the purchase order number and must be delivered to the Title 1 Instructional Manager. Payment shall be made by the District within 30 days following receipt of an invoice, except to the extent the District disputes the content of the invoice or the amount due and owing. In the event that the District disputes an invoice, the District shall notify the Contractor of the dispute and shall promptly pay the non-disputed portions of the invoice. Any invoice received and payment made shall be subject to District's terms and conditions unless specifically waived by District in a separate written document.

**5. TAXES:** Albuquerque Public Schools shall pay New Mexico Gross Receipt Tax on the amounts invoiced by Contractor for services provided to the District, as required by the New Mexico statutes.

**6. REPORTING:** The Contractor shall make available to the District all detailed records/reports documenting services provided as per RFP.

**7. AUDIT:** The District reserves the right to audit Contractor's records associated with this contract at any time during the contract period and for a period of up to three years following the expiration or termination of this Agreement and any extensions thereto. Such audit may be conducted by District personnel or a third party under contract with the District. The District shall give Contractor reasonable notice prior to the conduct of any audit. Upon receipt of the notice from the District, the Contractor shall immediately and fully cooperate with the auditors. If

Contractor subcontracts any portion of its obligation to another party, Contractor shall guarantee District's access to books and records of such party.

**8. AMENDMENTS:** This Agreement shall not be altered, changed, or amended except by written instrument signed by both parties.

**9. ASSIGNMENTS:** The Contractor shall not assign or delegate specific duties as part of this Agreement nor transfer any interest nor assign any claims for money due or to become due under this Agreement without the written consent of APS.

**10. PROCUREMENT CODE:** The Procurement Code, Sections 13-1-28 through 13-1-199 NMSA 1978, imposes civil and misdemeanor criminal penalties for its violation. In addition, the New Mexico criminal statutes impose felony penalties for bribes, gratuities, and kickbacks.

**11. TERMINATION BY THE DISTRICT:**

1. For Cause

a. The occurrence of either one of the following events will justify termination for cause:

- i. Contractor's persistent failure to perform the work in accordance with the contract documents (including but not limited to, failure to supply sufficient skilled workers or suitable materials or equipment).
- ii. Contractor's violation in any substantial way of any provisions of this contract.

b. The District may terminate this Agreement for any breach of this Agreement's material terms by Contractor, provided that the District shall first provide Contractor with written notice of the breach and a ten (10) day opportunity for Contractor to cure such breach. If Contractor fails to cure the breach within the ten (10) day period, the District may terminate the Agreement upon written notice to Contractor. Contractor shall be paid for work performed up to the date of termination.

c. Where Contractor's services have been terminated by the District for cause, the termination will not affect any rights or remedies of District against Contractor then existing or which may thereafter accrue. Any retention or payment of moneys due to Contractor by the District will not release the Contractor from liability.

2. For Convenience

a. Upon thirty (30) days written notice to Contractor, APS may without cause and without prejudice to any other right or remedy of APS, elect to terminate the contract.

- b. In such case, Contractor shall be paid (without duplication of any items):
    - i. for completed and acceptable work executed in accordance with the contract documents prior to the effective date of termination,
    - ii.
  - c. Contractor shall not be entitled to recover for loss of anticipated profits or revenue or other economic loss arising out of or resulting from a termination for convenience.
3. Non-appropriation: In the event that sufficient funds are not appropriated to enable the District to continue payments under this Agreement the District may cancel this Agreement by giving Contractor not less than 30 days prior written notice. Upon cancellation, Customer shall remit all amounts due for work completed through the date of cancellation.

**12. INDEMNIFICATION:** To the fullest extent allowable by law, The Contractor, agrees to defend, indemnify and hold harmless the District, its Board of Education, officers, agents, employees, and directors (hereinafter "Indemnified Parties") from and against any claim, demand, loss or liability (hereinafter "Claim") or any nature or cause whatsoever, and whether actual or alleged, arising from or in any way connected with the performance of this Agreement, including any Claim for personal injury and bodily injury, death, property damage, loss of profits, infringement upon intellectual property rights, except where such Claim is caused by the sole negligence or willful misconduct of the indemnified parties. The Contractor shall be responsible for damage to persons or property that occurs as a result of Contractor's fault or negligence, or that of any of Contractor's employees, agents or subcontractors. The Contractor shall save and hold harmless Albuquerque Public Schools against any and all loss, cost, damage, claims, expense or liability in connection with the performance of the contract. If any action or proceeding, whether judicial, administrative, arbitration, or otherwise, shall be commenced on account of any claim, demand or liability covered by this, and such action or proceeding names any of the Indemnified Parties as a party thereto, the Contractor shall, as its sole cost and expense, defend the Indemnified Parties in such action or proceeding with counsel reasonably satisfactory to the Indemnified Parties named in such action or proceeding. If any action or proceeding, whether judicial, administrative, arbitration, or otherwise, shall be commenced on account of any claim, demand or liability covered by this, and such action or proceeding names any of the Indemnified Parties as a party thereto, the Contractor shall, as its sole cost and expense, defend the Indemnified Parties in such action or proceeding with counsel reasonably satisfactory to the Indemnified Parties named in such action or proceeding

**13. INDEPENDENT CONTRACTOR:** The Contractor is an independent contractor performing services for the District. The Contractor shall not accrue leave, retirement, insurance, or any other benefits afforded to employees of the District as a result of this procurement.

**14. DEBARMENT OR SUSPENSION:** A business (contractor, subcontractor or supplier) that has either been debarred or suspended pursuant to the requirements of 13-1-177 through 13-1-180, and 13-4-11 through 13-4-17 NMSA 1978 as amended, shall not be permitted to do business with

the District and shall not be considered for award of the contract during the period for which it is debarred or suspended with the District.

**15. CONFLICT OF INTEREST:** The Contractor certifies that no relationship exists between Contractor and the District that interferes with fair competition or constitutes a conflict of interest; and no relationship exists between Contractor and another person or firm that constitutes a conflict of interest that is adverse to the District.

**16. GOVERNING LAW:** This Agreement will be interpreted and governed by the laws of the State of New Mexico.

**17. OTHER APPLICABLE LAWS:** Any other provisions required to be included in a contract of this type by any applicable and valid executive order, federal, state or local law, ordinance, rule or regulation shall be deemed to be incorporated herein.

**18. SEVERABILITY:** If any provision of this Agreement is found invalid or unenforceable, the remainder of the Agreement will be enforced to the maximum extent permissible and the legality and enforceability of the other provisions of the Agreement will not be affected.

**19. NON-DISCLOSURE:** The Contractor shall not disclose any information relating to students, and employees of APS other than such information that may be authorized by the individual student or employee. The Contractor will comply with all privacy and confidentiality regulations, including HIPAA. Contractor agrees to indemnify and hold harmless APS from any damages, claims, liabilities, and costs including reasonable attorney fees in the event any unauthorized release of such information occurs.

**20. NOTICES:** Unless otherwise directed herein, official notices shall be directed in writing to the following:

Albuquerque Public Schools:	Name:	Sally Rose
		Title I – Instructional Manager
		912 Oak St. SE Bldg. M
		Albuquerque, NM 87106

For the Contractor: The name indicated as the signee on the proposal noted below, unless otherwise indicated.



**CONTRACTOR: Catholic Charities**

BY: 

Date: 1-23-17

Printed Name: Jim Gannon

Title: CEO

Business/Order Contact Information:

Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

Address: \_\_\_\_\_

**DISTRICT: Albuquerque Public Schools**

BY: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: Raquel Reedy

Title: Superintendent

## **MEMORANDUM OF UNDERSTANDING**

**Between**

**Plaza Feliz Limited Partnership, LLLP**

**And**

**Albuquerque Hispano Chamber of Commerce**

**And**

**Catholic Charities**

**Regarding the Service Enrichment Plan to be provided at Plaza Feliz**

This Memorandum of Understanding (MOU) sets forth the terms and understandings between Plaza Feliz Apartments Limited Partnership, LLLP owner of Plaza Feliz and the Albuquerque Hispano Chamber of Commerce and Catholic Charities regarding activities related to the Service Enrichment Plan for residents at Plaza Feliz.

**Scope of Work:** This memorandum of understanding stands as evidence that the Plaza Feliz Limited Partnership, LLLP and the Albuquerque Hispano Chamber of Commerce and Catholic Charities intend to work together toward the mutual goal of providing services to individuals who reside at Plaza Feliz.

### **I. Description of Services**

**Provisions:** The parties agree to offer the following services subject to availability or resources and other reasonable limitations:

**Plaza Feliz will offer:**

- Technology including (3) computers, internet access, a projector, and printing capability
- Physical space and furnishings necessary for the delivery of services
- Access to a copy machine and staff storage space at no cost
- Onsite Services Coordinator to coordinate with Albuquerque Hispano Chamber of Commerce and Catholic Charities personnel
- Payment of all utilities for all space provided
- Payment in the amount of \$25.00 per hour of services rendered and invoiced by the Albuquerque Hispano Chamber of Commerce and Catholic Charities unless otherwise stated in "Exhibit A: Additional Services"

**Albuquerque Hispano Chamber of Commerce will deliver the following services on-site, at no cost to the residents:**

- Quarterly job training, search assistance, and/or placement
- Other services described in the most recently executed "Exhibit A: Additional Services"

**Catholic Charities will deliver the following services on-site, at no cost to the residents:**

- Quarterly Computer Training
- English as a Second Language classes to be scheduled on an as-needed basis
- Citizenship classes to be scheduled on an as-needed basis

- Other services described in the most recently executed "Exhibit A: Additional Services"

These services will be provided on-site at Plaza Feliz at no cost to residents. The Greater Albuquerque Housing Partnership will be responsible for arranging and coordinating the classes and the tenant's attendance and providing any other additional support as needed.

## II. Modification

Amendments must be made in writing by executing "Exhibit A: Additional Services" which shall include the following information: services to be provided, frequency of service delivery, service provider and the fee structure for services. Services described in "Exhibit A: Additional Services" shall begin immediately upon execution of "Exhibit A: Additional Services" by all parties.

## III. Term

The Services described in the Memorandum of Understanding shall begin immediately and extend for a period of 5 years with automatic 5 year renewals thereafter unless either party provides in writing 120 day notification of intent to discontinue services, after one year of providing services.

## IV. Termination

This Memorandum of Understanding shall be effective upon approval of all parties shown below. Any party may terminate this Memorandum of Understanding by issuing a Notice of Termination (120 day written notice), which includes reasons for the termination, after one year of providing services.

  
 Felipe Rios  
 General Partner  
 Plaza Feliz Limited Partnership, LLLP


Apr 10, 2017  
 Date

  
 Cynthia Jaramillo  
 Chief Operating Officer  
 Albuquerque Hispano Chamber of Commerce

4/7/17  
 Date

  
 Kris Dugent  
 Education Director  
 Catholic Charities

4/7/17  
 Date

  
 James Gannon  
 Chief Executive Officer  
 Catholic Charities

4/7/17  
 Date

## **Memorandum of Understanding**

**This is a Memorandum of Understanding between  
New Mexico Roofing Contractors Association (NMRCA)  
and  
Catholic Charities**

*A facilitated agreement brokered by the Albuquerque Hispano Chamber of Commerce-Barelas  
Economic Development Center (AHCC-BEOC)*

### **MOU Terms**

- The term of this MOU Agreement commences on October 1, 2016 and terminates on December 31, 2016. The agreement will be renegotiated, contingent on funding and/or need for additional/continued instruction, November 2016 for the beginning of January, 2017.
- Catholic Charities will provide instruction for NMRCA's Apprentice Program, Association Members, and other non-member roofing contractors within the state of New Mexico, in industry-specific ESL and GED preparation conducted in Spanish. Approximately 16-20 apprentices will be participating.
- Course instruction will be housed at Catholic Charities on each Saturday of the month from 10am-2pm, with the exception of the 3<sup>rd</sup> Saturday of each month.
- The 3<sup>rd</sup> Saturday of each month will be dedicated instruction and guidance on NMRCA's Hands-on Training curriculum, monthly site visits to be determined per topic at the discretion of the NMRCA Executive Director.
- An additional 2 hours per week of remote instructor feedback will be made available by Catholic Charities.
- Instructional hourly rate of \$25 will be applied for a weekly commitment of up to 6 hours of combined in-class and remote instruction.
- Catholic Charities will provide each participant with a software license of the Burlington English program for remote ESL instruction and monitoring.
- Course registration will close publicly on September 30, 2016 to participants, with an internal provision of an October 5, 2016 registration close date to accommodate late registrants.
- Catholic Charities will track instructor's hourly time per week and provide an invoice to NMRCA by the 5th of each month.

### **Modifications and Termination**

- This agreement may be cancelled or terminated without cause by either party by giving (30) calendar days advance written notice to the other party.
- Any and all amendments must be made in writing and must be agreed to and executed by the parties before becoming effective.

**Effective Date of Signature**

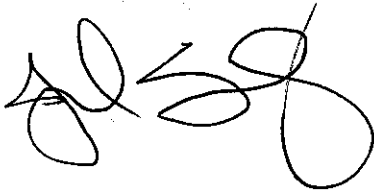
This MOU shall be effective upon the signature of the New Mexico Roofing Contractors Association (NMRCA) and Catholic Charities authorized officials. It shall be in force from October 1, 2016 to December 31, 2016.

The New Mexico Roofing Contractors Association and Catholic Charities indicate agreement with this MOU by their signatures.

**Signatures and Dates**



Mark J. Carrillo, Executive/Apprenticeship Director  
New Mexico Roofing Contractors Association



PRESIDENT.



Kris Degenhardt, Education Director  
Catholic Charities







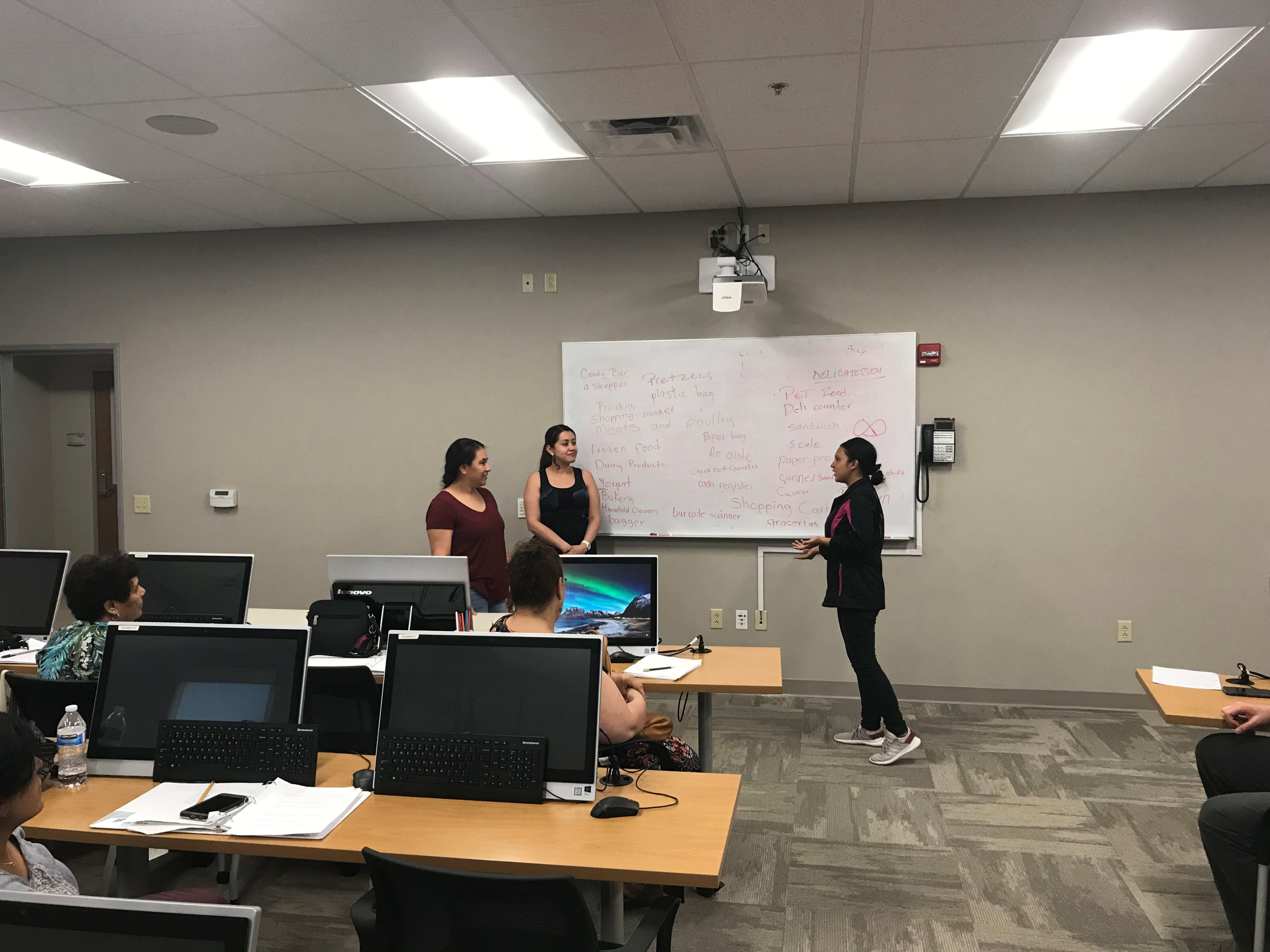












Candy Bar  
a shopper  
Produce  
Shopping basket  
Meats and poultry  
Frozen Food  
Dairy Products  
Yogurt  
Bakery  
Household Cleaners  
bagger

Pretzels  
plastic bag  
paper bag  
An aisle  
check out counter  
cash register  
barcode scanner

DELICATESSEN  
Pet Food  
Deli counter  
sandwich  
Scale  
paper prod  
Canned goods  
Cashier  
Shopping Cart  
Groceries







CATHOLIC CHARITIES Y UPLAND TEAM PRESENTA

# FERIA DE EMPLEO ROOFING



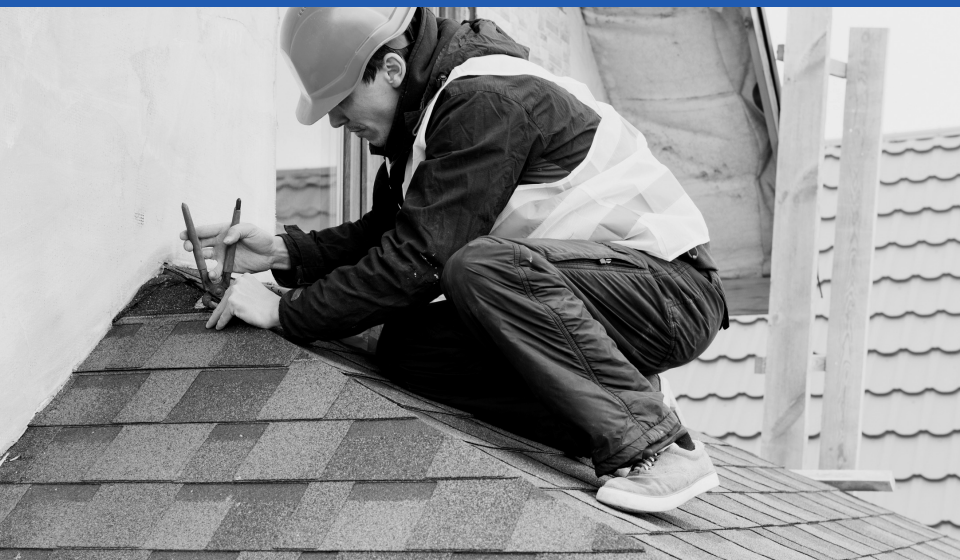
*¡Reúnase con los empleadores de techado de todo Nuevo México!*

**24 AGOSTO 2019 | 9 AM - 12 PM**  
**CATHOLIC CHARITIES**  
**2010 BRIDGE BLVD. SW**  
**ALBUQUERQUE, NM 87105**

Para información adicional, llame al (505) 724-4672

CATHOLIC CHARITIES AND UPLAND TEAM PRESENT

# ROOFING JOB FAIR



*Meet with roofing employers from all over New Mexico!*

**AUGUST 24, 2019 | 9 AM - 12 PM**  
**CATHOLIC CHARITIES**  
**2010 BRIDGE BLVD. SW**  
**ALBUQUERQUE, NM 87105**

Questions? Call (505) 724-4672

# Upland Team and Catholic Charities Present: Roofing Job Fair







UPLAND TEAM



*Representing Quality Manufacturers serving the Design & Construction Community in New Mexico and El Paso, Texas*

Contact us: 505-266-7599

*Our Product Lines:*



- VERSICO ROOFING SYSTEMS
  - EPDM Roofing Systems
  - TPO Roofing Systems
  - PVC Roofing Systems
  - Insulation & Cover Board Products
  - Adhesives, Pavers & Roof Gardens
  - Full Range of Accessories
- VERSICO METAL EDGE SYSTEMS
  - ES-1 Copings
  - ES-1 Fascias

**TECHNICAL AND CONSULTING SERVICES**

Architectural Detail Drawing and Specification preparation assistance for all product lines

AIA Registered CEU HSW  
Lunch & Learn Presentations

Let Us Assist You



- DREXEL METAL ROOFING SYSTEMS
  - Standing Seam Metal Roofing Systems
  - Architectural Concealed Fastener Wall & Soffit Panel Systems
  - Column Covers
  - Coil & Flat Sheet program for Roll Forming Contractors
  - Qualified Contractor ES-1 Metal Program



- SafePro Roof Hatches, Safety Rails & Automatic Openers



- Insulated Concrete Products
  - Roof Walkways & Pads
  - Foundation Protection
  - Insulated Sheathing



UPLAND TEAM

*Products & Building Envelope Solutions for Building Design Professionals*

*"For more than 30 years UPLAND, an independent manufacturers' representative firm, has been THE source for building material solutions in roofing, rigid insulation, architectural metal roofing and wall panel systems, waterproofing, sealants & coatings."*

We are your Building Envelope Experts

[www.UplandTeam.com](http://www.UplandTeam.com)

405 Prospect Ave. NE, Albuquerque, NM 87102



THINKING ON TOP™

**NATIONAL ROOFING**

VISIT OUR **NEW LOCATION**



***J3***systems

## ABOUT US

J3 Systems started as Lone Mountain Contracting back in 1973 by James Nick Blea. At the time, we specialized in US Government contracts, working with the Department of Defense, U.S. Navy, U.S. Air Force, U.S. Coast Guard, Department of Energy, Corps of Engineers, BIA, U.S. Marines and the US Army. This work brought to our team the art of negotiation, value engineering, job scheduling and extensive job specific training.

In 1992, one of our founders, Jim Utash, trained his college-aged son Jeremy as an estimator. Jeremy came to work full time at Lone Mountain in 1994, and over the next nine years brought two of his brothers (Joshua and Jason) into the operation. Another relative, Earl Wise, joined in 1998 as Project Manager.

The Utash brothers formed J3 Systems and took over the management of Lone Mountain's residential roofing division in 2004 and the commercial roofing division in 2008. Their uncle James Nick Blea continues to run Lone Mountain Contracting.

Some of our company milestones include:

- Over 30 million square feet of roofing installed (at least three times more than our closest residential competitor). We're the #1 residential and commercial roofer in New Mexico
- Roofing projects for University of New Mexico, Sandia Resort & Casino, Cottonwood Mall, Santa Fe Opera, Sandia Labs, and many more multi-million dollar commercial and industrial jobs
- We are the longest tenured installer of single-ply thermoplastic roofing in the state

# Roof CARE<sup>TM</sup>









### About JMC Roofing

We are a roofing contractor specializing in re-roofing, maintenance, roof system installation and repair throughout New Mexico. JMC Roofing serves single family homes, apartment complexes, homeowners' associations, healthcare facilities, commercial and industrial developments. High quality and superior customer service is our signature at JMC Roofing. We maintain our client's roofs year round to maximize the roof system's life expectancy, and our customer's investment. Our roofing specialists are highly skilled at producing durable end results with minimal interference to the client's daily operation. This is what sets us apart from other residential and commercial roofing contractors.

**Please contact our professionals at:** (505) 350-4203 to schedule your next roof installation, repair or maintenance appointment.

---







## A SINGLE SOURCE FOR SINGLE-PLY ROOFING

ROOFING SYSTEMS

## HISTORY & EXPERIENCE

Versico was formed in 1993 through the acquisition of a major single-ply roofing manufacturer. Now, more than twenty-five years later, Versico has positioned itself as one of the top single-ply roofing system suppliers in the U.S. by focusing its efforts on quality products and exceptional service.

With decades of experience in the single-ply roofing field, Versico has been instrumental in the development of today's leading technologies in the commercial roofing industry.

Versico is able to offer you time-tested, proven solutions for your roofing needs. Versico membranes and roofing systems are rigorously evaluated and tested to ensure that you receive an unmatched roof that will provide years of protection for your valuable assets.





## DEDICATED TRAINING & EDUCATION

Versico employs an in-house training staff dedicated to providing roofing professionals with comprehensive training and continuing education opportunities. To further this mission, Versico recently opened its Training and Education Center, which is a multi-million-dollar, state-of-the-art training facility.

## LOCALIZED FIELD SERVICE REPRESENTATIVES

Versico employs nine Technical Managers and 65 Field Service Representatives (FSRs) who provide a wide variety of services to contractors in the United States. In addition to conducting inspections, FSRs assist with job startups, jobs in progress, warranty transfers, investigations, invoice inspections, and any other rooftop services for the duration of the warranty. FSRs also conduct in-shop seminars upon request and help with Contractor Certifications classes and Foreman's Workshops in PA, GA, NY, TX, and UT.

Before they step foot on a roof, however, FSRs receive four weeks of classroom and hands-on training in Carlisle, PA, where they learn all about Versico's specifications, details, and warranty requirements. At the end of the four weeks, new FSRs take a written test and are required to get a 90% or higher to pass. They then spend an additional six to eight weeks in the field receiving on-the-job training from other FSRs, and the Technical Managers determine when they are released from the training program. In addition to the initial training program, FSRs regularly go through continuing education and training.

## QUALITY-FOCUSED AUTHORIZED CONTRACTOR NETWORK

Fewer than 10% of all roofing contractors in the United States qualify to become Versico Authorized Contractors, ensuring that only the most skilled contractors are permitted to install Versico roof systems.



## EXTENSIVE ROOF SYSTEM WARRANTY OPTIONS

Versico issues approximately 5,000 warranties each year, with terms ranging from five to 30 years in length. Versico's industry-leading warranties offer building owners unparalleled leak coverage, are transferable, and are available with optional hail, wind, and accidental puncture coverage.

### OPTIONAL WARRANTY COVERAGE



## VERSICO CAPABILITIES

Versico's network of nearly 900 distribution locations throughout the continental United States means that no matter where your project is located, you can count on timely deliveries and easy access to all the materials you want and need.

In addition to the expansive network of distributors, Versico has also hand selected authorized contractors throughout the country. Each contractor is approved based on their commitment to quality installations and their dedication to customer service. Each of the more than 2,500 authorized Versico contractors must maintain status by meeting Versico's requirements for providing top-quality craftsmanship and excellent service to each and every customer.

### VERSICO MANUFACTURING CAPACITY

**3**   
EPDM Manufacturing Lines

**5**   
TPO Manufacturing Lines

**1**   
PVC Manufacturing Line

**8**   
Polyisocyanurate Manufacturing Lines

**9**   
EPS Manufacturing Lines

**1**   
Adhesive Manufacturing Line

**1**   
Tape Manufacturing Line

## EDUCATION & WORKSHOPS




In today's ever-changing landscape of new products and systems, the commercial roofing industry is becoming more complex than ever before. Construction professionals are specifying and installing more challenging roofing systems every day. We decided to use this evolution in roofing as an educational opportunity to build a brand new state-of-the-art Training and Education Center.

Versico's 68,000+ square foot Training and Educational Center contains areas for classroom-style and hands-on training, including a section with "outside" conditions, as well as a theater-style auditorium with seating for 100+ people. The facility offers a combination of meeting, training, and administrative spaces and features state-of-the-art audio and video equipment, an interactive video wall, and a variety of informal gathering spaces and breakout rooms.



## TRAINING LOCATIONS



-  Carlisle, PA
-  Montgomery, NY
-  Kennesaw, GA
-  Tooele, UT
-  Wylie, TX

## TRAINING CLASSES



### CONTRACTOR CERTIFICATION SEMINAR

The Certification Seminar is a prerequisite to becoming a Versico Authorized Contractor. The class is also open to Versico-recognized sales representatives, distributors and manufacturers who would like to gain an overall understanding of roofing installations and best field practices.

### FOREMAN'S WORKSHOP

Foreman's Workshop is intended for individuals who already possess the skills to install single ply systems, but need a better understanding of inspection guidelines, customer relations and labor-saving techniques. Instructions and guidance are provided by seasoned FSR Trainers.

### EPDM 101 AND TPO/PVC 101

These one-day classes introduce attendees to different roofing membranes and systems, concentrating on what the products are and how they are used.

### EPDM 201 AND TPO/PVC 201

These hands-on classes provide attendees with additional knowledge about the details and applications of Versico's products and systems.

### SPECIALTY AND PREMIUM PRODUCTS, NEW PRODUCTS, AND LABOR SAVINGS 301

These courses cover premium product lines and provide updates on new products through a combination of classroom time and hands-on demonstrations. Attendees will learn about specialty systems and materials and the labor-saving features of Versico's products.

### UNDERSTANDING DESIGN CRITERIA 401

This advanced class teaches attendees how to apply the performance section of an architectural specification to a warrantable roof assembly. Utilizing web-based tools, attendees will learn how to determine whether a proposed system can meet specific design requirements.

### INDUSTRY CHALLENGES 501

This advanced class will examine common industry challenges, including the differences in versions of industry standards (ASCE, IBC, IECC, etc.), moisture in concrete, reflectivity, LEED®, ES-1, and energy codes. At the end of this class, attendees will have a strong understanding of industry standards and building design science as it relates to single-ply roofing.



## TPO ROOFING SYSTEMS

Thermoplastic polyolefin (TPO) is the fastest-growing segment in the commercial roofing industry. To take advantage of this recent popularity, a growing number of companies have begun offering TPO single-ply membranes. Unfortunately, not all TPO is created equally. Your building deserves a roofing system provided by the manufacturer that has been at the forefront of TPO research, development and technology since the inception of TPO as a membrane.



### ADVANTAGES OF VERSIWELD TPO



**CLEANER SURFACE**



**IMPROVED LONG-TERM PERFORMANCE**



**LONG-TERM ENERGY EFFICIENCY IN WARM, SOUTHERN CLIMATES**



**EXCELLENT HEAT AND UV RESISTANCE**



**GREATER WEATHER RESISTANCE**



**INDUSTRY LEADING WEATHERING PACKAGE**

### VERSIWELD TPO Roofing System Accessories

- Square Tubing Wraps
- Split Pipe Seals
- Molded Pipe Seals
- Pressure-Sensitive Cover Strip
- Pressure-Sensitive RUSS
- Inside and Outside Corners
- T-Joint Covers
- Molded Sealant Pockets
- Walkway Rolls
- Yellow Pressure-Sensitive Warning Strip
- Curb Wrap Corners
- Universal Corners



CENTER FOR EDUCATIONAL OPPORTUNITY • CATHOLIC CHARITIES

# FALL 2018 COURSE REGISTRATION

## Adult Basic Education (ABE) Program

2010 BRIDGE BLVD SW • ALBUQUERQUE, NM 87105 • 505-724-4672

Courses offered:

- ✓ English As a Second Language
- ✓ High School Equivalency (GED and HiSET test preparation)
- ✓ U.S. Citizenship
- ✓ Workforce Development
- ✓ Burlington English: Computer-based interactive learning course designed to integrate language skills and digital literacy

### REGISTRATION FOR *RETURNING STUDENTS*

(students ***must*** arrive on time)

- ✓ Wednesday, August 15, 2018: 9 am, 12 pm, OR 6 pm
- ✓ Thursday, August 16, 2018: 9 am, 12 pm, OR 6 PM

### REGISTRATION FOR *NEW STUDENTS*

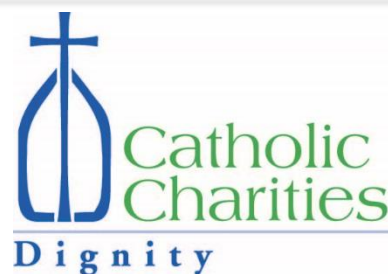
(students ***must*** arrive on time)

- ✓ Tuesday, August 21, 2018: 9 am, 12 pm OR 6 pm
- ✓ Wednesday, August 22, 2018: 9 am, 12 pm OR 6 pm
- ✓ Thursday, August 23, 2018: 9 am, 12 pm OR 6 pm

There is a course registration fee of \$10.00.

You may pay by credit/debit card or money order ***only***, due upon registration. Classes begin Monday, August 27, 2018.

For more information:  
visit [www.ccedu.org](http://www.ccedu.org) or  
contact 505-724-4672



# CENTRO DE OPORTUNIDADES • CARIDADES CATÓLICAS

## INSCRIPCIONES PARA LOS CURSOS OTOÑO 2018

### Programa de Educación Básica para Adultos

2010 BRIDGE BLVD SW • ALBUQUERQUE, NM 87105 • 505-724-4672

Cursos ofrecidos:

- ✓ Idioma De Inglés Como Segunda Lengua (ESL)
- ✓ Diploma De Equivalencia De La Preparatoria
- ✓ Ciudadanía Americana
- ✓ Desarrollo En La Fuerza Laboral
- ✓ Burlington English: Curso de aprendizaje interactivo basado en computadora diseñado para integrar habilidades lingüísticas y alfabetización digital

#### INSCRIPCIONES PARA *ESTUDIANTES QUE REGRESAN*

(estudiantes **deben** llegar a tiempo)

- ✓ Miércoles el 15 de agosto, 2018: 9 am, 12 pm, o a las 6 pm
- ✓ Jueves el 16 de agosto, 2018: 9 am, 12 pm, o a las 6 pm

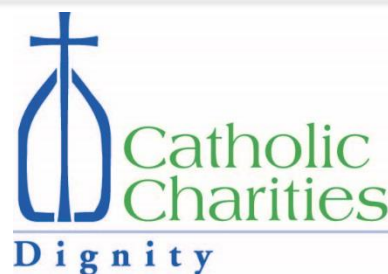
#### INSCRIPCIONES PARA *NUEVOS ESTUDIANTES*

(estudiantes **deben** llegar a tiempo)

- ✓ Martes el 21 de agosto, 2018: 9 am, 12 pm o a las 6 pm
- ✓ Miércoles el 22 de agosto, 2018: 9 am, 12 pm o a las 6 pm
- ✓ Jueves el 23 de agosto, 2018: 9 am, 12 pm o a las 6 pm

Hay una tasa de inscripción del curso de \$10.00. Usted puede pagar con tarjeta de crédito/débito o giro postal (money order) debido el día de registro. Las clases empiezan lunes, el 27 de agosto, 2018.

Para mayor información:  
visite [www.ccedu.org](http://www.ccedu.org) o  
llame al 505-724-4672



# CENTER FOR EDUCATIONAL OPPORTUNITY SPRING 2019 COURSE REGISTRATION

Adult Basic Education (ABE) Program  
2010 BRIDGE BLVD SW • ALBUQUERQUE, NM 87105

For more information call:  
505-724-4672



## Courses offered:

- ✓ English As a Second Language
- ✓ High School Equivalency (GED and HiSET test preparation)
- ✓ U.S. Citizenship
- ✓ Workforce Development

## REGISTRATION FOR *RETURNING STUDENTS*\*

(students *must* arrive on time)

- ✓ Monday, January 14, 2019:  
9 a.m., 12 p.m., OR 6 p.m.
- ✓ Tuesday, January 15, 2019:  
9 a.m., 12 p.m., OR 6 p.m.

## REGISTRATION FOR *NEW STUDENTS*\*

(students *must* arrive on time)

- ✓ Wednesday, January 16, 2019:  
9 a.m., 12 p.m. OR 6 p.m.
- ✓ Thursday, January 17, 2019:  
9 a.m., 12 p.m. OR 6 p.m.



\*There is a course registration fee of \$10.00. You may pay by credit/debit card or money order *only*, due upon registration. Classes begin Tuesday, January 22, 2018.



# CENTRO DE OPORTUNIDADES EDUCATIVAS

## INSCRIPCIONES PARA LOS

### CURSOS: PRIMAVERA 2019

#### Programa de Educación Básica para Adultos

2010 BRIDGE BLVD SW • ALBUQUERQUE, NM 87105

Para mayor información:  
visite [www.ccedu.org](http://www.ccedu.org) o  
llame al 505-724-4672



#### Cursos ofrecidos:

- ✓ Idioma De Inglés Como Segunda Lengua (ESL)
- ✓ Diploma De Equivalencia De La Preparatoria (preparación para el examen GED o HiSET)
- ✓ Ciudadanía Americana
- ✓ Desarrollo En La Fuerza Laboral
- ✓ Burlington English: Curso de aprendizaje interactivo basado en computadora diseñado para integrar habilidades lingüísticas y alfabetización digital

#### *INSCRIPCIONES PARA ESTUDIANTES QUE REGRESAN \**

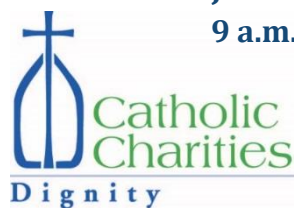
(estudiantes deben llegar a tiempo)

- ✓ Lunes, el 14 de enero, 2019:  
9 a.m., 12 p.m., 0 6 p.m.
- ✓ Martes, el 15 de enero 2019:  
9 a.m., 12 p.m., 0 6 p.m.

#### *INSCRIPCIONES PARA NUEVOS ESTUDIANTES\**

(estudiantes deben llegar a tiempo)

- ✓ Miercoles, el 16 de enero, 2019:  
9 a.m., 12 p.m. 0 6 p.m.
- ✓ Jueves, el 17 de enero, 2019:  
9 a.m., 12 p.m. 0 6 p.m.



\*Hay una tasa de inscripción del curso de \$10.00. Usted puede pagar con tarjeta de crédito/débito o giro postal (money order) debido el día de registro. Las clases empiezan martes, el 22 de enero, 2019.