

Annual Program Report  
Cover Page

Program Name: Next Steps: Adult Education Center  
Institution or Organization: UNM-Valencia

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County: Valencia  
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Fiscal Year: 2018-2019


Submission Date: September 3, 2019

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

9/3/19  
**DATE**

Dr. Alice Letteney Chief Executive Officer

Typed Name and Title:



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\*j [w u d l h p e u G f 0 q x l r w d h e c v k p u l f h l g n / u c p f c t f u / c f w v / g f 0 f h](#) "cpf 'lpenwf gf "vej pqm { 'lpvgi tcvkqp"cpf "dngpf gf "rgctplpi 0"Ecvj qike'Ej ctklgu'cnuq'eqpvtkdwgf "v'y gk'ewttlewno "o qf gihqt'y g'r tqlgv0

O lej gmg'Tldgtq."J GF 'Cf wv/Gf wecvkqp'F kxkukqp'Qwtgcej 'Eqqtflpcvqt."cttcpi gf "c'r ctvpgtuj k'y kj "y g'VCPH' Ceegntcvgf 'Eqmgi g'cpf 'Ectggt'Gf wecvkqp\*"CEEG+r tqi tco "cpf "Y qtnhqteg'Eqppgevkapu'v'j qrf 'CEEG'emuuu'cv' y g'qpg/uqr 0"Vj ku'qpg'o qxg'dtqwi j v'cmih'y g'Y KQC'r ctvpgtu'v'qpg'ukg'cpf "Y qtnhqteg'Eqppgevkapu'qh'Egptcl' P gy "O gzleq\*"Y EEP O +j cu'enco gf "y ku'q'dg'y g'htu'eqo r rvg'qpg/uqr 'lp'y g'ucv0

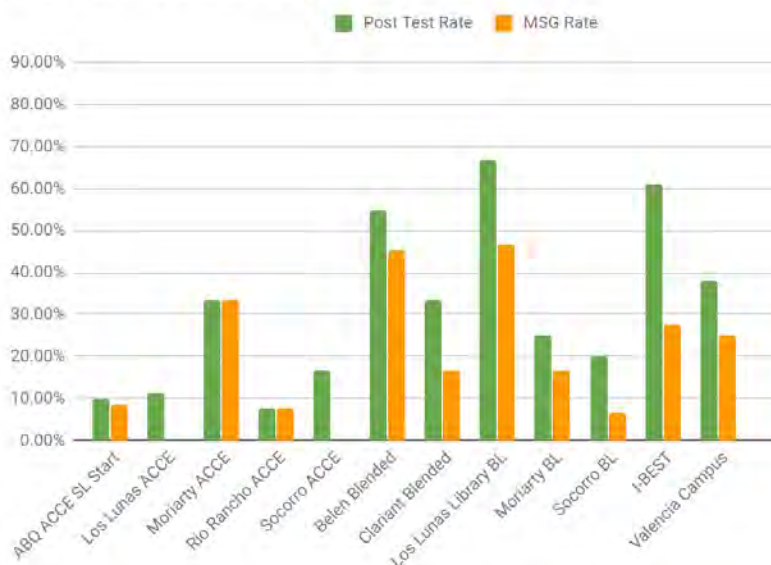
### Dngpf gf 'cpf 'Fkncpeg'Ngctplpi "

Wkpi "qprkg'r tqi tco u'weje 'cu'Gf Tgcf { "cpf "RNCVQ'y kj "cf fklqpcn'cuiki po gpw'lp'I qqi ng'Emuutqgo ." kputwvqtu'r tqi tco /y kf g'j cxg'kpetgcugf "ceeguu'v'kputwvqtu'hqt'uww gpw'v'rgctp'pgy "o cvgtkcl'qwu'f g'qh'ercuu0 Vj ku'ku'cp'gxr gevkvqp'hqt'cm'uww gpw'lp'y g'r tqi tco 0"Uwf gpw'y j q'cwpgf gf "emuuu'qp'eco r wu'y gtg'cuiki pgf " f c { u'v'y qtnlpgf gr gpf gpw'lp'y g'egpvt'y kj "uwr r qtv'htqo "wvqtu0"Vj qwi j "y g { "o c { "cnuq'y qtnlqp'y ku'kputwvqtu' qh'eco r wu."o cp { "y gtg'o qtg'eqo hqt'cdng'lp'y ku'utwvwtgf "gpxkqpo gpv0

Dngpf gf "rgctplpi "emuuu'y gtg'cxckcdng'cv'qhl'ukg'necvkqp0"Vj gug'kpenwf gf "Erctkpv'Dngp'Rwdrlc'Nldtct { ."cpf " Nqu'Nwpcu'Rwdrlc'Nldtct { "y j gtg'uww gpw'o gv'qpn { "qpeg"y ggmly kj "y g'kputwvqtu'cpf "y gtg'gxr gevkv'v'eqo r rvg' cv'hcuv'cp'cf fklqpcn: "j qwtu'qh'kputwvqtu'qprkg0"Emuuu'cv'Uqeattq'cpf "O qtkctv' "y gtg'gxr gevkv'v'dg'dngpf gf "rgctplpi ."dw'y gug'ctgcu'r tvgp'v'o qtg'ej cmgpi gu'y kj "ceeguu'v'vej pqm { "cpf "y g'lpvtpg0"CEEG'emuuu'cnuq" wug'c"dngpf gf "rgctplpi "o qf gr0

Uwr r qtv'htq'Crco q'P cxclq'Tgugtxcvkqp'cv'dqv'y "y g'Uej qqn'Dqctf 'ukg'cpf "hqt'y g'HCEG'r tqi tco "y gtg'cv'c" f kncpeg0"Uchl'cv'dqv'y "ukgu'tgi kngtgf "uww gpw'cpf "y gtg'tckpgf "v'cf o kpvgt"VCDG0Cnkuqp'Nwgtq'ku'y g" f kncpeg'kputwvqtu'hqt'Crco q'cpf "y qtngf "enugn { "y kj "uch'hqt'uww gpw'v'ceeguu'qprkg'rgctplpi 0"Ugtxlegu'v' Crco q'f kueqpvkpgf 'lp'lpwct { 0' "

Post Test Rate and MSG Rate



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Vj g'ej ctv'cdqxs'uj qy u'y g'r quv'guv'tev'cpf "O UI au'hqt'ukgu'ugtxgf "d { "y g'r tqi tco 0"P qvg'y cv'j ki j guv'O UI au'ctg" htqo "dngpf gf "rgctplpi "eqwtugu'cwi j v'd { "Erwfc'Nqr g 0"O UI au'hqt'y gug'eqwtugu'gzeggf "67" 0"Erwfc'y kni r tvgp'v'cv'y g'pgz'v'r tqi tco "rtqhgukqpcnlf gxrgr o gpv'ugukqp'v'uj ctg'y j cv'uj g'ku'f qkpi "v'i gv'y gug'qweco gu0 "

"

"

40 F guetldg'cp{ 'eqqr gtcvkg'cttcpi go gpw{'qwt'qti cpk cvkqp'j cu'y kj 'qvj gt'ci gpekgu.'kpukwvkvpu.'qt'qti cpk cvkqp' hqt'yj g'f grkxgt{ 'qh'cf wv'gf wecvkqp'cpf 'hkggtce{ 'cevkxkgu0'J qy 'j cxg'yj gug'eqmcdqtcvkvpu'wv r qtvf{'qwt' r tqi tco æ'i qcuA'

WP O/Xcrgpek'Cf wv'Gf wecvkqp'Egpgvt'ugt xgu'yj tgg'eqwvkgu.'Xcrgpek.'Vqttcpeg'cpf 'Uqeqttq0'Y kj 'qpn{ 'qpg' eco r wv.'yj g'r tqi tco 'f gr gpf u'qp'r ctvpgtu'vq'r tqxkf g'ur ceg'cpf 'vq'tgetwv'cpf 'tghgt'uwf gpw0'k'p'qtf gt'vq'ugt xg' o qtg'tgo qvg'mqecvkvpu.'Cno q'P cxclq'Uej qqn'Dqctf 'cnuq'r tqxkf gu'wv r qtv'd{ 'r tqevqtkpi 'VCDG'cuuguo gpw' \*chgt'eqo r rgvkpi 'yj g'egt'whecvkqp'r tqeguv'cpf 'cf f kkvpcn'tcplkpi '+cpf 'r tqxkf kpi 'wwqtkpi 'wv r qtv'hqt'f kvcepg' rgetpki 0'k'p'Lcpwct{.'Cno q'hqwpf 'cngtpcvkxg'y c{ u'vq'ugt xg'yj gk'uwf gpw0'WP O/Xcrgpek'tgo clpu'cxckrdng'hqt' wv r qtv0'

Erntkcpv'cpf 'Hqt wv'Eqpwt wecvkqp'tghgt'yj gk'go r mq{ ggu'cpf 'r tqxkf g'wv r qtv'hqt'yj gk'go r mq{ ggu0'Qpeg'c'vgo r qtct{ ' go r mq{ gg'cv'Erntkcpv'tgegkxgu'c'j ki j 'uej qqn'gs wvxcrgpe{ 'egt'whecvg.'yj g{ 'o c{ 'dg'q'hgtgf 'c'tgi wvct'hwm'vko g' r qukvkqp'h'cm'qvj gt'tgs wktgo gpw'ctg'o gv0'Guugpvkcmf.'yj g{ 'ctg'oo qxgf 'vq'yj g'hqpv'qh'yj g'hpg0b' "

Vj g'r ctvpgtj k' y kj 'UN'Uctv'ku'yj tqwi j 'c'i tcpv'eqpvtcevy kj 'yj g'J wo cp'Ugtxlegu'F gr ctwo gpv\*J UF '+vq'ugt xg' tgekr kgpw'qh'Vgo r qtct{ 'Cuukvcepg'hqt'P gpf { 'Hco kkgu'\*VCP H'vq'qdvclp'c'j ki j 'uej qqn'etgf gpvkr0'Vj g'CEEG' r tqlgv'r tqxkf gu'yj g'kpwt wevqt'hqt'yj gug'ercuugu'cpf 'yj g'cf wv'gf wecvkqp'r tqi tco 'r tqxkf gu'ur ceg.'cuuguo gpw.' ewttkewwv 'wv r qtv'cpf 'qvj gt'wv r qtv'hqt'uwf gpv'weeguv0UN'Uctv'r tqxkf gu'f kgevt'ghgttcnu'cpf 'cuukw'uwf gpw' y kj 'tgi kvtecvkqp'cpf 'uej gf wvki 'cu'y gni'cu'cuukvcepg'y kj 'hqmjy /wv 'cpf 'qvj gt'wv r qtv'ugt xlegu0'

Rct vpgt "	O QW	Rct vpgt 'Rt qxkf gu'k'
Cno q'P cxclq'Uej qqn'Dqctf "	[ gu"	Tget wku'uwf gpw=ur ceg'cpf 'wwqtkpi "
Dgrgp'Rwdrle'Nkdtct{ "	P q"	Tget wku'uwf gpw=ur ceg"
Catholic Charities (to begin FY19)	Yes	Refers students
Erntkcpv'	P q"	Tget wku'uwf gpw=ur ceg"
Hcegdqqm/'Hqt wv'Eqpwt wecvkqp"	P q"	Tget wku'uwf gpw=ur ceg"
Friends of Mountainair	No	Recruits students; space and tutoring
Los Lunas High School (to begin FY19)	Yes	Refers students
Nqu'Nwpcu'Rwdrle'Nkdtct{ "	P q"	Ur ceg"
O qtkctv{ 'Tgcf.'\$Y tkg\$"	P q"	Tget wku'uwf gpw=ur ceg"
NM Men's Recovery Academy (ended 3/1/18)	No	Funding for instructor, recruits and supports students
UN'Uctv'*CEEG+	[ gu"	Hvpf kpi 'yj tqwi j 'J UF.'tget wku'cpf 'wv r qtv' uwf gpw"
Uqeqttq'Uej qqn"	P q"	Ur ceg"
Xcrgpek'Egwpv{ "	P q"	Ur ceg"
Valencia County Literacy Council	No	Child development for family literacy; refers students
Valencia Valley Church of the Nazarene	No	Space
Y qtnhqtg'Egppgekvkvpu.'Uqeqttq"	P q"	Tghgtu'uwf gpw"

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Y qtnhqtg'Eqppgevkpu.'Xcrpke"	P q"	T ghgtu'uwf gpw"
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50 F guetkdg" { qwt'r ctvlekr cvkqp'lp'cp { 'uvcgy kf g'lpkklcvkxgu'cpf'j qy 'y cv'r ctvlekr cvkqp'j cu'uw'r qtvf { { qwt'r tqi tco au' i qcnuO'

Vj ku' { gct. 'y g'P gzv'Ugr u'<Cf wn/Gf wecvkqp'Rtqi tco 'r ctvlekr cvgf 'lp'y g'E5'lpkklcvkxg'\*ugg'cweej gf 'E5'Hkpcn' Rtqlgev'cpf 'Cevkqp'Rrcp'±.'Vtcklpi 'ht qo 'y g'Dceniql'h'y g'Tqqo '\*VDT±.'cpf 'ugxgtcn'P O F GNV'tcklpi uO' "

E5'j gr gf 'y g'r tqi tco 'lo r tqxg'eqpvzwcrl gf 'lpwtwekqp'ht'ectggt'r cvj y c { u'cpf 'r rcp'ht'gzc'cpf kpi 'KGV' qhgtkpi uO'Eqtugu'j cxg'dggp'tgxkugf.'hgctkpi 'r rcpu'j cxg'dggp'f gxgnr gf.'cpf 'y g'r tqi tgu'r qrl { 'y cu'etgevgf'cu' c'tguwn'qh'r ctvlekr cvkqp'lp'y ku'r tqlgeO'Vj g'r tqi tco 'cnu'j r rcpu'v'lp'pnmf g'o qtg'r ctvpgtu'lp'f kge'v'lpwtwekqp'qh' qwt'uwf gpwO'

Vtcklpi 'ht qo 'y g'Dceniql'h'y g'Tqqo 'j cu'rgf 'v'q'o qtg'dtckp/dcu'gf 'hgctkpi 'y tqwi j qw'y g'r tqi tco O'lpwtweqtu' wkl' g'VDT'o gy qf u'v'q'r tqxkf g'lpwtwekqp'cpf'ctg'i kxgp'y g'qr v'kqp'v'wug'y g'htco gy qtnhqt'y tkwgp'ngu'p'r rcpuO' Vj ku'vy q/f c { 'vtcklpi 'j cu'i kxgp'lpwtweqtu'r tcevecn'cr r n'ckv'kqp'ht'lpvgtcevkxg'ngu'p'u'j gr 'o qxg'cy c { 'ht qo " v'cf kkpncn'gewtgo' "

P O F GNV'r tqxkf gf 'vtcklpi 'qp/ukg'ht'I qqi rg'Vqqu'cpf'o qtg'ghgevkxg'y c { u'v'wug'I qqi rg'Ercuutqqo O' lpwtweqtu'ctg'lpf kpi 'o qtg'y c { u'v'wug'I qqi rg'Ercuutqqo 'pqv'qpn' 'v'eqo o wplecv'y kj 'uwf gpw.'dw'cnu'q'q' r tqxkf g'ngu'p'u'y v'ecp'dg'f qpg'lp'ercu'qt'cv'c'f kucpegO'Cf f kkpncm'."lpwtweqtu'r ctvlekr cvgf 'lp'y gdlpctu' qhgtgf'd { 'F GNV'cpf 'y g'xk'wcn'eqphgtgpeg'v'q'ko r tqxg'lpwtwekqpO'

"

60 F guetkdg" { qwt'r tqi tco au'gptqmo gpv'cpf 'cwgpfcpeg'r qrl'kgu'cpf'r tqegf w'gu'cpf'j qy 'y gug'r tceveku'ko r cev' { qwt' r tqi tco 'i qcnuO'

"

P gzv'Ugr u'<Cf wn/Gf wecvkqp'Rtqi tco 'wugu'c'o cpci gf 'gptqmo gpv'u' { ugo 'cu'hqmqy u'<

30 Cml'pf kkl'wcn'tgi kngt'qprkpg'cpf'ej qqug'cp'qtlgpcv'kqp'f cvgO'Qtlgpcv'kqp'r tqxkf gu'uwf gpw'y kj 'cp' qxgtxkgy 'qh'y j cv'v'g'gzc'ge'v'lp'y g'r tqi tco . 'y j cv'ercu'gu'y knidg'cxckcdrg'v'q'y g'lpf kkl'wcn'cpf'j y cv'ku' gzc'ge'v'f'qh'uwf gpwO'Qpeg'y g'r tqur gevkxg'uwf gpv'lpkuj gu'qtlgpcv'kqp.'y g { 'ctg'eqpukf gtgf'c'r tqur gevkxg' uwf gpv'cpf'j g { 'uki p'w' 'ht'c'Ngctkpi 'cpf'Ectggt'Unkm'ercu'\*NEU+OCml'pf kkl'wcn.'ht'y g'o qu'r ctv." y cv'pgvt'y g'r tqi tco 'o wuv'htu'v'lpkuj 'y g'NEU'ercuO'

40 lp'y g'NEU'ercu'lpf kkl'wcn'y qtn'qp'eqo r wgt'unkm'cpf'wug'Gf Tgcf { . 'cp'qprkpg.'ugr/r cegf'lpwtwekqp' r tqi tco 'v'dw'kf'o cvj 'cpf'rcpi wci g'ctu'unkmO'Uwf gpw'cnu'r ctvlekr cvg'lp'lp'cpekn'rl'kgtce { 'lpwtwekqp' cpf'etgevg'c'dwf i gv.'r ctvlekr cvg'lp'ectggt'gzc'rtcv'kqp'cpf'f gxgnr'c'ectggt'r rcp.'cpf'y qtn'y kj 'y g' lpwtweqt'v'etgevg'cp'lpf kkl'wcn'gf 'hgctkpi 'r rcpO'Chgt'NEU.'uwf gpw'ecp'y gp'v'cpuk'kqp'v'lpv'pukxg' ercu'\*j { dtkf +y cv'o gg'v'6'qt'7'f'c { u'c'y ggm'f gr gp'f kpi 'qp'CO'qt'RO'ercu'guO'Uwf gpw'y kj 'ej cngpi kpi " uej gf wgu'ecp'cnu'v'cpuk'kqp'v'drgpf gf 'hgctkpi 'ercu'gu'y cv'o gg'v'r tko ct'kf'qprkpg'y kj 'qpg'f'c { 'f gxqv'gf' v'q'o gg'v'pi 'lp'r gtu'qpO'Vj ku'gpwt'gu'y cv'uwf gpw'j cxg'ceegu'v'ercu'gu'y v'ecp'ht'v'j gk'uej gf w'gO'Vj ku' f kge'v' 'lo r ceu'v'y g'y kf 'i qcn'cu'uwf gpw'y cv'lpkuj 'NEU'j cxg'hgctpgf'eqo r wgt'unkm'p'ggf gf 'ht' Drgpf gf 'Ngctkpi 'qt'F kucpeg'Ngctkpi 'ercu'guO'Vj g { 'ctg'cdrg'v'pcxki cvg'y tqwi j 'I qqi rg'Ercuutqqo . " go ckn'cpf'Qprkpg'Ngctkpi 'U' { ugo u'p'gegu'ct { 'v'dg'u'weegu'hw'lp'Drgpf gf 'Ngctkpi O'

"

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- 50 Vj g'P gzv'Ugr u<'Cf wv/Gf wecvkp'Rtqi tco 'f qgu'pqv'j cxg'cp'cwpgf cpeg'r qrle{ 'dw'tcvj gt 'c'r tqi tguu'r qrle{ "  
 \*ugg'cweej gf +0"Vj ku'r qrle{ 'hewugu'qp'uwwf gpw'o cnkpi 'r tqi tguu'vqy ctf u'lpf kxkf wcrk gf 'rgctplpi 'r rcp"  
 i qcm. 'Htu'etgcvf 'lp'v'j g'NEU'ercuu'cpf 'wrf cvgf "gxgt{ '7'y ggm'lp'uwdugs wgp'vecuugu. 'tcv'j gt "v'j cp"  
 cwpgf cpeg0Uwwf gpw'v'j cv'tg'pqv'o cnkpi 'r tqi tguu'lp'v'j g'r tqi tco "qt"qp'v'j g'lpf kxkf wcrk gf 'rgctplpi 'r rcp"  
 j cxg'r tqi tguu'lpvgtxgpvkpu=v'j gtg'ctg'v'j tgg<3+"Vj g'htuv'hp'g'qh'lpvgtxgpvkp'ku'ht'v'j g'lpustwevt "v'o ggv"  
 y kj. 'f kiewuu. "cpf "eqcej "v'j g'uwwf gpv0Vj ku'lpvgtxgpvkp'pggf u'v'q'cf f tguu'r qvpgv'cn'dcttktu'v'j cv'v'j g'uwwf gpv"  
 o c{ 'hceg'cpf 'j gr "v'j go 'tgcrl g'r qvpgv'cn'luqnvkpu'v'q'qxgteqo g'v'j gug'dcttktu0T ghgttcnu'v'q'qwukf g'uqwtegu"  
 o c{ "dg'o cf g04+'K'v'j g'uwwf gpv'eqpvkpwgu'v'q'pqv'o cng'r tqi tguu. "v'j gp'v'j g{ 'y kn'dg'tghgttgf "v'c'P gzv'Ugr u<"  
 Cf wv/Gf wecvkp'Egpgt'Vtcklpi 'Ur gekrkuv'ht'o qtg'lpvgpukxg'eqcej kpi 05+'Uj qwrf "v'j g'uwwf gpv'unkn'hckl'v'q"  
 uj qy 'lo r tqxgo gpv. "v'j g{ 'y kn'dg'tghgttgf "v'v'j g'Rtqi tco 'O cpci gt0'
- 60 "Vj gug'lpvgtxgpvkpu'wkrk g'v'j g'eqcej kpi 'o gvj qf "uq'uwwf gpw'ecp'kf gpvkh{ "cp{ 'dcttktu'v'j cv'o c{ "dg"  
 j kpf gtlpi "v'j go 0K'ku'v'j ku'r tqi tguu'r qrle{ "cpf 'lpvgtxgpvkp'v'j cv'chge'v'j g'r tqi tco æ'O UI u0K'ku'cnq'y qt v'j "  
 pqv'pi "v'j cv'gej "ercuu'r tqxkf gu'nguqpu'lp'c'rgctplpi 'o cpci go gpv'u{ vgo. "I qqi ng'Ercuutqqo 0Qpikpg"  
 rgctplpi 'r tqi tco u'weej "cu'RNC VQ. "Gf Tgcf { . "cpf "Y qtnMg{ u'Ewtlewno "ctg'cnq'wugf "uq'v'j cv'uwwf gpw"  
 y j q'ecppqv'o cng'k'v'q'ercuu'ecp'eqpvkpwg'v'q'y qtn'v'qy ctf u'cecf go le'r tqi tguu'gxgp'y j gp'cwpgf cpeg'ku'pqv"  
 r quukdg0"Vj ku'r ct'kewrt'r qrle{ 'utgpi v'j gpv'v'j g'ugeqpf "i qcn'lxqrxkpi "Y KQC'r ctvpgtu'cpf "go r mq{ gtu'cu"  
 v'j g'r tqi tguu'r qrle{ 'j gr u'wwf gpw'v'q'dg'r tqcevxg'lp'v'j gkt'rgctplpi "cpf "cwckp'c'i tgcvg't'ngxgn'qh"  
 ugrh/ghhece{ . "c'unkn'v'j cv'tcpukkp'v'q'v'j g'y qtn'hteg'cpf "eqmgi g0"

"

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## Uge vqp'K0Uwf gpv'F c v'423: /423; "

Rgcug"gpvt'y g'hmqy kpi 'lphqto cvkqp'tgi ctf kpi 'uwf gpv'eqwpvj qwtu'hqt&lt;

- { qwt'qvcr' tqi tco "
- gcej 'ucvgnkg'ukg"

"

, Vj ku'f c v'ku'exckrdng'cu'c'ur tgc f uj ggv'wr qp'tgs wgu0'

	Vqcr' Rtqi tco	CDS " Y qtnhqt eg" Eqppge vqp" CEEG	Cnlws wgt s wg" CEEG"UN" Uctv	Dgrgp" Drgpf gf	Erctkcpv" Y qtmukg" Drgpf gf	Gn'Egttq" Eqo o wpkv " Egpgt
Vqcr'eqwpv'qh" uwf gpv'y kj " hgy gt'y cp'34" j qwtu'*Vcdng" 4C+	7; 4	32	366	4	4	48
Vqcr'eqwpv'qh" uwf gpv'y kj " 34"- 'j qwtu	626	9	92	33	8	5:
Vqcr'eqpcev' j qwtu'hqt " uwf gpv'y kj " 34"- 'j qwtu	44; 84	5; 407	64: 6	343707	57; 07	482407
Cxgtci g" eqpcev'j qwtu" hqt'uwf gpw" y kj '34"- " j qwtu	780 6	7803	83042	332072	7; Q 4	8: 06;
Cxgtci g" eqpcev'j qwtu" hqt'uwf gpw" y kj '34"- " j qwtu" gxr gtlgpekpi " rgxgn' ckpu	; 408	2022	356022	348022	446022	8; 089
Eqwpv'qh'cm' J UG'i tcf wcvu" y kj '34"- " j qwtu	3:	2	5	4	3	4
Eqwpv'qh'J UG" gp'Gur c° qn' i tcf wcvu'y kj " 34"- 'j qwtu	4	P IC	P IC	P IC	P IC	4

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Rquv'Vguv'Tcvg" CDG'*F kxf g" Eqnwo p'D" CDG'Vqvcn'qh" Vcdng'6d'd{ " Eqnwo p'D" CDG'Vqvcn'qh" Vcdng'6+	4: 046'	2022'	32022'	76077'	55055'	2022'
Rquv'Vguv'Tcvg" GUN'*F kxf g" Eqnwo p'D'GUN" Vqvcn'qh'Vcdng" 6d'd{ " Eqnwo p'D'GUN" Vqvcn'qh'Vcdng" 6+	7605; '	P IC	P IC	P IC	P IC	7409: '
Rgtegpv'qh" CDG'uwwf gpu" y kj '34- 'y j q" ugr ctcvgf " dghqtg" cej kgxkpi " O UI '*F kxf g" Eqnwo p'I " CDG'Vqvcn'qp" Vcdng'6d'd{ " Eqnwo p'D" CDG'Vqvcn'qp" Vcdng'6+	6605: '	4: 079'	79086'	3: 08: '	55055'	2'
Rgtegpv'qh'GUN" uwwf gpu'y kj " 34- 'y j q" ugr ctcvgf " dghqtg" cej kgxkpi " O UI '*F kxf g" Eqnwo p'I 'GUN" Vqvcn'qp'Vcdng" 6'd{ 'Eqnwo p'D' GUN'Vqvcn'qp" Vcdng'6+	580 6'	P IC	P IC	P IC	P IC	58083'

"

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Rgcug'lpf lecvg" { qwt'tgvwpvqp" tcvg'vq"62" j qwtu'qt'o qtg0' *%qh'CDG" uwf gpw'y kj " 62- " kpwt wevqpwn' j qwtu'f kxkf gf " d{ "Vcdrg'6." Eqnw p'D" CDG'Vqwn+	6: 02'	79086'	72022'	85086'	55055'	322022'
Rgcug'lpf lecvg" { qwt'tgvwpvqp" tcvg'vq"62" j qwtu'qt'o qtg0' *%qh'GUN" uwf gpw'y kj " 62- " kpwt wevqpwn' j qwtu'f kxkf gf " d{ "Vcdrg'6." Eqnw p'D'GUN" Vqwn+	7; 087'	P IC	P IC	P IC	P IC	7: 055'
Vqwn'qhl' uwf gpw' tgr qt vlpj " VTCPUQTV CVIQP'kuwgu" vj cv'lo rcev' vj g'edkx{ 'tq" rct vclrcvg'lp" vj g'CG" Rtqi tco 0	356	6	78	2	2	5
Vqwn'qhl' uwf gpw' tgr qt vlpj " EJ KNF" ECTG'kuwgu" vj cv'lo rcev' vj g'edkx{ 'tq" rct vclrcvg'lp" vj g'CG" Rtqi tco 0	99	4	52	4	2	7

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	Gurcpek" Nkdtct{ " Drgpf gf	Hegdqqn' Y qtmukg	KDGUV	Nqu'Nwpcu" CEEG"/" WP O "X	Nqu'Nwpcu" Nkdtct{ " Drgpf gf	O qtktv{ " CEEG" O qtktv{ " Tgcf ."Y tkg
Vqvr'eqwpv'qh' uww' gpw'y kj " hgy gt'yj cp"34" j qwtu"Vcdrg" 4C+	32	3:	3	32	4	5
Vqvr'eqwpv'qh' uww' gpw'y kj " 34"- "j qwtu	5	5	3:	;	37	8
Vqvr'eqpcev' j qwtu'hqt" uww' gpw'y kj " 34"- "j qwtu	75047	; 4	3363	5: ; 07	36: :	46; 07
Cxgtci g" eqpcev'j qwtu" hqt'uww' gpw" y kj "34"- "j tu	3907	52089	8505;	65053	; ; 042	6307:
Cxgtci g" eqpcev'j qwtu" hqt'uww' gpw" y kj "34"- "j tu" gxr gtlgpekpi " rxxgn' cku	2022	2022	98082	2022	357043	67072
Eqwpv'qh'cm' J UG'i tcf wcvu" y kj "34"- " j qwtu	2	2	2	2	2	3
Eqwpv'qh'J UG" gp'Gur c° qn' i tcf wcvu'y kj " 34"- "j qwtu	P IC	2	P IC	P IC	P IC	P IC
Rqu'VguvTcvg" CDG" *F kxlg" Eqnw p"D" CDG"Vqvr'qh' Vcdrg"6d'd{ " Eqnw p"D" CDG"Vqvr'qh' Vcdrg"6+	2022'	2022'	83083'	33083'	88089'	55055'

"

"

Rquv'Vguv'Tcvg" GUN'F kxkf g" Eqnwo p'D'GUN' Vqvcn'qh'Vcdng" 6d'd{ " Eqnwo p'D'GUN' Vqvcn'qh'Vcdng" 6+	P IC	2022'	P IC	P IC	P IC	P IC
Rgtegpv'qh" CDG'uwf gpu" y kj "34- 'y j q" ugr ctcvgf " dghqtg" cej lxxlpi " O UI "F kxkf g" Eqnwo p'I " CDG'Vqvcn'qp" Vcdng'6'd{ " Eqnwo p'D" CDG'Vqvcn'qp" Vcdng'6+	2022'	2022'	94044'	55055'	62022'	55055'
Rgtegpv'qh'GUN" uwf gpu'y kj " 34- 'y j q" ugr ctcvgf " dghqtg" cej lxxlpi " O UI "F kxkf g" Eqnwo p'I "GUN" Vqvcn'qp'Vcdng" 6'd{ 'Eqnwo p'D' GUN'Vqvcn'qp" Vcdng'6+	P IC	322022'	P IC	P IC	P IC	P IC
Rrgcug'lpf lccvg" { qwt'tgvpv'qp" tcvg'q"62" j qwtu'qt'o qtg0' *%qh'CDG" uwf gpu'y kj " 62- " lpwt wev'qp'cn' j qwtu'f kxkf gf " d{ "Vcdng'6." Eqnwo p'D" CDG'Vqvcn'	2022'	P IC	: 5055'	55055'	: 2022'	72022'

"



"

Rrgcug'lpf lccvg" { qwt'tgvvpvqp" tcvg'vq"62" j qwtu'qt'o qtg0' *%qh'GUN" uwf gpw'y kj " 62- " kpwt wevqpwn' j qwtu'f kxkf gf " d{ "Vcdrg'6." Eqnwo p'D'GUN" Vqwn+	P IC	2022'	P IC	P IC	P IC	P IC
Vqwnl%qhl' uwf gpw' t gr qt vlpj " VTCPU RQTV CVIQP 'kuwgu' vj cv'lo rcev' vj g'cdkhw{ 'vq" rct vdekr cvg'lp" vj g'CG" Rt qi tco 0	4	2	2	2	4	2
Vqwnl%qhl' uwf gpw' t gr qt vlpj " EJ KNF " ECTG'kuwgu' vj cv'lo rcev' vj g'cdkhw{ 'vq" rct vdekr cvg'lp" vj g'CG" Rt qi tco 0	2	2	2	2	5	2

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	O qtktv' "Tgcf ." Y tkg'Drgpf gf	Tkq'Tcpej q" CEEG	Uqeqttq'CEEG" /"GG"Vqttgu" Drf i	Uqeqttq'GG" Vqttgu'Drf i " Drgpf gf " *y ICno q" Rgtur gevkgu+	Xcrgpek" Eco r wu
Vqwn'eqwpv'qh" uwx gpw'y kj " hgy gt'yj cp'34" j qwtu'*Vcdng'4C+	52	46	8	; :	428
Vqwn'eqwpv'qh" uwx gpw'y kj "34" - 'j qwtu	46	35	8	37	382
Vqwn'eqpcev' j qwtu'hqt" uwx gpw'y kj "34" - 'j qwtu	: : : 07	: 8607	53; 07	773	: 29207
Cxgtci g'eqpcev' j qwtu'hqt" uwx gpw'y kj "34" - 'j qwtu	59025	88074	7507	5805	72066
Cxgtci g'eqpcev' j qwtu'hqt" uwx gpw'y kj "34" - 'j qwtu" gzr gtlgpekpi " rgxgrn' clpu	9308;	328022	2022	34022	: 50 9
Eqwpv'qh'cm'J UG" i tcf wcvgu'y kj " 34"- 'j qwtu	3	3	2	2	9
Eqwpv'qh'J UG'gp" Gur c° qn' i tcf wcvgu'y kj " 34"- 'j qwtu	P IC	P IC	P IC	P IC	2
Rquv'Vguv'Tcvg" CDG'*F kxkf g" Eqnwo p'D'CDG" Vqwn'qh'Vcdng'6d" d{ " Eqnwo p'D'CDG" Vqwn'qh'Vcdng'6+	47022'	908; '	38089'	42022'	56073'

"

"

Rquv'Vguv'Tcvg" GUN"%F kxkf g" Eqnwo p'D'GUN" Vqvcn'qh'Vcdng'6d" d{ " Eqnwo p'D'GUN" Vqvcn'qh'Vcdng'6+	2022'	2022'	2022'	2022'	88089'
Rgtegpv'qh'CDG" uwwf gpwu'y kj " 34- 'y j q" ugr ctevgf "dghqtg" cej kxkpi 'O UI " *F kxkf g'Eqnwo p" I 'CDG'Vqvcn'qp" Vcdng'6"d{ " Eqnwo p'D'CDG" Vqvcn'qp"Vcdng'6+	55055'	83076'	72022'	88089'	5; 066'
Rgtegpv'qh'GUN" uwwf gpwu'y kj " 34- 'y j q" ugr ctevgf "dghqtg" cej kxkpi 'O UI " *F kxkf g'Eqnwo p" I 'GUN'Vqvcn'qp" Vcdng'6"d{ " Eqnwo p'D'GUN" Vqvcn'qp"Vcdng'6+	P IC	P IC	P IC	P IC	55055'
Rgcug'lpf kcvg" { qwt 'tgvqv'qp" tcvg'vq'62"j qwtu" qt 'o qt g0"%qh" CDG'uwwf gpwu" y kj '62- " lpwt wev'qp'cn' j qwtu'f kxkf gf "d{ " Vcdng'6.'Eqnwo p" D'CDG'Vqvcn-	59072'	750 7'	72022'	48089'	66059'

"

"

Rrgcug'lpf lécvg" { qwt'tgvqvqp" tcvg'vq"62"j qwtu" qt'o qtg0*%qh" GUN'uwf gpw" y kj "62- " kpwtvevqpcr" j qwtu'f kxf gf "d{ " Vcdrg'6.'Eqwwo p" D'GUN'Vqwn+	P IC	P IC	P IC	P IC	9404'
Vqwn'qhl' uwf gpw' tgr qt vpi " VTCPUQTVC VQP 'kwwgu' vj cv'lo rcev'vj g" cdkls{ 'vq" rct vclr cvg'lp" vj g'CG" Rtqi tco 0	8	3	2	43	5;
Vqwn'qhl' uwf gpw' tgr qt vpi " EJ KNF'ECTG" kwwgu'vj cv' lo rcev'vj g" cdkls{ 'vq" rct vclr cvg'lp" vj g'CG" Rtqi tco 0	5	2	2	32	44

"

"

"

Rrgcug'r t qxkf g'c'fluv'qhl'eqo o wplsgu'ht " qti cpk c vqpwt'gs wguvpi 'tgt xlegu'ht 'cf f lskqpcr' ugt xleg'ht qo 'l qwt 'r t qi t co 0	Ugt xleg'Tgs wguvgt "
P q'pgy "tgs wguu"cv'vj ku'vko g"	"
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## Ugevkqp'K40Gxcnwcvkqp'qhrRt qi tco 'Ghgevkxgpgui'

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kp'vj ku'ugevkqp'r ngcug'cf f tguu'r tqi tco 'r gthqto cpeg'cpf 'f go qpwtcvgf "ghgevkxgpgui0"Nqqm'cv'vj g" f cvc'hqt'{"qwt'r tqi tco "cu'c'y j qng'cu'y gmi'cu'hqt'lpf kxkf wcn'uksgu0'

"

30 Y j cv'err tqcej gu'f qgu'{"qwt'qti cplk cvkqp'wug'v'q'ko r tqxg'r gthqto cpegA'

Vj g'P gzv'Ugr u'k'f wv'Gf wecvkqp'Egpygt'wkk gu'c'xctkgv' "qh'cr r tqcej gu'v'q'ko r tqxg'r tqi tco " r gthqto cpeg0Hktuv'cpf 'hqtgo quv.'P gzv'Ugr u'dgnkgxu'vj cv'cm'uchh'pggf 'v'q'dg'cy ctg'qh'vj g'ko r qtvcpeg'qh' ceewtcvg'f cvc.'y j cv'cp'{"r ctvkwrt'f cvc'chgeu.'j qy 'v'q'j gr "eqngev'cpf 'tcmf'f cvc.'y j {"f cvc'ku'ko r qtvcpv'v'q' vj g'r tqi tco . 'cpf 'vj g'tqng'gcej 'lpf kxkf wcn'r n'{"eqngev'kpi 'f cvc0F cvc'o cf g'cxckndrg'qp'vj g'Uchh' kphqto cvkqp'y gdukg'vj [wr 4lwo xcngepke0o f gnu0ti](#) "'cp'B po f gn'ceeqp'v'ku'tgs vktgf 'v'q'xkgy '+cpf 'k'ku' tgxkgy gf 'cv'y ggm'f 'f gr ctvo gpv'o ggkpi u0Gk'cdgv 'Y knkpuqp.'Rtqi tco 'Eqqtf kpcvt.'j cu'dggp'v'cnkpi " eqwtugu'kp'f cvc'cpcn'uku'cpf 'j cu'r tguvgvf 'lpvgtgukpi 'hpf kpi u'v'q'vj g'uchh'cpf 'hcewn'0'F cvc'ku'wug'v'q' f tkxg'f gekukpu'hqt'r tqi tco 'ko r tqxgo gp0'

P gzv'Ugr u'ku'lxqxkxgf 'lp'xctkqu'i tqw u'lp'vj g'eqo o wpk'{"cpf 'tgs wguu'kpr w'htqo 'eqo o wpk'{"o go dgtu' cdqw'r tqi tco 'r gthqto cpeg'cpf 'ko r tqxgo gpv0'kpxkxgo gpv'y kj 'Xcngepke'Eqwpv'f 'Rctvpgtuj k'r 'hqt'c" Ectggt/Tgcf {"Eqo o wpk'{"j cu'i kxgp'vj g'r tqi tco 'vj g'qr r qtwpk'{"v'q'tgi wcn'f 'lpvgtcev'y kj 'go r nq'{"gtu." r wdrie'uej qqn.'Y qtnhqtg'Eappgevkqp.'cpf 'qj gt'eqo o wpk'{"ugt'xkgy'ci gpek'gu'qp'c'tgi wcn'f'dcuku0'k'j cu' ngf 'v'q'c'y qpf gthw'qr r qtwpk'{"hqt'lpwtvewtu'r ctvkr cvg'lp'vj g'Uwo o gt'kpukwg'hqt'Vgcej gtu'cpf 'v'q' kpvgtcev'y kj 'go r nq'{"gtu'cpf 'y qtn'v'qy ctf 'eqpvz wcn'f gf 'nguup'u'vj cv'kpeqr qtcvg'unkm'go r nq'{"gtu'tgcm'f " pggf 'cpf 'wug0'

Rctvkr cvkqp'lp'eqphgtgpegu.'y gdlpctu.'cpf 'qj gt'v'ctk'kpi lphqto cvkqp'qr r qtwpk'k'gu'ctg'gpeqwtci gf 'cpf " uwr r qtvgf 'd'{"vj g'r tqi tco 'cpf 'vj g'eco r wu0'WP O /Xcngepke'qthgtu'vj g'qr r qtwpk'{"v'q'v'cng'etgf k'v'encuugu' wkkqp'htgg'qp'vj g'Xcngepke'eco r wu'qpn'f . 'hqt'r ctv'ko g'lpwtvewtu'0'Vj g'uchh'cuuqekcvkqp'r tqxkf gu' rko kxgf 'hwpf kpi 'hqt'uchh'v'q'r ctvkr cvg'lp'r tqhguukqpcn'f g'xgnr o gpv'cu'f qgu'vj g'hcewn'f 'r tqhguukqpcn' f g'xgnr o gpv'hwpf0'Vj g'r tqi tco 'kpen'f gu'v'cxgn'hwpf kpi 'lp'vj g'dwf i gv'v'q'cvwgf 'ucvg'ur qpugt'gf 'cev'xk'k'gu' cu'y gmi'cu'v'ngcu'qpg'p'cvkqpcn'eqphgtgpeg0'Rctvkr cvkqp'lp'eqphgtgpegu'r tqo qvgu'etgcv'xk'k'f . 'o qv'xkcvkqp." cpf 'gpvj wukcuo 'cu'y gmi'cu'kphqto cvkqp'hqt'r tqi tco 'ko r tqxgo gpv0'C'r tqhguukqpcn'f g'xgnr o gpv'y gd'r ci g" cu'c'tghgtgpeg'hqt'lpwtvewtu0'

"

40 F guetkdg'pqvcdng'qweqo gu.'dqj 'r qukkxg'cpf 'pgi cvkxg.'{"qwj'cxg'qdugt'xgf 'lp'{"qwt'r tqi tco 'f cvc0'

Eqo r ct'kpi 'Vcdng'4c'v'q'Vcdng'4.'k'cr r getu'vj cv'o qtg'uwf gpw'ghv'vj g'r tqi tco 'vj cp'eqo r ngv'vj g" tgs vktgo gpw'v'q'dg'P TU'hwpf cdng.'7; 4'qp'Vcdng'4c'cpf '626'qp'Vcdng'40'Y j gp'vj g'r tqur gev'xg'uwf gpw." vj qug'y j q'p'xgt'cvwgf gf 'vj g'r tqi tco 'qt'o c'{"j'cxg'qpn'f 'cvwgf gf 'qtkgpvcvkqp.'y gtg'g'ko kpcvg'f'htqo 'vj g" f cvc.'qpn'f '392'uwf gpw'ghv'vj g'r tqi tco 'dghqg'eqo r ngv'kpi '34'j qwtu'qh'lpwtvewtu0'Hwtvj gt'eqo r ct'kuqpu' y gtg'f qpg'v'q'mqni'hqt'uki p'k'kecpv'f k'htgtpgeu'lp'ci g'cpf 'gvj plek'f0'0'C'f k'htgtpgeu'lp'vj g'r gtegp'vci g'qh' Co gtlecp'kpf kcp'ICrunc'p'P cvkxg'r qr wcvkqp'y cu'pqvgf 'dgvy ggp'Vcdng'4'8' +cpf 'Vcdng'4c'36' +0' J qy g'xgt.'y j gp'r tqur gev'xg'uwf gpw'y gtg'g'ko kpcvg'f'htqo 'vj g'f cvc.'vj g'r gtegp'vci gu'y gtg'vj g'uco g'qp" dqj 'vcdngu0'Vj ku'ko qu'v'k'ngn'f 'c'tguwn'qh'Crco q'uwf gpw'y j q'tgi kvg'gf 'hqt'vj g'r tqi tco 'dw'f'k'f'pqv' r ctvkr cvg0'k'ku'cnuq'y qvj 'pqv'kpi 'vj cv'c'j ki j gt'r gtegp'vci g'qh'J kur cple'Ncvkq'uwf gpw'ngcxg'vj g'r tqi tco " dghqg'eqo r ngv'kpi '34'j qwtu'86' +vj cp'vj qug'y j q'unc'{"hqt'cv'ngcu'34'j qwtu'86' +0'Vj g'r q'k'kec'n'k'ko cvg"

"

"

cpf 'y g'hqu'qh'y g'ho kf 'hgtce{ 'r tqi tco 'o c{ 'dg'eqptkdwkpi 'hcevtu'cpf 'y g'r tqi tco 'y km'y cvej 'y ku' f cwc0'Vq'htv j gt 'lpxguki cvg'y g'ej ctcevgtkvku'qh'uwwf gpw'y j q'r ctvkr cvg'cpf 'y qug'y j q'f q'pqv'qt'hgcxg' gctn{. 'Grk cdgy 'Y kmkpuqp. 'Rtqi tco 'Eqqtflpcvqt'y km'wug'I K'uqhwy ctg'vq'o cr 'y g'cf f tguugu'qh'y gug' uwwf gpw'vq'cpcn{ g'y g'ko rcev'qh'r tqzko kf 'qp'r gtukngpeg0

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

Select Reporting System:  Agency: UNM-Valencia

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	5	2	0	1	1	0	45	32	0	0	23	17	0	0	126
19-24	21	15	0	1	3	4	39	64	0	0	10	20	1	0	178
25-44	7	29	0	1	0	6	50	112	1	1	8	25	0	0	240
45-54	0	2	0	0	0	1	8	17	0	0	2	4	0	1	35
55-59	0	1	0	0	0	0	1	5	0	0	0	0	0	0	7
60+	1	2	0	0	0	0	1	2	0	0	0	0	0	0	6
Total	34	51	0	3	4	11	144	232	1	1	43	66	1	1	592

"

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

Select Reporting System:  Agency: UNM-Valencia

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	1	0	2	1	0	30	31	0	0	14	11	0	0	91
19-24	0	6	0	0	2	1	26	42	1	0	5	15	1	1	100
25-44	4	10	0	0	1	3	15	94	0	0	11	24	0	1	163
45-54	0	1	0	0	0	0	7	25	0	0	3	1	0	0	37
55-59	0	1	0	0	1	0	2	1	0	0	0	1	0	0	6
60+	0	1	0	1	0	0	1	2	0	0	1	1	0	0	7
Total	5	20	0	3	5	4	81	195	1	0	34	53	1	2	404

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## Without Prospective Students

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

Select Reporting System:

NRS FY 18-19

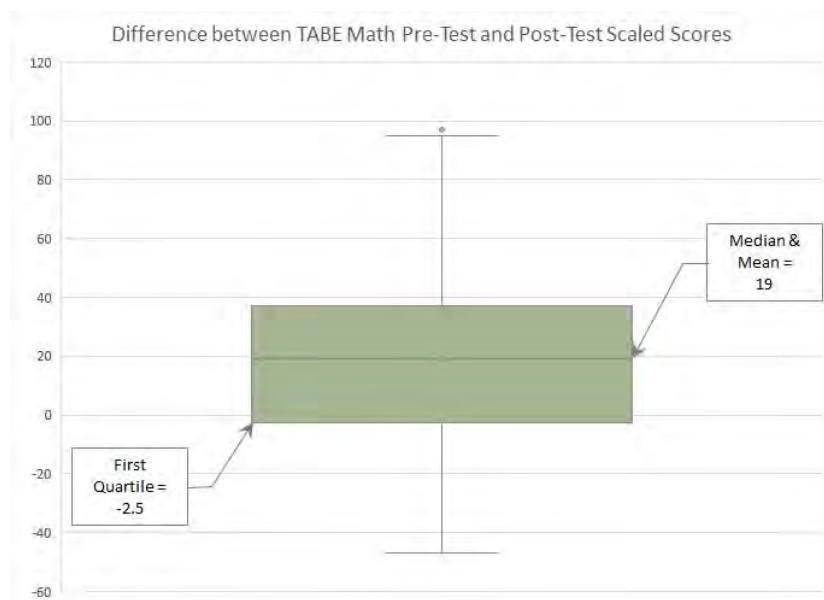
Agency:

UNM-Valencia

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	0	15	12	0	0	7	5	0	0	39
19-24	1	1	0	1	1	1	18	14	0	0	4	6	0	0	47
25-44	1	7	0	0	0	0	24	31	0	1	3	4	0	0	71
45-54	0	0	0	0	0	0	4	5	0	0	0	2	0	0	11
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
Total	2	8	0	1	1	1	62	63	0	1	14	17	0	0	170

O qu'uwf gpw'guy'lpv'j g'r tqi tco 'y kj 'o cvj 'cu'y gk'my guv'rgxgn'uq'Grk cdgyj 'lpxguvi cvgf 'y j cv'i ckpu' ctg'cewcm' 'dglpi 'o cf g'lp'y ki'uwldge'Ugxgpv' 'r gtegpv'qh'uwf gpw'r quv'guu'uj qy gf 'uqo g' ko r tqxgo gpv'lp'y gk'VCDG'o cvj 'ueqtgu'cpf'qxgtcm'uecnf'ueqtgu'ko r tqxgf'cp'cxgtci g'\*cpf'o gf kcp+'qh' 3; 'r qkpw'Vj ki'fcw'ko r ngu'y cv'y g'o cvj 'ewtlewnxo 'ku'eqptkdwkpi 'v'rgctplpi 'i ckpu'gxgp'kh'O UI u'ctg' pqv'cej lxxgf O



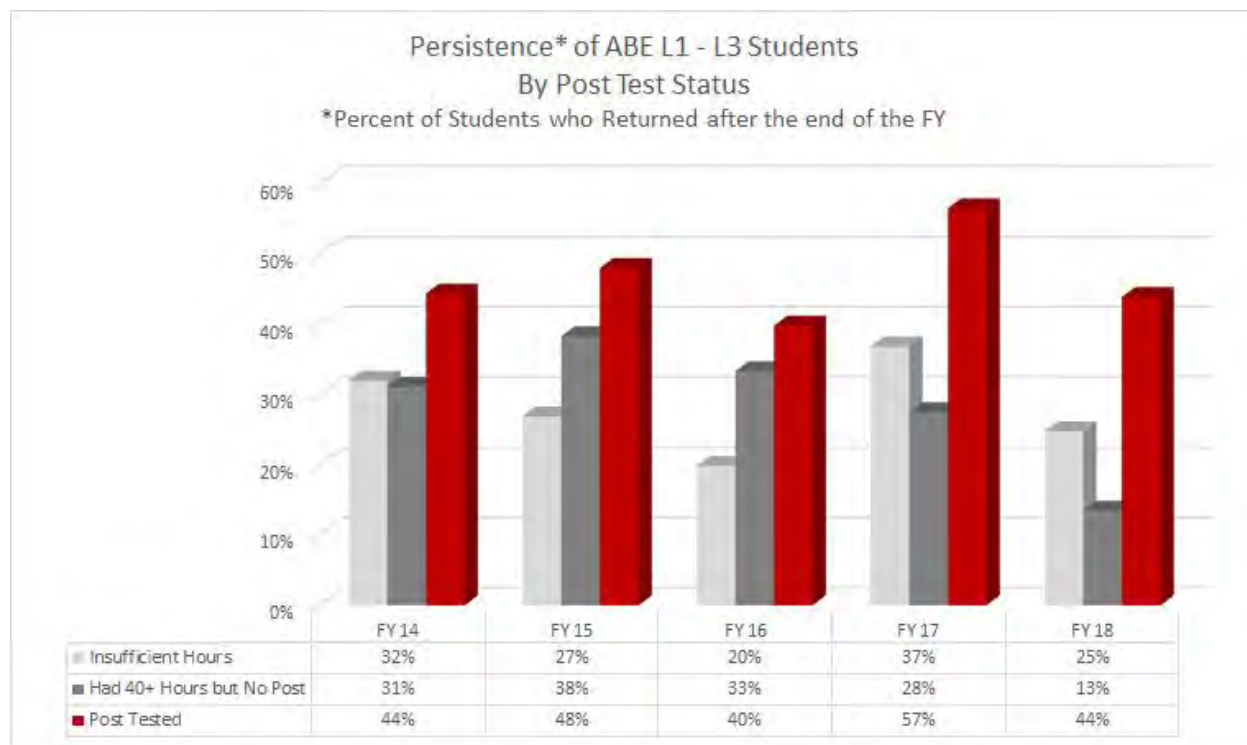
"

"



"

Grk cdgvj "cnuq"r t gugpvf "y g'hmqy lpi 'ej ctv'q'rkpn'r quv'vukpi "q'r gtukvpeg"co qpi "mq gt/ngxgr\*3/5+"  
uwwf gpw0"Kput wevtu'qlhnp'cti wg'yj cv'vukpi 'uctgu'uwf gpw'cy c{.'dw'yj ku'f cv'uj qy u'yj cv'uwf gpw'y j q"  
r quv'vuv'ctg'o qtg'rkngn' "q'r gtukv0



"

50 J qy "f qgu" { qwt'qti cpk vkqp'uj ctg'r tqo kuki 'r tcevegu"co qpi "{ qwt'r tqi tco "ukguA"

Vy keg'c" { gct. 'P gzv'Ugr u'j qrf u'f c{/mipi "vckpki u="qpg'cv'yj g'dgi kppki "qh'yj g'ur tkpi "ugo guvgt'cpf "qpg"  
dghqtg'yj g'Hcm'Ugo guvgt'0Cv'yj gug'r tqhguukqpcn'f gxgr o gpw. 'kput wevtu'ctg'gpeqwtci gf "q'uj ctg"  
etgcv'xg. 'uweeguhw'kput wevki 'ygej pls wgu. 'cu'y gmi'cu'cp { 'ygej pls wgu'yj cv'yj g'kput wevt'rgctpgf "cv'yj gt"  
r tqhguukqpcn'f gxgr o gpw0Vj g'P gzv'Ugr u'r tqhguukqpcn'f gxgr o gpv'y gdukg'ku'cnuq'cp'gzegm'p'v'ctgc'hqt"  
kput wevtu'q'f kuugo kpcv'kphqto vkqp"q'eqm'gci wgu0

"

60 F guetkdg'r tqi tco 'ko r tqxgo gpv'kpkcv'xgu" { qwr'ncp"q'r wtuw0"

#### Kpenf g'Rct vpgt u'lp'yj g'Rtqi tco "

O lej cgr'Ecttktg. 'Ngcf "Kput wevt. 'cpf 'Elpf { 'Ukupgtqu. 'P O F Y U'Id'F gxgr o gpv'Ectggt'Eqcej. "  
ctg'r ctv'ekr vkpi 'lp'yj g'ucvgy kf g'Ectggt'Rcvj y c { u'kpkcv'xg0Vj g { 'y kn'y qtn'v'utgpi yj gp'yj g"  
r ctv'gtuj kr 'cu'y gmi'cu'kf gpv'kh { "qy gt'r ctv'gtuj kr u'yj cv'ecp'dg'tgkphqtegf 0Ectggt'r cvj y c { u'y kn'ldg"  
kf gpv'khgf "cpf 'kput wevki 'lp'yj ku'ctgc'y kn'gzr cpf "cpf 'ko r tqxg0

Y qtn'hteg'Eappgevkpu"j cu'dggp'r tqxkf lpi 'kphqto vkqp"cv'qtkpvcvkp"cpf "o cp { "uwf gpw'yj cxg"  
cr r rkgf "hqt'yj gk'ugt'xlegu0Vj ku" { gct'yj g'r tqi tco 'y kn'lpeqr qtcv'g'yj gk'ugt'xlegu'uwej "cu'ectggt"  
gzr m'ctvkp. 'tguwo g'y tkpi 'cpf "o qem'kpvgt'xleg lpi. 'lpv'qwt'ercu'gu0

Vj g'r tqi tco 'y kn'hqnn'lpv'y qtn'kpi 'y kj 'y g'Ej kftg. 'I qwj. 'cpf 'Hco kkgu'F gr ctwo gpv'\*E [ HF +"  
hqt "ej kftctg'cuukv'peg0Uwf gpw'ctg'tghgtg'q'E [ HF. "dw'yj gtg'ku'pq'hmqy / y tqwi j 0

"

"

Kpenw lpi 'r tgu pvc vkpu'lt qo 'y ku'f gr ctvo gpv'o c{ 'cuukv'uwwf gpw'ceegu'u'neen'ej kf ectg0'Vj ku' y qwf 'i tgcw{ 'dgpghk'yj g'uwwf gpw'yj cv'kf gpwkh{ 'y ku'cu'c'dcttkt0"

Xkf gqu'j cxg'dggp'etgcvgf 'y kj 'neen'igo r m{ gtu'v'wug'kp'kpwtwevkqp0'Cf f kkpccm{ . "go r m{ gtu' y kn'dg'kpxkgf 'v' yj g'eco r wu'v' r tgu pvc'v'wug'gpw'cpf 'eqpf wev'o qemikpvgtxky u'y kj 'hggf dcm' hqt'yj g'uwwf gpw0"

### **Ko r tqxg'Rquw/Vguw'Tcvgu'cpf 'O U ai'**

Vj g'r quw'vug'v'cvg'hqt'yj g'r tqi tco 'ku'o wej 'm'y gt'yj cp'k'uj qwf 'dg'cpf 'uwr u'y kn'dg'cngp'v' gpwtg'c'j ki j gt'tcvg0'Vj g'CEEG'r qr wrcvkp'ku'qpg'qh'yj g'o qtg'f khlw'r qr wrcvkpu'lt qo 'y j kej " v' t'gegkxg'r quw'vugw0'Vj ku'neen'qh'r quw'vugw'c'hgw'u'yj g'qxgtcm'r tqi tco 0'O gyj qf u'o wu'dg" f gxgnr gf 'v'ecr wtg'rgctplpi 'i ckpu0'

### **Qwtgcej "**

"Vj g'r tqi tco 'ku'i qkpi 'v'eqpf wev'y j cv'j cu'dggp'f wddgf 'okptgcej 0'Y g'y qwf 'rkng'v'tgcej 'qww'v' uwwf gpw'yj cv'wkkk gf 'yj g'r tqi tco w'ugt xlegu'dw'gh'cpf 'hkp'qww'y j { 'y g{ 'gh0'Y kj 'y ku'f cxc." yj g'r tqi tco 'ecp'kf gpwkh{ 'y j cv'uwr u'pggf 'v'dg'cngp'v'ko r tqxg'u'v'j cv'uwwf gpw'ctg'rgu'u'rkng' 'v' oUqr 'Qwö0"

Gnk cdgy 'Y knkpuqp. 'Rtqi tco 'Eqqt f kpcvt'j cu'f gxgnr gf 'cp'qwtgcej 'r ncp'yj cv'y kn'dg' ko r ngo gpvgf 'pgz v'kuecn'f gct0'Vj ku'kpenw gu'w'f cvkpi 'r tqi tco 'kphqto cvkqp'qp'o cvgtknu." f kntkdwkpi 'y go 'y tqwi j qw'yj g'eqo o wpkkgu'y g'ugt xg. 'cpf 'dgkpi 'r tgu pvc'v'eqo o wpk{ 'gxgpw0' Ej cpi gu'kp'yj g'r tqi tco 'pggf 'v'dg'gxkf gpv'v'v'j g'eqo o wpk{ 0'

### **Ko r tqxg'Hqwpf cvkqpcn'Y qt niT gcf kpgu'Unkni'**

Y qtniGy leu. "c'ewttlewno 'y cv'j gr u'f gxgnr 'y qtni t gcf kpgu'unkni'qh'p' t ghgtgf 'v'cu'uqh'v'unkni." y kn'dg'kpgi tcvgf 'kpv'yj g'ewttlewno 0'C'egt v'kuecn'ku'qh'gtgf 'hqt'eqo r rgkpi 'yj g'r tqi tco 'cpf " vnkpi 'cpf 'qpikpg'gzco 0'Qy gt 'pqp/etgf k'egt v'kuecn'eqwtugu'yj g'r tqi tco 'ku'eqpukf gtlpi 'ctg" ewuqo gt'ugt xleg'cpf 'I qqi ng'Cr r nkgf 'F ki kni'Unkni0"

### **Ko r tqxg'Kpwtwevkp'd{ 'Uwr r qt v'kpi 'Kpwtwevtu'**

Encu'qdugtxcvkpu'y knlpetgcug'y kj 'etkuecn'hggf dcm'hqt'yj g'kpwtwevtu'v'ko r tqxg" eqpvzwenk cvkqp. 'dtckp/dcugf 'rgctplpi . 'erget'rgctplpi 'qdlgevkgu'cpf 'cuuguo gpw0'Kpwtwevtu'y kni' dg'gpeqwtci gf 'cpf 'eqo r gpucvgf 'cr r tqr tlcvg' 'hqt' r ctv'ekr cvkqp'kp'tgrgxcpv'r tqhguukqpcn' f gxgnr o gpw0'Kpwtwevtu'y kni'uj ctg'encu'qgo 'cev'kkgu'cpf 'rguqp'r ncpu'etgcv'kpi 'c'eqo o wpk{ " qh'rgctpgtu'cpf 'c'eww'g'qh'ko r tqxgo gpw0'

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## Ugev kqp 'KX0Y KQC'Rct vpgt 'Cevxkkgu 'lpenw lpi 'Kpvgi t cvkqp'y kj 'Qpg/Uqr '' Rct vpgt u'

"

Hqt'y ku'ugev kqp.'r ngcug'f guetkdg'j qy 'y g'r tqi tco 'j cu'r tqxkf gf "qt'uw r qtvgf "ugt xlegu'lp'y g'y qtnr nreg"  
f gxgnr o gpv."ectgg."go r nq{o gpv'cpf "vtcklpi "ctgpc0Kj'j gtg'ku'pq'tgncvkpuj kr . 'r ngcug'gzi nckp0

"

- 30 Rngcug'r tqxkf g'cp'gunko cvg'qh'HGF GTCN'HWP F U'wugf "f wtkpi 'y g"423: /423; "  
hucenl'f gct'vq'uw r qt v'Vkr g'KY KQC'tgncvgf "cev xkkgu'cpf "ugt xlegu'y tqwi j 'y g"  
Qpg/Uqr 'u{ ugo 0'

\$0
-----

"

Vj g'Qpg/Uqr 'y kj lp'Xcrgpek'Eqpvp' 'ku'eqpukf gtgf "cp'chhkcvg'egpvt'xgtuwu'c'eqo r tgj gpukxg'qpg/uqr 0'  
Vj gtghqtg.'eqpvtkdwkpu'ctg'pqv'tgs wktgf 'tqo 'WP O 'Xcrgpek'Eco r wu'/'Cf wv'Dcule'Gf wec vkqp'r tqi tco "  
( 'EctnF 0Rgt nku'cuuqekvgf 'r tqi tco 0\*O QWY kj 'Y EEP O . 'r 054+'P q'f k'geveqpvtkdwkpu'j cxg'dggp"  
o cf g0'

"

Vj g'r tqi tco 'ku'tgr qt vpi 'pq'hgf gtcnlhwpf u'wugf "vq'uw r qt v'Vkr g'KY KQC'dgecwug'tcenlpi 'y gug'hwpf u'ku'  
f khhewm0'Cnkuqp'Nwegtq.'Vtcklpi 'Ur gekcnkuv'ku'y g'uchh'o go dgt'y j q'ur gpf u'yj g'i tgcvgu'co qwpv'qh'vko g'  
y kj 'Y qtnhqtg'Eappgevkpu0'Hkh' 'r gtegpv'qh'Cnkuqpai'ucnt { 'ku'r ckf 'y kj 'hgf gtcnlhwpf u'cpf 'uj g'ur gpv'  
cr r tqzko cvgn' '4' 'qh'j gt'vko g'y kj 'tghgttcn'cpf 'cttcpi lpi 'r tgugpvcvkpu0Vj cv'eqwf 'dg'83.492'lp'hgf gtcn'  
hwpf u0"

"

- 40 F guetkdg'j qy 'ugt xlegu'r tqxkf gf "ctg'crki pgf 'y kj 'y g'hqec n'y qtnhqtg'f gxgnr o gpv'ctgc'r ncp"  
\*Ugev kqp'32: "qh'Y KQC+ 'lpenw lpi 'j qy 'eqpewtgpv'gptqmo gpv'ku'r tqo qvgf 'lp'r tqi tco u'cpf "  
cev xkkgu'wpf gt'v'j g'Y qtnhqtg'f gxgnr o gpv'Cev xkkgu'\*Vkr g'u'K'KK'cpf 'KX'qh'Y KQC.'cpf 'cu'  
rhvgf 'lp'P gy 'O gzleqai'Ego dlpgf 'Ucv g'Rncp+0' 'lpenw g'lpqto cvkqp'qp'y g'cev xkkgu'f qwt"  
qti cpl cvkqp'r tqxkf gu'lp'tgur qpug'vq'y g'tgi kpcnlpggf u'cu'f gpv'hkgf 'lp'y g'hqec n'y qtnhqtg'  
f gxgnr o gpv'ctgc'r ncp'wpf gt'ugev kqp'32: "qh'vkr g'Kqh'Y KQC0"

"

Ugt xlegu'ctg'crki pgf 'y kj 'y g'hqec n'y qtnhqtg'f gxgnr o gpv'ctgc'r ncpu'd { 'eqpvz wcrk lpi 'lpwtwevkqp'cpf "  
gpeqwtci lpi 'gpv { 'lpv'lp/f go cpf 'hgrf u'f gpv'hkgf 'd { 'Y qtnhqtg'Eappgevkqp'qh'EgpvtcnP gy 'O gzleq"  
\*Y EEP O + 'cpf 'y g'Uqwj y guv'ctgc'Y qtnhqtg'f gxgnr o gpv'Dqctf "UCY F D+0'Vj g'ectggf 'r cvj y c { 'lp"  
pwtulpi 'j cu'dggp'y gm'gucdrkuj gf 'cpf 'cf wv'gf wec vkqp'uwf gpv'ctg'uw r qtvgf 'lp'y g'dgi kplpi 'rgxgn'qh'  
y ku'r cvj y c { 'y kj 'KDGUV'eqwtugu0'Egtv'hkgf 'pwtulpi 'cuukncpv'cpf 'r j rgdqvqo { 'ctg'eqpukvgpvn' 'qhhtgf 'cu'  
KDGUV'eqwtugu'cpf 'uwf gpv'y j q'gpvt 'lpv'P gzv'Ugr u'c'f wv'Gf wec vkqp'Egpvt'ctg'gzi rugf 'vq"  
eqpvz wcrk lpi 'ewttkewm 'y cv'lpenw gu'j gcnj ectg0'Y qtnhqtg'Eappgevkqp'r tqxkf gu'hwpf lpi 'hqt'uwf gpv'  
y j q's wcrk { 'cpf 'uw r qt v'hqt 'cm'uwf gpv'lp'y g'KDGUV'r tqi tco 'y cv'lpenw g'tguwo g'y tkkpi 'cpf 'lqd"  
r nreg gpv0'

"

Vj ku'f gct.'cp'KGNEG'eqwtug'y cu'qhhtgf 'vq'eqo o gteclneqpwtwevkqp'y qtngtu'cv'y gk'y qtmukg0'Vj ku'ecp"  
ngcf 'vq'gpv { 'lpv'c'WP O /Xcrgpek'r tqi tco 'hqt'eqpwtwevkqp'gej pqm { 0'Vj g'eco r wu'ku'y qtnkpi 'vq"  
r tqxkf g'KDGUV'eqwtugu'lp'y g'eqo o gteclneqpwtwevkqp'r cvj y c { 'vq'dgwt'ugt xg'y gug'uwf gpv0'Vj ku'  
y qwf 'cnq'lpnw g'ugt xlegu'tqo 'Y qtnhqtg'Eappgevkqp0'

"

- 50 F guetkdg'cev xkkgu'cpf 'utcvgi lgu'f qwt'qti cpl cvkqp'j cu'ko r ngo gpvgf 'vq'f go qpwtcvg'r ctvgtuj kr "  
y kj 'y g'Nqec n'Y qtnhqtg'f gxgnr o gpv'Dqctf "NY F D+ 'cpf 'qpg/uqr 'qr gtcvqtu'vq'r ncp.'f gxgnr ."  
cpf 'gxcnvcg'cf wv'gf wec vkqp'cpf 'rkgtce { 'cev xkkgu'hqt'y g'ctgc'f qw'y knlugt xg0'

"

"

""

Ewttgpw{. 'y g'r tqi tco 'r tqxkf gu'tghgttcni'v'Y qtnhqtteg'Epppgevqp'cpf 'uchh'htqo 'Y qtnhqtteg'  
 Epppgevqpu'r tguqpv'phqto cvqp'v'uwwf gpw0'WP O/Xcngpek'r tqxkf gu'ur ceg'hqt'c'ld'f gxgnr o gpv'cpf "  
 ectggt'eqcej 'htqo 'Y qtnhqtteg'Epppgevqpu'y j q'ku'cxclrdng'hqt'cm'qh'lw'uwwf gpw'cpf 'ku'gpi ci gf 'y kj "  
 gxgt{ 'qpg'qh'y g'KDGUV'uwwf gpw0' "

"

Hwwtg'r rpu'penf g'c'uguqp'qp'ectggt'gzr rqtcvqp'cpf 'dwf i gwpi 'htqo 'Y qtnhqtteg'Epppgevqpu'uchh'htqo "  
 gcej 'r ctv'ekr cpv'lp'Ngctplpi 'cpf 'Ectggt'Unkm'uencugu0'Gptqmo gpv'lp'Y qtnhqtteg'Epppgevqpu'y kn'dg'c "  
 r ctv'qh'y g'uguqp0'Qv'gt'r rpu'y kn'dg'f gxgnr gf 'y kj 'y g'Ectggt'Rcv y c{ u'lpkkcvxg'y g'r tqi tco 'y kn' "  
 r ctv'ekr cvg'lp'f wtpi 'hucen'f gct'3; /420'P q'gxcnvcvqp'j cu'cnng'r meg'cv'y ku'ko g0'K'y kn'dg'cf f tguugf 'cu' "  
 c'r ctv'qh'y g'r rpu'lp'y g'hwwtg0' "

"

**60** Kpenf g'c'eqr { 'qh'f qwt'r tqi tco au'O QW'cpf 'KC'y kj 'y g'Nqecr'Y qtnhqtteg'Dqctf \*u'lp'y g' "  
 ctgc\*u'lp'y j lej "{ qw'r tqxkf g'ugt xleg0'lp'y g'gxgpv'y cv'y g'O QW'qt'KC'ctg'pqv'eqo r ngvg.'r ngcug' "  
 f kewu0' "

"

Ugg'cwcej gf 'O QW'y kj 'Y qtnhqtteg'Epppgevqp'qh'Egpwcn'P gy 'O gzleq0' "

"

"

"

## Ugevkqp'X0Ect ggt 'Rcvj y c{ u'Cevxkkgu'"

"

Hqt'v ku'ugevkqp.'r ngcug'f guetkdg'j qy 'v g'r tqi tco 'j cu'f gxgnr gf 'Ectggt'Rcvj y c{ u'lpwvwevkqp'cn' r tqi tco u'cpf'j qy 'v g{ 'j cxg'dggp'ko r ngo gpv'f'lp'v g'423: /423; 'r tqi tco " { gct'0

"

30 F guetkdg'j qy " { qwt'qti cpl'k cvkqp'u'cevxkkgu'r tqxkf g'ngctpl'pi 'lp'eqpvz'v'lp'wv'f'pi 'v tqw'j " lp'v'g' tcv'f'gf wecvkqp'cpf 'v'cl'pl'pi '\*KGV+.'u'q'v' cv'p'lp'f'k'kf'w'cn'ces'v'kt'gu'v'j g'un'km'p'ggf'gf 'v'q' v'cl'puk'kqp'v'q'cpf 'eqo r ngv'r quv'geqpf'ct { 'gf wecvkqp'cpf 'v'cl'pl'pi 'r tqi tco u.'cpf'q'dv'cl'p'cpf " cf'xc'peg'lp'go r m'q{o gpv'ng'f'lp' 'v'q'geq'p'qo le'ug'h'w'v'h'le'k'g'pe{ 0

lp'cm'cur'geu'qh'v'j g'r tqi tco . 'lp'wvwevkqp'ku'eqpvz'w'cn'k'gf 'v'q'ng'f'v'qy'ctf 'r quv'geqpf'ct { 'gf wecvkqp'cpf " v'cl'pl'pi 'cu'y'gm'cu'ek'x'leu'lp'wvwevkqp'0'lp'Ngctpl'pi 'cpf'Ectggt'Un'km'NEU+.'u'w'f'gp'w'ko r tqx'g'v'g'k' " eqo r wgt'rk'gt'ce{ 'un'km'y'j k'g'eqo r ng'v'pi 'ectggt'g'z'r'qt'cv'kqp'g'z'g'le'k'gu'cpf 'r t'gug'p'v'pi 'v'g'k'ectggt'r'nc'p'cu' y'gm'cu'y'tk'lp'pi 'cpf'eqo o'w'ple'cv'kqp'un'km'0'V'j g't'g'ku'c'h'q'ewu'qp'ou'q'h'v'un'km'ö'lp'wv'f'pi 'u'v'gu'v'o'c'pci'go'gp'v' cpf'v'ko'g'o'c'pci'go'gp'v'0'V'j g'ng'ctpl'pi 'r'nc'p'v'j'cv'ku'ht'u'v'et'g'v'f'lp'NEU'i'k'x'gu'w'w'f'gp'w'qy'p'gt'uj'k' " cpf " t'g'ur'q'p'uk'd'k'k'v'f' "h'qt'v'j'g'k'ng'ctpl'pi . 'un'km'f'g'uk'g'f'd{ 'r quv'geqpf'ct { 'gf wecv'qtu'cpf'go r m'q{ gtu'0 " "

lp'q'v'j'gt'ercu'gu.'o'cv'j'ngu'qp'u'lp'wv'f'g'r'tq'd'rgo'u'v'j'cv'j'cx'g'eqo'g'ht'qo'ng'ec'n'go'r'ng'q{gtu'cpf'y'tk'lp'pi " cu'ki'po'gp'w'lp'wv'f'g'v'q'r'leu't'g'ng'x'cp'v'v'q'ect'ggtu'0'U'q'h'v'un'km'cpf'f'k'i'k'cn'k'ng'gt'ce{ 'un'km'ct'g'cf'f't'gu'ng'f'lp'g'x'gt{ " er'cu'u'q'h'gt'gf'0

Vy'q'y'q'tnr'nc'eg'eqw'tugu'j'cx'g'd'ggp'j'gr'f'v'j'ku'f'gct.'q'p'g'h'qt'H'qt'ku'Eq'p'ut'wevkqp'cv'H'eg'd'q'qm'ic'pf'v'j'g'q'v'j'gt'cv' Er'ct'kp'v'0'Ur'g'ek'n'ew't'le'w'w'w' "h'qt'eq'p'ut'wevkqp'y'cu'f'gx'gnr'gf'h'qt'G'pi'rk'uj'nc'pi'w'ci'g'ces'w'k'uk'k'qp'0'V'j'g' ew't'le'w'w'w' "cv'Er'ct'kp'v'ku'p'q'v'eq'p'v'z'w'cn'k'gf.'d'w'v'q'h'gt'gf'lp'cf'f'k'k'qp'v'q'v'cl'pl'pi 'v'go'r'qt'ct{ 'go'r'm'q{g'gu'ct'g' t'g'eg'k'k'lp'0 "

Ew't'g'p'w'f'.'P'gz'v'U'gr'u'y'q'tm'i'y'k'j'v'j'g'c'm'k'f'J'g'cn'j'F'gr'ct'wo'gp'v'q'p'v'j'g'WP'0'X'cn'g'p'ek'E'co'r'w'0'D'gy'g'gp' " v'j'g'v'y'q'r'tqi'tco'u.'r'j'ng'd'q'v'qo { 'c'h'w'v'v'ko'g'\*34'et'g'ku'f'ercu'u'cpf'c'eg't'v'h'k'f'p'w'tul'pi'cu'uk'nc'p'v'\*EP'c'+\*: " et'g'ku'f'y'g't'g'f'gx'gnr'gf'v'q'd'g'K'D'G'U'V'ercu'gu'0'D'q'v'ercu'gu'ng'f'v'q'c'eg't'v'h'le'cv'kqp'cpf'ct'g'c'r'ct'v'q'h'v'j'g' p'w'tul'pi'ect'ggt'r'cv'j'y'c{0 "

lp'r'j'ng'd'q'v'qo { 'cpf'EP'c'.'u'w'f'gp'w'ng'ct'p'j'cpf'u'q'p'v'g'ej'p'ls'w'gu.'cu'y'gm'cu'u'w'f{ 'o'cv'j'go'cv'leu'ur'g'ek'h'le'v'q'v'j'g' j'g'cn'j'ect'g'h'k'f'0'U'w'f'gp'w'ct'g'cnu'q't'gs'v'kt'gf'v'q'y't'k'g'c't'gug'ct'ej' "r'cr'gt'lp'CRC'uv'ng't'gi'ct'f'lp'i'ku'w'gu' " g'p'eq'w'p'v'gt'gf'lp'j'g'cn'j'ect'g'v'j'cv'ct'g'ur'g'ek'h'le'v'q'v'j'g'eq'w'tug'0'P'q'v'q'p'n'f'q'u'w'f'gp'w'ng'ct'p'j'g'cn'j'ect'g'un'km'lp'v'j'g' er'cu'u.'d'w'v'j'g'ct'g'cnu'q'ko'r'tq'x'g'o'cv'j'y'tk'lp'pi.'cpf'u'w'f{ 'un'km'y'k'j'lp'v'j'g'eq'p'v'z'v'q'h'v'j'g'eq'w'tug'0

"

40 K'v'f'q'w'q'h'gt'gf'cp{ 'KGV'r'tqi'tco'u.'r'ng'cug'f'guetkdg'j'qy'v'j'g{ 'h'w'h'k'm'v'j'g'v'j't'gg't'gs'v'kt'go'gp'w'h'qt'cp' " KGV'r'tqi'tco '\*56'EHI'685+ "

V'j'g'r'j'ng'd'q'v'qo { 'cpf'EP'c'ercu'gu'ct'g'K'D'G'U'V'ercu'gu'cpf'h'w'h'k'm'v'j'g'v'j't'gg't'gs'v'kt'go'gp'w'h'qt'cp'KGV' " r'tqi'tco'0'C'f'w'v'g'f'we'cv'kqp'cpf'rk'gt'ce{ 'ce'v'x'k'kgu'ct'g'r'tq'x'kf'gf'd{ 'cp'cf'w'v'g'f'we'cv'kqp'lp'ut'we'v'qt'y'j'q'ku' " r't'gug'p'v'lp'v'j'g'ercu'ut'q'qo'v'q'c'k'f'uw'f'gp'w'y'k'j'h'w'p'f'co'gp'w'cn't'g'cf'lp'i.'y'tk'lp'pi.'o'cv'j'go'cv'leu.'cpf'u'w'f{ 'un'km' " ur'g'ek'h'le'cm'f't'g'nc'v'f'v'q'v'j'g'h'k'f'0'C'eq'p'v'gp'v'lp'ut'we'v'qt'y'q'tm'i'y'k'j'uw'f'gp'w'lp'v'j'ku'ec'ug'EP'c'cpf " r'j'ng'd'q'v'qo { 'v'q'ng'ct'p'v'j'g'un'km'p'ge'gu'ct{ 'v'q'y'q'tn'ic'u'c'EP'c'q't'r'j'ng'd'q'v'qo'ku'v'cu'y'gm'cu'r't'gr'ct'g'v'j'g' " uw'f'gp'w'v'q'v'cn'g'v'j'g'k'f'v'c'v'g'g'z'co'u'v'q'd'g'eg't'v'h'k'f'0 "

V'q'r't'gr'ct'g'h'qt'v'j'g'y'q'tn'h'q't'eg.'uw'f'gp'w'r't'ce'v'k'g'v'j'g'un'km'v'j'cv'v'j'g'f'y'k'n'w'ug'h'k'f'f'.'cpf'd'q'v'j'ercu'gu'j'cx'g'c' " d'w'kn'lp'erk'p'le'cn'r'q't'v'k'p'0'R'j'ng'd'q'v'qo { 'uw'f'gp'w'ct'g't'gs'v'kt'gf'v'q'eqo'r'ng'v'322'j'q'w'tu'q'h'erk'p'le'cn'y'q'tn'ic'v'c' " j'g'cn'j'ect'g'uk'g'y'j'g't'g'v'j'g'f'r't'ce'v'k'g'r'j'ng'd'q'v'qo { 'v'p'f'gt'uw'r'g't'x'k'uk'qp'0'U'w'f'gp'w'o'w'v'cnu'q'cej'k'x'g'322 "

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uweeguuhwixgplr wpewtgu'f wtkpi 'enplecni'q'r cuu'ij g'encuOCu'c'ukf g'pqvg. 'o quv'r j rgdqvqo { 'uwwf gpwu'ctg' qhhtgf 'c'ldq'dghqtg'yj g{ 'rgcxg'yj gk't'enplecni'g'zr gtlgepeg'0k'EP C. 'uwwf gpwu'ctg'tgs wktgf 'vq'eqo r rvg'c'54' j qwt'uw' gtxkugf 'enplecni'g'zr gtlgepeg'lp'c'j' gcnj ectg'hceklv' 'ij cv'r gto ku'uwwf gpwu'vq'r gthqto 'uchg. 'dcule. " r cvlgepv'ectg'unkm'cpf 'wklk' g'yj g'dcule'pwtulpi 'npqy rgi i g'cwclpgf OCm'uwwf gpwu'vq' cv'r cuu'ij gk't'ucvg'vguu' ctg's wcrkkgf 'vq'f'ktgeu' { 'gpvgt'ij g'y qtnhteg'cpf lqt'eqpvkpwg'qp'ij g'pwtulpi 'r cvj y c{ 'y j lej 'kpenw'gu' o gf lecn'cuukncpv'cpf 'cuuqekcvu'f gi tgg'lp'pwtulpi 0'

"

## Ugev kqp 'XKE qngi g'cpf 'Ect ggt 'T gcf kpgu'Uc p f ctf u"

"

Hqt'ij ku'ugevkqp. 'r rncug'f guetkdg'ij g'r tqi tco au'r tqi tguu'vqy ctf 'ko r ngo gpwvkqp'qh'cf wv' gf wec vkqp'eqngi g'cpf 'ect ggt 't gcf kpgu'uc p f ctf u' \*EETU+0' "

"

30 F guetkdg'ij qy { { qwt'qti cplk'cvkqp'au'r tqi tco 'c+ku'qh'uwhhlekpv'lpvgpukv' { 'cpf 's wcrk' { 'cpf 'dcugf 'qp' ij g'o quv'tki qtqwu'tgugctej 'cxckrdng'uq'ij cv'r ctvlekr cpw'cej kxg'uwducpvkcn'rgctplki 'i ckpu'cpf 'd+' wugu'lpwtwevkpcnr tcevegu'ij cv'kpenw'g'ij g'guugpvkcn'eqo r qpwpw'qh't gcf kpi 'lpwtwevkp0'

Vj g'r tqi tco 'qhhtgu'c'hzkldng'uej gf wrg'lp'ugxgtcn'qecv'kpu'vq'gpwutg'ij cv'uwhhlekpv'lpvgpukv' 'ku'r tqxkf gf " hqt'uwwf gpwu'vq' o cng'unkn' ckpu0Qp/ukg. 'o qtpkpi 'cpf 'gxgplki 'lpvgpukv'g'encuugu'ctg'cxckrdng'hqt'6/7'f c{ u' r gt'y ggm'4/6'j qwtu'r gt'f c{ 'f gr gpf kpi 'qp'ij g'pwo dgt'qh'encuugu'uwwf gpwu'r ctvlekr cv'lpOCm'encuugu' kpenw'g'cf f kkpccn'j qo gy qtn'cpf 'drgpf gf 'rgctplki 'qr r qtwpkkgu00 quv'qh'ukg'encuugu'wug'c' 'drgpf gf " rgctplki 'o gjv qf. 'o ggkpi '3/5'ko gu'r gt'y ggm'ij kj 'cf f kkpccn'qprkg'y qtn'cuuki pgf 'hqt'82/: 2' 'qh' lpwtwevkqp'ko gOCm'encuugu'ctg'qp'c'7'y ggm'e{ erg'y kj 'cuuguu gpw'cpf 'r tqi tguu'lpvgtxkgy u'j grf 'lp'ij g' hkhj 'y ggm0'

Tgegpv'f c'c'ij cu'ij qy p'ij cv'err tqzko cvgn'93' 'qh'uwwf gpwu'gptqmgf 'lp'ij g'r tqi tco 'j c'xg'o cvj 'cu'ij g' uwdlgev'ij g{ xg'ueqtgf 'hgy guv'lp0Qpn'44' 'qh'uwwf gpwu'y j q'hceg'o cvj 'tgo gf lcvkqp'ctg'cdng'vq'hkpij " eqngi g. 'uq'k'ku'lo r qtcvp'ij cv'ij g'r tqi tco 'r tqxkf gu'o cvj 'lpwtwevkqp'ij cv'ku'qh'ij ki j 's wcrk' { 'cpf 'gzvgpf u' dg{ qpf 'y j cv'ku'pggf gf 'vq'r cuu'ij ki j 'uej qqn'gs wxcngpe { 'cpf 'y qtn'vqy ctf 'eqngi g'r tgr ctcvkqp0k'lpwct { " 4239. 'Gf T gcf { 'O cvj 'y cu'lo r ngo gpv'f 'lp'cp'go r qtkwo 'o gjv qf 'qh'lpwtwevkqp'vq'r tqxkf g'qp/f go cpf. " kpf kxkf wcrk' gf 'uwwf { 'ij cv'go r j cu'ku'gu'o cuvt { 0Uwwf gpwu'wug'Gf T gcf { 'vq'uwwf { 'cv'ij gk'qy p'r ceg'cpf 'ij g' lpwtwevt'ekewrcvu'vq'cuukv'cpf 'o qpkqt'r tqi tguu0Cf f kkpccn'guuqpu'ctg'r tguv'v'f 'd { 'ij g'lpwtwevt'cu' y gni'cu'i tqwr 'cevkxkgu0Vj ku'ewt'lewnwo 'r tgr ctgu'uwwf gpwu'hqt'eqngi g'rgxgn'o cvj go cvku0Cu'gxkf gpeg'ij cv' ij g'err tqcej 'ku'y qtnkpi. '92' 'qh'uwwf gpwu'y j q'r quv'vugf 'lp'o cvj 'ucy 'cv'rgcu'v'qo g'lo r tqxgo gpv0Qp'ij g' cxgtci g. 'o cvj 'ueqtgu' \*r tg'vq'r quv'lo r tqxgf 'd { '3; 'r qkpu' \*o gf kcp'ku'cuu'3; +0'

Tgcf kpi 'unkm'ctg'ij g'hqwpf cvkqp'qh'cecf go le'uweegu0Vj g'guugpvkcn'eqo r qpwpw'qh't gcf kpi 'ctg'cf f tguugf " lp'f khtgtpv'y c{ u'f gr gpf kpi 'qp'ij g'rgxgn'qh'ij g'uwwf gpwu0C'v'g'gt { 'rgxgn'uwwf gpwu'y qtn'qp'xqecdwct { " f g'xgnr o gpv'tgcf kpi 'hmgpe { 'cpf 't gcf kpi 'eqo r tgi gpukqp'utcvgi kgu0Gxgp'uwwf gpwu'y j q'r rceg'lpvq' kpvgo gf lcv'rgxgn'uqo g'vko gu'pggf 'lpwtwevkqp'lp'r j qpgo le'cy ctgpguu'cpf 'r j qpleu0Vj gug'eqo r qpwpw'qh' t gcf kpi 'ctg'gur gekm' 'lo r qtcvp'hqt'Gpi rkij 'hpi wci g'rgctpgtu'cpf 'dgi kppkpi 't gcf gtu0Hqt'ij ki j gt'rgxgn' t gcf gtu. 'c'hcxqtkg'tgcf kpi 'gzgtelug'lp'ij g'r tqi tco 'ku'0Gpi ci kpi 'c'Vgzv'0dcugf 'qp'ij g'Vj g'Nkgtcw'g' Y qtmij qr <Vgej kpi 'Vgzv'cpf 'Vj gk'T gcf gtu'd { 'Uj gtf cp'Drcw0Vj ku'cevkxk' { 'kpxqrgu'0kpvgtqi cvkpi 0' ij g'vz'0k'uo cni' tqwr u. 'uwwf gpwu'eqo r rvg'ugxgtcn'ugs wgegu'qh't gcf kpi. 'y tkkpi 'lp'tgur qpug'vq'i gpgtci' svgu'kpu'cdqvw'ij g'vz'v'ij cv'kpenw'g'xqecdwct { 'hmgpe { 'eqo r tgi gpukqp. 'cpf 'u{ p'ij guku. 'ij gp'f kuewukpi " y j cv'ij g{ 'y tqvg. 'cpf 'y tkkpi 'cdqvw'ij g'f kuewukp0'

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40 F guetldg"j qy "{ qwt"qti cplk cvkpau'cevkxkkgu"ghgevkxgn{ 'wug'vej pqmji { . 'ugt xlegu. "cpf 'f grkxgt { " u{ ugo u. 'kpenw lpi "f kncpeg"gf wecvkp'lp" c"o cpggt "uwhlekgpv'v'q'kpetgcug"vj g"co qwpv'cpf 's wcrk{ "qh" rgctplpi "cpf" j qy "uwej "vej pqmji { . 'ugt xlegu. "cpf" u{ ugo u'rgcf "vq"ko r tqxgf "r gthqto cpeg0"

Vgej pqmji { "unkm"j cxg"dgeqo g"guugpvkcn'v'q'uweegu'lp"j ki j gt "gf wecvkp'cpf" vj g'y qtnhqtg0  
 WPO/Xcrgpekc'ku" c"vej pqmji { "gpj cpegf "eco r wu0Gxgt { "encuutqgo "j cu'cv'hcuv'c"r tguugpvkqp"eqo r wgt" cpf "r tqlgvqt00 cp { "j cxg"Uo ctvDqctf u. "Encuutqgo "Ecr wtg. "cpf kq "encuutqgo "eqo r wgtu0Ncr vqr " eqo r wgtu'cpf "y ktgrgu"j qur qu'ctg" wugf "cv'qh'ukg"qecvkvpu'y j gp'pgeguet { 0Cm'uwf gpw'lp"vj g'r tqi tco " ctg'tgs wktgf "vq" wug"eqo r wgtu'cu" c"r ctv'qh'vj gkt "kput wecvkp0Dcule"eqo r wgt "unkm"ctg" cwi j v'cu" c"r ctv'qh'vj g" tgi wrt "guuqp0kput wevqtu. "wvqtu'cpf "qj gt "uwf gpw'cuukuv'vj qug'y j q'j cxg" f hlewnkgu'y kj "eqo r wgt" unkm0"

Cmlkput wevqtu'ctg'tgs wktgf "vq" wug" I qqi rg"Encuutqgo . "c"eqwtug"o cpci go gpv'u{ ugo . "vq"cf f "c"drpgf gf " rgctplpi "eqo r qpgrv'v'q"cmkput wecvkp0Uwf gpw'j cxg"dgeqo g"o qtg" gpi ci gf "cpf "eqo o wplecvg'y kj "vj gkt" kput wevqtu'dgy ggp"encuug0Vj g" wug"qh" I qqi rg"Encuutqgo "y qtmu'y gm'y kj "qj gt "I qqi rg"Vqqu. "uwej "cu" I o ckn "F qeu. "Uj ggu. "cpf "Ukf gu0Vj gug"vqqu'ecp"dg" wugf "hqt" j ki j gt "gf wecvkp'cpf" lp"vj g'y qtnr nreg"qt" vj g" unkm"rgctpgf "ctg"tcpuhtcdrg"vq"qj gt "r tqi tco u0Ngctplpi "cpf "Ectggt "Unkm"NE U+ku"vj g'kptqf wevqt { " eqwtug"vj cv'kptqf wegu'uwf gpw'v'q"vej pqmji { "vqqu0Vj g{ "go cki'vj gkt "kput wevqt"tgi wrtn{ . "etgcvg" f qewo gpw. "wug" c"ur tgc f uij ggv'v'q"etgcvg" c"dwf i gv. "cpf "etgcvg" c"ukf guj qy "vq"r tguugpv'vj gkt "ectggt" r rcpu0Vj g{ " wug"vj g'kpvtpg'v'cpf "qprkpg"r tqi tco u'vq"gzr nrtg"ectggtu'cpf "ko r tqxg'tgcf lpi "unkm"cpf "cpcn{ lpi "ej ctu" cpf "i tcr j u0"

Cuuguu gpw'lp'Gf Tgcf { "ctg"crki pgf "y kj "Eqmgi g"cpf "Ectggt" Tgcf kpgu'Ucpf ctf u'cpf "vj g'pgy "P cvkqpcn' Tgr qt vki "U{ ugo "P TU"gf wecvkqpcn'hwpevkqplpi "hgxgn0Ukpeg"cr r tqzko cvgn{ '93' "qh'uwf gpw'y j q" gptqmi" lp"P gzv'Ugr u'hqt" j ki j "uej qqn'gs wxcrpg{ "j cxg"vj gkt "hgy guv'rg/vgu'ueqtgu'lp"o cvj . "vj g'r tqi tco "hgewugf " ghqtu'qp"ko r tqxkpi "o cvj "kput wecvkp0"

Gxgt { "encu"qhgtu'drgpf gf "rgctplpi "dw'vj g'r tqi tco "f qgu'pqv'qhgt "r wtgn{ "f kncpeg"eqwtugu0Encuugu" f guki pcvgf "cu'drgpf gf "rgctplpi "o ggv'y ggml "y kj "cv'hcuv": 2' "qh'kput wecvkp"eqo r rgvgf "qwuuf g"qh'encu0 Drgpf gf "rgctplpi "o c { "dg"o qtg"ghgevkxg"vj cp'hceg/vq/hceg"qt"r wtgn{ "qprkpg. "gzvgpf u'rgctplpi "vko g. "j gr u" uwf gpw'ces wktg"qprkpg"rgctplpi "unkm. "cmqy u'uwf gpw'v'q"do cng"wr ö"o kuuf "guuqpu. "o cngu"j qo gy qtni" o qtg"eqpxgplgpv. "ecp"dg" wugf "lp"vj g'y qtnr nreg. "cpf "k'hku'y gm'y kj "eqo r gvge { "dcugf "rgctplpi "o qf gnu0 \*j wr <1cr r Quugpvkcrf Qeqo ltguqwtguldrgpf gf /rgctplpi /vgej gtu/i wkf gy gd0 f h" "Drgpf gf "rgctplpi "cnuq" cmqy u'vj g'r tqi tco "vq"qhgt "encuugu"qh'ukg'y kj "o kpkc cni'tgs wktgo gpw'ltqo "vj g'r ctvpgt "r tqxk lpi "ur ceg0

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**XK0Kpvgi t cvgf 'Gpi rkuj 'Ncpi wci g'cpf 'Ekxleu'Gf wec vkqp '\*KGNE G+'Cevxkklgu"**

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Hqt 'y ku'ugevkqp. 'h'y g'r tqi tco 'tgegkxgf 'KGNE G'hwf kpi 'hqt '423: /423; . 'r ngcug'f guetkdg 'KGNE G' cevxxklgu'cpf 'ugt xlegu'r tqxkf gf 'd{ 'y g'r tqi tco 'uq'ht 'y ku'huecn' { gct0"

"

\*K{ qwt'r tqi tco 'f qgu'pqvr' tqxkf g'KGNE G'ugt xlegu. 'lwu'lpf kecvg'P IC +0'

"

"

30 Rngcug'lpf kecvg'y g'pwo dgt'qh'KGNE G'uwf gpw'\*34- +ugt xgf < 52 "

"

40 F guetkdg'j qy 'y g'mec n'ctgcu'lp'y j lej '{ qwt'qti cpl cvkp'ku'mecvgf 'j cxg'f go qpustcvgf 'c'pggf 'hqt' cf f kklqpcn'Gpi rkuj 'rcpi wci g'ces wuklqp'r tqi tco u'cpf 'ekxleu'gf wec vkqp'r tqi tco u0'

"

Kp'y g'WP O/Xcngpek'CG'Cr r necvkqp'4239/423: . 'f cve'y cu'qdvclpgf 'htqo 'Ekx' /F cve'eqo 'cpf 'Ucvkuecn' Cwcu'q'kf gpvkh' 'eqo o wplkgu'lp'pggf 'qh'Gpi rkuj 'ces wuklqp0'Cf f kklqpcn' . 'o go dgtu'qh'y g'r tqi tco 'cpf " y g'eco r wu'r ctvek cvg'lp'xctkqu'eqo o wplk' 'i tqw'u'y j q'cuq'j gr 'kf gpvkh' 'y g'pggf u'hqt'f khtgtpv' mecvkpu'lp'y g'eqo o wplk' 00 qtg'eqo o wplkgu'tgs wugv' 'ugt xlegu'y cp'y g'r tqi tco 'ku'cdng'q'ugt xg0'Kp" y g'gug'ecugu. 'y g'tghgt'uwf gpw'q'y g'mec n'kgtce' { 'r tqi tco u'hqt'ugt xlegu0'

50 F guetkdg'j qy '{ qwt'r tqi tco 'j cu'r tqxkf gf 'Kpvgi tcvgf 'Gf wec vkqp'cpf 'Vtclpki '\*KGV+'hqt' { qwt' KGNE G'uwf gpw'cpf 'j qy 'y g' { 'hwkni'y g'y tgg'tgs wktgo gpw'hqt'cp'KGV'r tqi tco '\*56'EHT'685+

Vj ku'ku'cp'ctgc'lp'y j lej 'y g'r tqi tco 'j cu'dggp'y qtnkpi 'q'lo r tqxg0'Ewtgpn' . 'y g'r tqi tco u'y cv'o ggv'y g' y tgg'tgs wktgo gpw'ctg'y g'KDGUI'r tqi tco 'lp'y g'pwtukpi 'rcv'y c { 0'KDGUI'eqwtugu'qhhtgf 'y ku' { gct" j cxg'dggp'egt vhtgf 'pwtukpi 'cuukvcpv'\*EP C+'cpf 'r j ngdqvo { 0'Kp'my gt/ngxgn'encuugu. 'KGNE G'uwf gpw' uwf { 'xqecdwtct' . 'i tco o ct'cpf 'eqpxgtucvkqp'y cv'tgrvg'q'j gcnj ectg'lp'r tgr ctcvkp'hqt'y g'gug'eqwtugu0' Y j kg'y g'eqwtugu'y gtg'qhhtgf . 'pq'uwf gpw'y gtg'gk'j gt's wcnhtgf "qt'vqnn'cf xcpwci g'qh'y go 'y ku' { gct0'

Cpqj gt'eqwtug'y cv'y cu'qhhtgf 'cv'Hcegdqqnr' tqxkf gf 'lpwtwevkqp'lp'y qtnr'neg'eqo o wplecvkpu'q' " eqpwtwevkqp'y qtngtu'go r m { gf 'd{ 'Hqt'ku'Eqpwtwevkqp0'Wphqtwpvcgn' . 'y g'uw' gtxkuqt'eqqtf kpcvki 'y g'gug' encuugu'y cu'qw'qp'o gf kecn'gexg'cpf 'y ku'encu'y knj cxg'q'dg'tg/guxcdkuj gf 0''Encw'lc'Nqr gl 'y cu'y g' lpwtwevqt'hqt'y ku'eqwtug'cpf 'uj g'eqmcdqtcvgf 'y kj 'F qp'F wwqp'cpf 'O qpwtgtcv'Q { cpgf gn'Vqm q'q'etgcvg' c'rgxgrgf/eqpvz wcn' gf 'ewtlewno 'y cv'lpvgi tcvgf 'gej pqm { 'q'ugt xg'y ku'r qr wrcvkp0' "

Vj g'r tqi tco 'cuq'qhhtu'encuugu'cv'Emtclcpv'q'r tgr ctg'y gk'vgo r qtct { 'go r m { ggu'hqt'j ki j 'uej qqr' gs wxcngpe { 'gzco u0'Qpg'uwf gpv. 'Ugti kq'I tglcf c. 'pggf gf 'Gpi rkuj 'unknu'cu'y gni'cu'c'j ki j 'uej qqr' gs wxcngpe { 'egt vhtecv0'J g'i clpgf 'uqo g'Gpi rkuj 'unknu'cu'y gni'cu'qdvclpki 'j ku'j ki j 'uej qqr'gs wxcngpe { 0' Cu'c'tguwn'j g'y cu'qhhtgf 'cpf 'ceegr vgf 'c'hw'vko g'r quklqp. 'r tqo qvqp'cpf 'tclug0'Vj ku'eqwtug'ku'pqv'cp' KGV'd { 'f guki p. 'dw'k'ku'c'eqwtug'y cv'eqwf 'dg'f gxgnr gf 'lpv'cp'KGV0' "

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**XXXXUvch'cpf 'Rt qhgukqpcn'F gxgnr o gpv'**

"

Rgcug'hkml'qww'j g'ej ctv'dgny 'r tqxkf lpi 'lphqto cvkqp'cdqw' { qwt 'r tqi tco æ'uæh 'j gk 'rgxgn'qh' gf wecvkqp. '{ gctu'qh'gzt gt kgpeg'lp'cf wv'gf wecvkqp. 'cpf 'r tqhgukqpcn'f gxgnr o gpv't gegkxgf 'lp' 423: /423; " "

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Ncu'Pco g"	Hktu'Pco g"	Rquiskqp"	Gf wecvkqpcn' Cwclpo gpv'	[ gctu'qhl' Gzr gt kgpeg'lp' Cf wv' Gf wecvkqp"	Rt qhgukqpcn' F gxgnr o gpv' Cwgpf gf "
Ecttlgtg"	O lej cgn'	Vtclpkipi " Ur gekcrkuv'	Dcej grqt'u"	39"	Rgcug'ugg'vcdng' dgnyy "
Gf grgp"	O cwj gy "	Kputwevt '*Rctv' Vlo g+ "	J ki j 'Uej qqn'	4"	Rgcug'ugg'vcdng' dgnyy "
Hkuj gt "	Ectqn'	Kputwevt '*Rctv' Vlo g+ "	Dcej grqt'u"	: "	Rgcug'ugg'vcdng' dgnyy "
Hqgtu'f'g" Ncttcepci c"	O ctlc" F qrrtgu"	Cf o kplutcvkxg" Cuukucpv'KK'	Cuuqekcvg'u"	34" *Cf o lp+ "	Rgcug'ugg'vcdng' dgnyy "
I wuchuqp"	Vgttk'	Vtclpkipi " Ur gekcrkuv'	O cuvgt'u"	: "	Rgcug'ugg'vcdng' dgnyy "
J krlctf "	Ecj k'	Kputwevt '*Rctv' Vlo g+ "	O cuvgt'u"	6"	Rgcug'ugg'vcdng' dgnyy "
J kg"	Vlpc"	O cpci gt "	Dcej grqt'u"	47"	Rgcug'ugg'vcdng' dgnyy "
Nqr gl "	Erwfk'c"	Vtclpkipi " Ur gekcrkuv'	O cuvgt'u"	5"	Rgcug'ugg'vcdng' dgnyy "
Nwegtq"	Cnkuqp"	Vtclpkipi " Ur gekcrkuv'	Cuuqekcvg'u"	38"	Rgcug'ugg'vcdng' dgnyy "
Rgtmkpu"	Ucpf { "	Kputwevt '*Rctv' Vlo g+ "	Dcej grqt'u"	38"	Rgcug'ugg'vcdng' dgnyy "
Ucrcl ct"	Tqpcrf "	Kputwevt '*Rctv' Vlo g+ "	Rj F "	4"	Rgcug'ugg'vcdng' dgnyy "
Ucpej gl /Hrxclep"	Rctklec"	Kputwevt '*Rctv' Vlo g+ "	Rj F "	32"	Rgcug'ugg'vcdng' dgnyy "
Uj gguv"	Vj qo cu"	Vwqt '*Uwfv gpv' Go r m { gg+ "	J ki j 'Uej qqn'	3"	Rgcug'ugg'vcdng' dgnyy "

"

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Uej m cp"	Co kgg"	Ɔpwt wevt '*Rctv' Vlo g+ "	Dcej grqtu"	; "	Rgcug'ugg'vcdrg" dgruy "
Wo dgtuqp"	J gcvj gt"	Vwqt '*Uwf gpv' Go r m { gg+ "	J ki j 'Uej qqn'	4"	Rgcug'ugg'vcdrg" dgruy "
Y ctkpi "	Mikugp"	Vtclpki " Ur gekcrkv"	Cuuqekcvgu"	34"	Rgcug'ugg'vcdrg" dgruy "
Y knkpuqp"	Gnk cdgij "	Rtqi tco " Eqqtf kpcvt"	Dcej grqtu"	34"	Rgcug'ugg'vcdrg" dgruy "

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Neu'P co g"	Hktw' P co g"	Rqukqp'lp'yj g" Rtqi tco "	Vkng'qhlRt qhgukpcn' Fgxgr o gpvVtclpki "	Fcvq'qhl' Rt qhgukpcn' Fgxgr o gpv' Vtclpki "	Nqecvqp'qhl' Rt qhgukpcn' Fgxgr o gpv' Vtclpki "
Cml'Uclh'	"	Cml'Rqukqpu"	Cevkxg'Uj qqvt"Vtclpki "	9B3: "/" 34B3B: "	WP O 'O cpf cvqt { " Vtclpki 'Qprkg"
Cml'Uclh'	"	Cml'Rqukqpu"	Rtggpvpki 'J ctcuo gpv( " Ugzwen'Xkqrpeg '*GF W/WU+ "	9B3: "/" 34B3B: "	WP O 'O cpf cvqt { " Vtclpki 'Qprkg"
Cml'Uclh'	"	Cml'Rqukqpu"	Dcule'Cpwwen'Uclgv( "Vtclpki "	9B3: "/" 34B3B: "	WP O 'O cpf cvqt { " Vtclpki 'Qprkg"
Ecttktg"	O lej cgn'	Vtclpki " Ur gekcrkv"	Hcm'Rt qhgukpcn'Fgxgr o gpv'	: 18423: "	WP O /X'Cf wv' Gf wecvkqp"
Ecttktg"	O lej cgn'	Vtclpki " Ur gekcrkv"	P O C G C'Eqlhgt gpeg '*Vj tgg" F c { u+ "	; B; 423: "	Vco c { c.'Dgtperkv." " P O "
Ecttktg"	O lej cgn'	Vtclpki " Ur gekcrkv"	P O C G C'Hqmy wr 'O cvj " Y gdlpct"	32B3423: "	Qprkg"
Ecttktg"	O lej cgn'	Vtclpki " Ur gekcrkv"	P O C G C'Hqmy wr 'O cvj " Y gdlpct"	32B47423: "	Qprkg"
Ecttktg"	O lej cgn'	Vtclpki " Ur gekcrkv"	Vtclpki 'Itqo 'yj g'Dcenlq'h'yj g" Tqqo "	33B4423: "	Ecvj qrlk'Ej ctklgu" Crdws wgtswg'P O "
Ecttktg"	O lej cgn'	Vtclpki " Ur gekcrkv"	Vtclpki 'Itqo 'yj g'Dcenlq'h'yj g" Tqqo "	33B5423: "	Ecvj qrlk'Ej ctklgu" Crdws wgtswg'P O "
Ecttktg"	O lej cgn'	Vtclpki " Ur gekcrkv"	Vtclpki 'Itqo 'yj g'Dcenlq'h'yj g" Tqqo "	3B; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Ecttktg"	O lej cgn'	Vtclpki " Ur gekcrkv"	EQCDG'423; "	6B423; "	P gy 'Qtrgcpu." Nqwkukpc"
Ecttktg"	O lej cgn'	Vtclpki " Ur gekcrkv"	Urtki 'Rt qhgukpcn' Fgxgr o gpv'	7B43423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Gf grgp"	O cvj gy "	Ɔpwt wevt '*Rctv' Vlo g+ "	Hcm'Rt qhgukpcn'Fgxgr o gpv'	: 18423: "	WP O /X'Cf wv' Gf wecvkqp"
Gf grgp"	O cvj gy "	Ɔpwt wevt '*Rctv' Vlo g+ "	Vtclpki 'Itqo 'yj g'Dcenlq'h'yj g" Tqqo "	3B; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"

"

"

Gf gneg"	O cwj gy "	Kpwt wevqt '*Rctv' Vko g+ "	Ur tklpi 'Rtqhguukqpcnl' F gxgnqr o gpv'	743423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Hkuj gt "	Ectqnl'	Kpwt wevqt '*Rctv' Vko g+ "	Hcm'Rtqhguukqpcnl'F gxgnqr o gpv'	: 18423: "	WP O /X'Cf wv' Gf wecvkqp"
Hkuj gt "	Ectqnl'	Kpwt wevqt '*Rctv' Vko g+ "	Vtclpklpi 'Itqo 'yj g'Dceniql'h'yj g' Tqqo "	31; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Hkuj gt "	Ectqnl'	Kpwt wevqt '*Rctv' Vko g+ "	ERT 'vtclpklpi "	44: 423; "	Grl'Egttq'Egpgvt.'Nqu" Nwpcu"
Hkuj gt "	Ectqnl'	Kpwt wevqt '*Rctv' Vko g+ "	Hco kl '( "Hklgpf u'ERT"	44: 423; "	Grl'Egttq'Egpgvt.'Nqu" Nwpcu"
Hkuj gt "	Ectqnl'	Kpwt wevqt '*Rctv' Vko g+ "	Ur tklpi 'Rtqhguukqpcnl' F gxgnqr o gpv'	743423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Hqqtgu'f g" Nettepci c"	O ctke" F qrtgu"	Cf o kp0Cuun0KK'	Hcm'Rtqhguukqpcnl'F gxgnqr o gpv'	: 18423: "	WP O /X'Cf wv' Gf wecvkqp"
Hqqtgu'f g" Nettepci c"	O ctke" F qrtgu"	Cf o kp0Cuun0KK'	Etgcwkg'Rtqdrgo 'Uqrlklpi 'd{ " GQF "	34135423: "	WP O 'Xcrgpeke'NTE" Dwklf klpi 'C.'D'(' 'E"
Hqqtgu'f g" Nettepci c"	O ctke" F qrtgu"	Cf o kp0Cuun0KK'	Vtclpklpi 'Itqo 'yj g'Dceniql'h'yj g' Tqqo "	31; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Hqqtgu'f g" Nettepci c"	O ctke" F qrtgu"	Cf o kp0Cuun0KK'	Hkpcpeclnl'Y gmpguu" Y qtmij qr IVckEj k'Vegej pls wgu"	544423; "	NTE'323/C.'323/D." 323/E0'
Hqqtgu'f g" Nettepci c"	O ctke" F qrtgu"	Cf o kp0Cuun0KK'	Ur tklpi 'Rtqhguukqpcnl' F gxgnqr o gpv'	743423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
J kg"	Vkpc"	O cpci gt"	Hcm'Rtqhguukqpcnl'F gxgnqr o gpv'	: 18423: "	WP O /X'Cf wv' Gf wecvkqp"
J kg"	Vkpc"	O cpci gt"	Hcewn'Y qtmij qr <'Vgeej klpi " Cetquu'Ewnwtcl'Ut gpi yj u"	: 135423: "	WP O /Xcrgpeke"
J kg"	Vkpc"	O cpci gt"	E51F GNV'O ggvlpi "	: 153423: "	Cnlws wgtswg"
J kg"	Vkpc"	O cpci gt"	UWP 'RCVJ 'O ggvlpi "	: 17423: "	Ucpvc'Hg'Ego o wplk' " Eqmgi g"
J kg"	Vkpc"	O cpci gt"	P O CGC'Eqphgtgpeg'*Vy q" F c{u"	: 13; 423: "	Vco c{c.'Dgtprklm. P O "
J kg"	Vkpc"	O cpci gt"	CCNRF <'Rncppklpi 'hqt" Ghgevwkg.'Tgugctej /F tlxgp" Rtqhguukqpcnl'F gxgnqr o gpv' Rtgugpvgl'd{ "O ct{ "Cp" Eqtrgl{ "	32133423: "	Y gdlpct"
J kg"	Vkpc"	O cpci gt"	Etqy f Gf <'Ucplf klpi 'Qw'lp'yj g" Etqy f #Hklf klpi '( "Crlklpi " Ghgevwkg'QGT'hqt'Cf wv' Gf wecvkqp"	32145423: "	Y gdlpct"
J kg"	Vkpc"	O cpci gt"	Y qtnhteg'I RU< Cf wv'Ngctplpi /Utcvgi lgu/cv' Eqo o wplk' /Eqmgi gu"	32146423: "	Y gdlpct"

"

"

J kg"	Vkpc"	O cpci gt"	Vtclpki 'Itqo 'yj g'Dcemlqh'yj g" Tqqo 'Egtvkpc"	334423: "	Ecj qile'Ej ctkkgu" Crdws wgt s wg'P O "
J kg"	Vkpc"	O cpci gt"	Vtclpki 'Itqo 'yj g'Dcemlqh'yj g" Tqqo "	31; 423; "	P gzv'Ugr u'Cf wv/ Gf wec vkp"
J kg"	Vkpc"	O cpci gt"	NRP EU'Vr u'hqt"Vgcej kpi " Cf wv'Ngctpgtu'Dcule" Vgej pqni { "Unku"	3136423; "	Y gdlpct "
J kg"	Vkpc"	O cpci gt"	Rgthqto cpeg'Gxcwcvkp" Rtqegui'hqt" Uwr gt xkuqtuO cpci gt u"	3138423; "	WP O /Xcrgpek "
J kg"	Vkpc"	O cpci gt"	P TQE'O go dgt'O ggkpi "	5132423; "	O qpvgtg{ . 'Ecrhqtplc"
J kg"	Vkpc"	O cpci gt"	EQCDG"423; "	613423; "	P gy 'Qtrgcpu " Nqwkulpc "
J kg"	Vkpc"	O cpci gt"	Ur tki 'Rtqhguakpcn' F gxgnr o gpv'	7143423; "	P gzv'Ugr u'Cf wv/ Gf wec vkp"
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	Hcm'Rtqhguakpcn'F gxgnr o gpv'	: 18423: "	WP O /X'Cf wv/ Gf wec vkp"
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	P O CGC'Eqphgt gpeg"*Vj tgg" F c { u+ "	; 13; 423: "	Vco c { c. 'Dgtprkmq. " P O "
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	Vgej pqni { "Kvgi tcvkp'lp"yj g" Ci g'qh'Y KQC"	3213: 423: "	Xcrgpek"eco r wu" qhleg"*Y gdlpct " tgr rc { + "
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	Vgcej kpi 'hqt'y kf gt"J qtk qpu" eqpvz wcrk kpi 'kpuwcvkp'hqt" c'o cpwxcwtkpi 'Rcvj y c { "	32147423: "	E332"*Y gdlpct + "
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	Vtclpki 'Itqo 'yj g'dcemlqh'yj g" tqqo "VDT+ "	3314423: "	Ecj qile'Ej ctkkgu" Crdws wgt s wg'P O "
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	Vtclpki 'Itqo 'yj g'Dcemlqh'yj g" Tqqo "	31; 423; "	P gzv'Ugr u'Cf wv/ Gf wec vkp"
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	Dtclp/Dcugf 'Ngctpki " Rtlpek rgu'q'Tgxco r "{ qwt " GNC'Kpuwcvkp"	443423; "	E332"*Y gdecuv'GNC " Vgej 'Vcm+ "
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	F ki kcn'Uqt { vnkpi <Tgcej kpi " f kxgtug'r qr wcvkpu'yj tqwi j " ewwntcnr gf ci qi { "	449423; "	NTE'365'WP O " Xcrgpek "
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	EQCDG"423; "	613423; "	P gy 'Qtrgcpu " Nqwkulpc "
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	Cr r n'kpi 'Gf 'Tgcf { 'O cij 'kp" ur gekrk gf "( 'cngtpcvkg" ugvkpi u"	71; 423; "	E332"*y gdlpct + "
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	Ur tki 'Rtqhguakpcn' F gxgnr o gpv'	7143423; "	P gzv'Ugr u'Cf wv/ Gf wec vkp"
Nqr gl "	Erwfk "	Vtclpki " Ur gekrkuv'	Wukpi 'i co gu'q'f hgt gpvcg." o qvxcvg"cpf "gpi ci g"	816423; "	E332"*y gdlpct + "

"

"

Nwegtq"	Cnkuqp"	Vtclpłpi "Ur gekcrkuv'	HcmRtqhguukqpcn'F gxgnr o gpv'	: 18423: "	WP O /X'Cf wv' Gf wecvkqp"
Nwegtq"	Cnkuqp"	Vtclpłpi "Ur gekcrkuv'	P O CGC'Eqphgtgpeg"*Vj tgg" F c{u"	; 13; 423: "	Vco c{c.'Dgtprkmq." P O "
Nwegtq"	Cnkuqp"	Vtclpłpi "Ur gekcrkuv'	Vtclpłpi 'Itqo 'y g'Dcenlqh'y g" Tqqo "	334423: "	Ecj qrl'e'Ej ctklgu" Crdws wgt s wg'P O "
Nwegtq"	Cnkuqp"	Vtclpłpi "Ur gekcrkuv'	Vtclpłpi 'Itqo 'y g'Dcenlqh'y g" Tqqo "	3315423: "	Ecj qrl'e'Ej ctklgu" Crdws wgt s wg'P O "
Nwegtq"	Cnkuqp"	Vtclpłpi "Ur gekcrkuv'	Vtclpłpi 'Itqo 'y g'Dcenlqh'y g" Tqqo "	31; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Nwegtq"	Cnkuqp"	Vtclpłpi "Ur gekcrkuv'	EQCDG"423; "	613423; "	P gy 'Qtrgcpu." Nqwkulcpc"
Nwegtq"	Cnkuqp"	Vtclpłpi "Ur gekcrkuv'	Urtłpi 'Rtqhguukqpcn' F gxgnr o gpv'	743423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Rgtmkpu"	Ucpftc"	Ƙputwevt"*Rctv' Vlo g+	HcmRtqhguukqpcn'F gxgnr o gpv'	: 18423: "	WP O /X'Cf wv' Gf wecvkqp"
Rgtmkpu"	Ucpftc"	Ƙputwevt"*Rctv' Vlo g+	Nguuqp"Rrcpu"*E5+" Hqto //O lej cgn( "Cmkuqp"( " Ercwlc"Nqr gl "	: 46423: "	WP O /Xcrgpek//CDG IGNN'Tqqo "
Rgtmkpu"	Ucpftc"	Ƙputwevt"*Rctv' Vlo g+	Vtclpłpi 'Itqo 'y g'Dcenlqh'y g" Tqqo "	31; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Rgtmkpu"	Ucpftc"	Ƙputwevt"*Rctv' Vlo g+	ERT"vtclpłpi "	44: 423; "	Gri'Egttq'O kuukqp"
Rgtmkpu"	Ucpftc"	Ƙputwevt"*Rctv' Vlo g+	Urtłpi 'Rtqhguukqpcn' F gxgnr o gpv'	743423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Ucr ct"	Tqpcrf "	Ƙputwevt"*Rctv' Vlo g+	P O CGC'Eqphgtgpeg"*Vy q" F c{u"	; 13; 423: "	Vco c{c.'Dgtprkmq." P O "
Ucr ct"	Tqpcrf "	Ƙputwevt"*Rctv' Vlo g+	CEEG"Vtclpłpi "	317423; "	Crdws wgt s wg.'P O "
Ucr ct"	Tqpcrf "	Ƙputwevt"*Rctv' Vlo g+	Uqwj y guvtp"Ru{ej qnqi lecn' Cuuqekvqp'Eqphgtgpeg" *UY RC+	619423; "	Crdws wgt s wg.'P O "
Ucpej gl /Hcxk cp"	Rcvtlekc"	Ƙputwevt"*Rctv' Vlo g+	Vtclpłpi 'Itqo 'y g'Dcenlqh'y g" Tqqo "	31; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Uj ggw"	Vj qo cu"	Vwqt "	Vtclpłpi 'Itqo 'y g'Dcenlqh'y g" Tqqo "	31; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Ucj m cp"	Co kgg"	Ƙputwevt"*Rctv' Vlo g+	HcmRtqhguukqpcn'F gxgnr o gpv'	: 18423: "	WP O /X'Cf wv' Gf wecvkqp"
Ucj m cp"	Co kgg"	Ƙputwevt"*Rctv' Vlo g+	Vtclpłpi 'Itqo 'y g'Dcenlqh'y g" Tqqo "	31; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Ucj m cp"	Co kgg"	Ƙputwevt"*Rctv' Vlo g+	Urtłpi 'Rtqhguukqpcn' F gxgnr o gpv'	743423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"

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Wb dgtuqp"	J gcvj gt"	Vwqt"	Vtclpki 'Itqo 'vj g'Dcenlqh'vj g' Tqqo "	3l; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Y ctkpi "	Mtkvqp"	Vtclpki " Ur gekcrkv"	Hcm'Rtqhguakpcn'F gxgnr o gpv'	: 18423: "	WP O /X'Cf wv' Gf wecvkqp"
Y ctkpi "	Mtkvqp"	Vtclpki " Ur gekcrkv"	E5 IF GNV'O ggkpi "	: 153423: "	Crdws wgt s wg"
Y ctkpi "	Mtkvqp"	Vtclpki " Ur gekcrkv"	Vtclpki 'Itqo 'vj g'Dcenlqh'vj g' Tqqo "	334423: "	Ecj qrlc'Ej ctklgu" Crdws wgt s wg'P O "
Y ctkpi "	Mtkvqp"	Vtclpki " Ur gekcrkv"	Vtclpki 'Itqo 'vj g'Dcenlqh'vj g' Tqqo "	3l; 423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Y ctkpi "	Mtkvqp"	Vtclpki " Ur gekcrkv"	P TQE'O go dgt'O ggkpi "	5132423; "	O qpvtg{ . 'Ecnlhtpke"
Y ctkpi "	Mtkvqp"	Vtclpki " Ur gekcrkv"	EQCDG"423; "	613423; "	P gy 'Qtrgepu." Nqwkulcpe"
Y ctkpi "	Mtkvqp"	Vtclpki " Ur gekcrkv"	Ur tki 'Rtqhguakpcn' F gxgnr o gpv'	743423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"
Y ctkpi "	Mtkvqp"	Vtclpki " Ur gekcrkv"	Wulpi 'I co gu'v'q'O qvxcvg." F khtgtgvxcvg'cpf 'Gpi ci g"	816423; "	Qprkpg'Y gdlpct"
Y kmkpuqp"	Grk cdgyj "	Rtqi tco " Eqqtf lpcvqt"	Gugpvkcn'qh'Rtqlgev' O cpci go gpv'/'Ercuu"	; 18423: "	Qprkpg'eqwtug"
Y kmkpuqp"	Grk cdgyj "	Rtqi tco " Eqqtf lpcvqt"	P O C G C'Eqphgtgpeg"*Vy q" F c{u-"	; 13; 423: "	Vco c{c.'Dgtperkmq." P O "
Y kmkpuqp"	Grk cdgyj "	Rtqi tco " Eqqtf lpcvqt"	O cugtiki 'Rtqlgev' O cpci go gpv'/' Ercuu'Egtvkecvg'qh' Eqo r rgvklp"	3213; 423: "	Qprkpg'eqwtug"
Y kmkpuqp"	Grk cdgyj "	Rtqi tco " Eqqtf lpcvqt"	Uk'UK o c'I tggp'Dgnm'Dcenl' Dgn'Vtclpki "	718423; "	Qprkpg'Eqwtug" *vctvgf +"
Y kmkpuqp"	Grk cdgyj "	Rtqi tco " Eqqtf lpcvqt"	Ur tki 'Rtqhguakpcn' F gxgnr o gpv'	743423; "	P gzv'Ugr u'Cf wv' Gf wecvkqp"

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 vgej gtu.'uvch "gve0A"J qy 'y qwf "{ qwt'r tqi tco 'hng'vj ku'r tqhguakpcn'f gxgnr o gpv'f grkxgtgf "  
 \*y gdlpct."qprkpg.'lp'r gtuqp."eqo dlpcvklp."gve0A"\*Rgcug'hkn'qww'vj ku'lphtto cvklp'lp'vj g'ej ctv'  
 dgrny 0"

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**EQUVU'O WUV'DG'VCMGP 'P VQ'E QP U'F GT C VKQP "**

30 Rgcug'lpf kecvg'Vqcnlj qwtu'eqptkdwgf "ó'Xqnpvggt'Vwqtu"

Vqcnlj qwtu'eqptkdwgf "	Hekt'O ctngv'Xcnwg'r gt 'J qwt"	Vqcn'
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40 Rgcug'lpf kecvg'Hj "423: /423; "j qwtu'eqptkdwgf "ó'Xqnpvggt'Cf o kp"\*Tgegr vkpkuvlHkpv"  
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Vqcnlj qwtu'eqptkdwgf "	Hekt'O ctngv'Xcnwg'r gt 'J qwt"	Vqcn'
"	"	"

"

50 Rgcug'lpf kecvg'Hj "423: /423; "j qwtu'eqptkdwgf "ó'Dqctf 'qh'F kgevtu"\*Qti cpk cvkpcn"  
 F gxgr o gpv"

Vqcnlj qwtu'eqptkdwgf "	Hekt'O ctngv'Xcnwg'r gt 'J qwt"	Vqcn'
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60 Rgcug'lpf kecvg'vqcnlhct'o ctngv'xcnwg'qh'f qpcvgf "uwr r ngu'cpf "o cvgtkcn0'  
 "g0 0"dqqu+ "

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 lpukwvqp)u" hct"o ctngv'tgpvci'xcnwg'r gt"us wctg'hqqv'r gt"o qpvy ."qt"4+" { qw'ecp"r tqxkf g'yj g"lpukwvqp)u"  
 dwkf lpi "tgpvy cni'cpf "tgr rcego gpv'cmqecvqp" \*cpf "eksg" yj g"uqwtg" f qewo gpv0' C v'c"o loko wo ." r gcug"  
 lpf kecvg" yj g"cr r tqzko cvg"us wctg'hqqvci g'qh'f qpcvgf "ur ceg" hqt "P O J GF "vq'ecrewvvg'cv'cp'cxgtci g'tcvg-0'  
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30 Rgcug'lpf kecvg'us wctg'hqqvci g'qh'f qpcvgf "ur ceg"\*cm'ur ceg" { qwt'r tqi tco "wugu'yj cv' { qw'f q"  
 pqvj cxg'vq' r c { "hggv'hqt "wug+ "

Us wctg'hqqvci g'qh'f qpcvgf "ur ceg"	Hekt'O ctngv'Xcnwg'r gt 'Us wctg'hqqv"	Vqcn'
Qhleg."Vwqtłpi "cpf "Uqtci g" Ur ceg	&32"z"4628"us wctg'hggv	&46.282
WP O/Xcrgpekc'Emuutqgo u	&422'r gt'f c { 'r gt'emuutqgo "z"5" emuutqgo u'r gt'f c { 'z"377"f c { u"	& 5.222

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O qtkctv{ 'Tgcf . 'öY tkö	&72'r gt'f c{ "z'4'f c{ u'r gt'y ggmlz'62" y ggmu	&6.222
GG'Vqttgu'Dwrf lpi . 'Uqeqttq	&72'r gt'f c{ "z'4'f c{ u'r gt'y ggmlz'62" y ggmu	&6.222
Dgrgp'Rwdrke'Nkdtct{	&72'r gt'f c{ "z'3'f c{ 'r gt'y ggmlz'62" y ggmu	&4.222
Gucpekc'Rwdrke'Nkdtct{	&72'r gt'f c{ "z'3'f c{ 'r gt'y ggmlz'422" y ggmu	&3.222
Nqu'Nwpcu'Rwdrke'Nkdtct{	&72'r gt'f c{ "z'3'f c{ 'r gt'y ggmlz'52" y ggmu	&3.722

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30 Rrgcug'hkuv'qyj gt 'uqwtegu'qh'uwr r qtv'cpf 'yj gk"eqp~~tk~~dwk~~qp~~u'hqt'Hl "423: /423; 0'

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uwo k'qpg'vpi ng'RF Hf qewo gpv'q<[cf wv'Gf wecvkqpB ucvqpo 0w](#)"pq'rcvt"v'j cp"7<22"r 0 0qp"  
Ugr vgo dgt"5."423; 0" "

Cf wv'Gf wec v'Nqec nRt qxl f gt 'C'ppwen'T gr qt v

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## Student:

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

NRS FY 18-19 ▼

Agency: UNM-Valencia

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	2	0	5	7	0	0	2	4	0	0	20
ABE Level 2	3	7	0	1	3	1	27	60	0	0	12	21	1	0	136
ABE Level 3	1	11	0	0	0	3	34	62	1	0	15	18	0	2	147
ABE Level 4	1	2	0	1	0	0	8	17	0	0	5	8	0	0	42
ABE Level 5	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	1	5	0	0	0	0	0	0	6
ESL Level 2	0	0	0	1	0	0	2	6	0	0	0	0	0	0	9
ESL Level 3	0	0	0	0	0	0	1	11	0	0	0	1	0	0	13
ESL Level 4	0	0	0	0	0	0	1	13	0	0	0	0	0	0	14
ESL Level 5	0	0	0	0	0	0	1	9	0	0	0	0	0	0	10
ESL Level 6	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
Total	5	20	0	3	5	4	81	195	1	0	34	53	1	2	404

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

\*\* See definitions for ethnicity/race categories.

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

**Ethnicity/Race:****Hispanic / Latino:** The participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.**American Indian / Alaska Native:** The participant indicates that he/she is a member of an Indian tribe, band, nation, or other

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

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

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

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

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

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

**Sex:**

**Male:** The participant indicates that he is male.

**Female:** The participant indicates that she is female.

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

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

Select Reporting

NRS FY 18-19 ▼

Agency:

UNM-Valencia

System:

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	1	0	2	1	0	30	31	0	0	14	11	0	0	91
19-24	0	6	0	0	2	1	26	42	1	0	5	15	1	1	100
25-44	4	10	0	0	1	3	15	94	0	0	11	24	0	1	163
45-54	0	1	0	0	0	0	7	25	0	0	3	1	0	0	37
55-59	0	1	0	0	1	0	2	1	0	0	0	1	0	0	6
60+	0	1	0	1	0	0	1	2	0	0	1	1	0	0	7
Total	5	20	0	3	5	4	81	195	1	0	34	53	1	2	404

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

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

\*\*\*See definitions of ethnicity/race categories.

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

**Ethnicity/Race:**

See Table 1

**Sex:**

See Table 1

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



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

Select Reporting

NRS FY 18-19 ▼

Agency: UNM-Valencia

System:

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	5	2	0	1	1	0	45	32	0	0	23	17	0	0	126
19-24	21	15	0	1	3	4	39	64	0	0	10	20	1	0	178
25-44	7	29	0	1	0	6	50	112	1	1	8	25	0	0	240
45-54	0	2	0	0	0	1	8	17	0	0	2	4	0	1	35
55-59	0	1	0	0	0	0	1	5	0	0	0	0	0	0	7
60+	1	2	0	0	0	0	1	2	0	0	0	0	0	0	6
Total	34	51	0	3	4	11	144	232	1	1	43	66	1	1	592

\*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

**NRS Table 3: Participants by Program Type and Age**

Select Reporting

NRS FY 18-19 ▼

Agency: UNM-Valencia

System:

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
<b>Adult Basic Education**</b>	89	95	132	15	5	5	341
Integrated Education and Training Program	0	9	7	1	0	1	18
<b>Adult Secondary Education***</b>	0	1	0	1	0	0	2
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>English Language Acquisition****</b>	1	0	3	4	0	1	9
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Integrated English Literacy and Civics Education (Sec. 243)*****</b>	1	4	28	17	1	1	52
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Total</b>	91	100	163	37	6	7	404

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

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

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

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

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

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

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

**NRS Table 4**

Select Reporting

NRS FY 18-19 ▼

Agency: UNM-Valencia

System:

**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			
Enterin g Educat ional Functi oning Level (A)	Numb er of Partici pants (B)	Total Numb er of Partici pants Exclud ed from MSG Perform ance (C)	Total Attend ance Hours for All Partici pants (D)	Numb er Who Achiev ed at Least One Educat ional Functi oning Level Gain (E)	Numb er Who Attain ed a Secon dary School Diplom a or Its Recogn ized Equiva lent (F)	Numb er Separ ated Before Achiev ing Measu rable Skill Gains (G)	Numb er Remai ning in Progra m Withou t Measu rable Skill Gains (H)	Perce ntage Achiev ing Measu rable Skill Gains (I)	Total Numb er of Period s of Partici pation (J)	Total Numb er of Period s of Partici pation in Which Partici pants Achiev ed at Least One Educat ional Functi oning Level Gain (K)	Total Numb er of Period s of Partici pation in Which a Secon dary School Diplom a or Its Recogn ized Equiva lent Was Attain ed (L)	Perce ntage of Period s of Partici pation with Measu rable Skill Gains (M)
ABE Level 1	20	0	1085.25	4	0	12	4	20	20	4	0	20
ABE Level 2	136	0	8286.75	26	0	74	36	19.1	138	26	0	18.8
ABE Level 3	147	1	7848.25	17	9	71	49	17.8	149	17	9	17.4
ABE Level 4	42	0	1958.25	5	6	22	9	26.2	42	5	6	26.2
ABE Level 5	2	0	93.25	0	0	1	1	0	2	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
<b>ABE Total</b>	347	1	19271.75	52	15	180	99	19.4	351	52	15	19.1

ESL Level 1	6	0	486.5	1	0	2	3	16.7	6	1	0	16.7
ESL Level 2	9	0	624	3	0	6	0	33.3	9	3	0	33.3
ESL Level 3	13	0	726.5	4	1	7	1	38.5	13	4	1	38.5
ESL Level 4	14	0	876.75	1	1	7	5	14.3	14	1	1	14.3
ESL Level 5	10	0	439	3	0	4	3	30	10	3	0	30
ESL Level 6	5	0	537.5	0	0	3	2	0	5	0	0	0
<b>ESL Total</b>	57	0	3690.25	12	2	29	14	24.6	57	12	2	24.6
<b>Grand Total</b>	404	1	22962	64	17	209	113	20.1	408	64	17	19.9

- 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

**NRS Table 4a - Educational Functioning Level Gain**

Select Reporting

NRS FY 18-19 ▼

Agency:

UNM-Valencia

System:

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

Enter number of participants achieving educational gain at each level.

Entering Education al Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	4	1	25	3	75	0	0	1	25
ABE Level 2	26	10	38.5	20	76.9	0	0	1	3.8
ABE Level 3	18	10	55.6	10	55.6	0	0	2	11.1
ABE Level 4	5	2	40	2	40	0	0	2	40
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	53	23	43.4	35	66	0	0	6	11.3
ESL Level 1	1	1	100	0	0	0	0	0	0
ESL Level 2	3	3	100	0	0	0	0	0	0
ESL Level 3	4	4	100	0	0	0	0	0	0
ESL Level 4	1	1	100	0	0	0	0	0	0
ESL Level 5	3	3	100	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	12	12	100	0	0	0	0	0	0
Grand Total	65	35	53.8	35	53.8	0	0	6	9.2

#### Instructions for Completing Table 4A

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

**NRS Table 4 B**

Select Reporting

NRS FY 18-19 ▼

Agency: UNM-Valencia

System:

**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	5	513	4	0	1	80
ABE Level 2	36	4115.25	25	4	7	69.4
ABE Level 3	49	4676.75	16	16	17	32.7
ABE Level 4	7	611	3	3	1	42.9
ABE Level 5	1	62.75	0	0	1	0
<b>ABE Total</b>	98	9978.75	48	23	27	49
ESL Level 1	4	421	1	0	3	25
ESL Level 2	3	452.5	3	0	0	100
ESL Level 3	7	493.5	4	3	0	57.1
ESL Level 4	9	787.25	2	3	4	22.2
ESL Level 5	5	294	3	0	2	60
ESL Level 6	3	352.5	0	1	2	0
<b>ESL Total</b>	31	2800.75	13	7	11	41.9
<b>Total</b>	129	12779.5	61	30	38	47.3

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





**NRS Table 4 C**

Select Reporting

NRS FY 18-19 ▼

Agency: UNM-Valencia

System:

**Measurable Skill Gains by Entry Level for Participants in Distance Education**

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	4	213.75	0	0	3	1	0	4	0	0
ABE Level 2	33	3298	8	0	12	13	24.2	34	8	23.5
ABE Level 3	40	2992.75	4	2	13	21	15	40	6	15
ABE Level 4	7	380	0	0	6	1	0	7	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0
<b>ABE Total</b>	84	6884.5	12	2	34	36	16.7	85	14	16.5
ESL Level 1	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0
<b>ESL Total</b>	0	0	0	0	0	0	0	0	0	0
<b>Grand Total</b>	84	6884.5	12	2	34	36	16.7	85	14	16.5

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

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

- Column K is calculated using the following formula:  $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$

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**NRS Table 5: Core Follow-up Outcome Achievement**

Select Reporting

NRS FY 18-19 ▼

Agency:

UNM-Valencia

System:

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit*	296	91	30.7	296	91	30.7
Employment Fourth Quarter after exit*	285	131	46	292	135	46.2
Median Earnings Second Quarter after exit**	91	3269		91	3269	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	83	12	14.5	83	12	14.5
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	83	13	15.7	83	13	15.7
Attained a Postsecondary Credential while enrolled or within one year of exit ****	3	2	66.7	3	2	66.7

**Instructions for Completing Table 5**

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

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

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

\* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding incarcerated individuals under section 225 of WIOA who exited the AEFLA program but are still incarcerated.

\*\* Report in Column B (Median Earnings) the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding incarcerated individuals under section 225 who exited the AEFLA

program but are still incarcerated.

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

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

Select Reporting

NRS FY 18-19 ▼

Agency: UNM-Valencia

System:

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit*	1	1	100	1	1	100
Employment Fourth Quarter after exit*	2	2	100	2	2	100
Median Earnings Second Quarter after exit**	1	85.5		1	85.5	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0

**Instructions for Completing Table 5a**

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

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

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

**NRS Table 6: Participant Status and Program Enrollment**

Select Reporting

NRS FY 18-19 ▼

Agency: UNM-Valencia

System:

Participant Status on Entry into the Program (A)	Number (B)	
Employed	124	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	188	
Not in the Labor Force	92	
TOTAL	404	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	1	0
Grades 1-5	3	2
Grades 6-8	35	21
Grades 9-12 (no diploma)	278	22
Secondary School Diploma or alternate credential	21	9
Secondary School Equivalent	0	1
Some Postsecondary education, no degree	1	5
Postsecondary or professional degree	0	2
Unknown	2	1
TOTAL (both US Based and Non-US Based)	404	
Program Type**		
In Family Literacy Program	8	
In Workplace Adult Education and Literacy Activities***	3	
Institutional Programs (section 225)		
In Correctional Facility	0	
In Community Correctional Program	1	
In Other Institutional Setting	0	
TOTAL Institutional	1	

\* Enter the highest level of schooling or degree attained for each participant in US or non-US-based schooling. Provide *only one entry*



per participant. The total number of participants reported here must be the same as the number reported in the Total row of Column P, Table 1.

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

\*\*\* The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

#### **Employment Status definitions:**

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

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

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

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

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

# Staff:

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

Select Reporting  
System:

NRS FY 18-19 ▼

Agency: UNM-Valencia

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative / Supervisory / Ancillary Services	0	0	0
Local-level Administrative / Supervisory / Ancillary Services	0	3	0
Local Counselors	0	0	0
Local Paraprofessionals	0	0	0
Local Teachers	11	5	0
<b>Teachers' Years of Experience in Adult Education</b>			
Less than one year	0	0	
One to three years	7	1	
More than three years	4	4	
<b>Teacher Certificate</b>			
No certification	9	5	
Adult Education Certificate	0	0	
K-12 Certification	1	0	
Special Education Certification	0	0	
TESOL Certification	1	0	

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

Select Reporting

NRS FY 18-19 ▼

Agency: UNM-Valencia

System:

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	8	2	25	8	2	25
Employment Second Quarter after exit*	11	0	0	11	0	0
Employment Fourth Quarter after exit*	5	0	0	5	0	0
Median Earnings Second Quarter after exit**	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
<b>Family Literacy Follow-up Outcome Measures</b>	<b>Number of Participants who Exited</b>	<b>Number of Participants who Exited Achieving Outcome</b>	<b>Percent Achieving Outcome</b>			
Increased Involvement in Children's Education	0	0	0			

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

### Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

### For reporting measurable skill gains:

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

### For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

### For reporting family literacy outcome measures:

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

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

**NRS Table 9**

Select Reporting  
System:

NRS FY 18-19 ▼

Agency: UNM-Valencia

## Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	52	13	25	52	13	25
Employment Second Quarter after exit	48	4	8.3	48	4	8.3
Employment Fourth Quarter after exit	49	10	20.4	51	10	19.6
Median Earnings Second Quarter after exit	4	6240.85		4	6240.85	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	1	0	0	1	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	1	0	0	1	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
<b>Civics Education Follow-up Outcome Measures (Optional)</b>	<b>Number of Participants Who Exited</b>	<b>Number of Participants Who Exited Achieving Outcome</b>	<b>Percent Achieving Outcome</b>			
Achieved Citizenship Skills	0	0	0			
Voted or Registered to Vote	0	0	0			

Increased Involvement in Community Activities	0	0	0	
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**Instructions for Completing Table 9**

Include only participants who are counted as Integrated English Literacy and Civics Education program participants.

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

**For measurable skill gain:** Enter in column B the total number of Integrated English Literacy and Civics Education program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma or recognized equivalent. Enter only one of these achievements, if attained, per participant in column C.

**For reporting the exit-based Primary Indicators of Performance:**

**Follow instructions for completing Table 5 to report these outcomes.**

**For reporting civics education outcome measures:**

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

Achievement of one or more of the civics education outcome measures should be counted only once per participant.

**Table 10: Outcome Achievement for Participants in Correctional Education Programs**

Select Reporting

NRS FY 18-19 ▼

Agency: UNM-Valencia

System:

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	1	0	0	1	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

**Instructions for Completing Table 10**

Include only correctional education participants under Sec. 225 of WIOA.

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

**For measurable skill gain:** Enter in column B the total number of correctional education program participants enrolled during the reporting period. This indicator includes both released and non-released participants. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma. Enter only one of these



achievements, if attained, per participant in column C.

**For reporting the Primary Indicators of Performance:**

Enter in column B the total number of correctional education program participants enrolled during the reporting period who were no longer incarcerated at program exit. Enter in column C the number of participants who were no longer incarcerated at program exit who achieved success in the designated indicator.

**Follow instructions for completing Table 5 to report these outcomes.**

OMB Number 1830-0027

**NRS Table 11**

Select Reporting

NRS FY 18-19 ▼

Agency: UNM-Valencia

System:

**Outcome Achievement for Participants in Integrated Education and Training Programs**

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	18	5	27.8	18	5	27.8
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	18	0	0	18	0	0
MSG via Secondary or Postsecondary Transcript	18	0	0	18	0	0
MSG via Progress Toward Milestones	18	0	0	18	0	0
MSG via Passing Technical/ Occupational Skills Exam	18	0	0	18	0	0
Employment Second Quarter after exit	5	0	0	5	0	0

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

### Instructions for Completing Table 11

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

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

**For reporting MSG via Achievement of at Least One Educational Functioning Level Gain:** Enter in column B the total number of

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

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

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

**For reporting MSG via Progress Toward Milestones:** Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.

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

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

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

Select Reporting

NRS FY 18-19 ▼

Agency:

UNM-Valencia

System:

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races	
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 and Older	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**NRS Table 14: Local Grantees by Funding Source**

Select Reporting

Agency: UNM-Valencia

System:

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

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

**Instructions for Completing Table 14**

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

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.

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

**\* Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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

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# New Mexico Workforce Connection

*A Proud Partner of the American Job Center Network*

## **Memorandum of Understanding (MOU)** Between **Workforce Connection of Central New Mexico (WCCNM)** And **America's 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

## **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.*

## System Structure

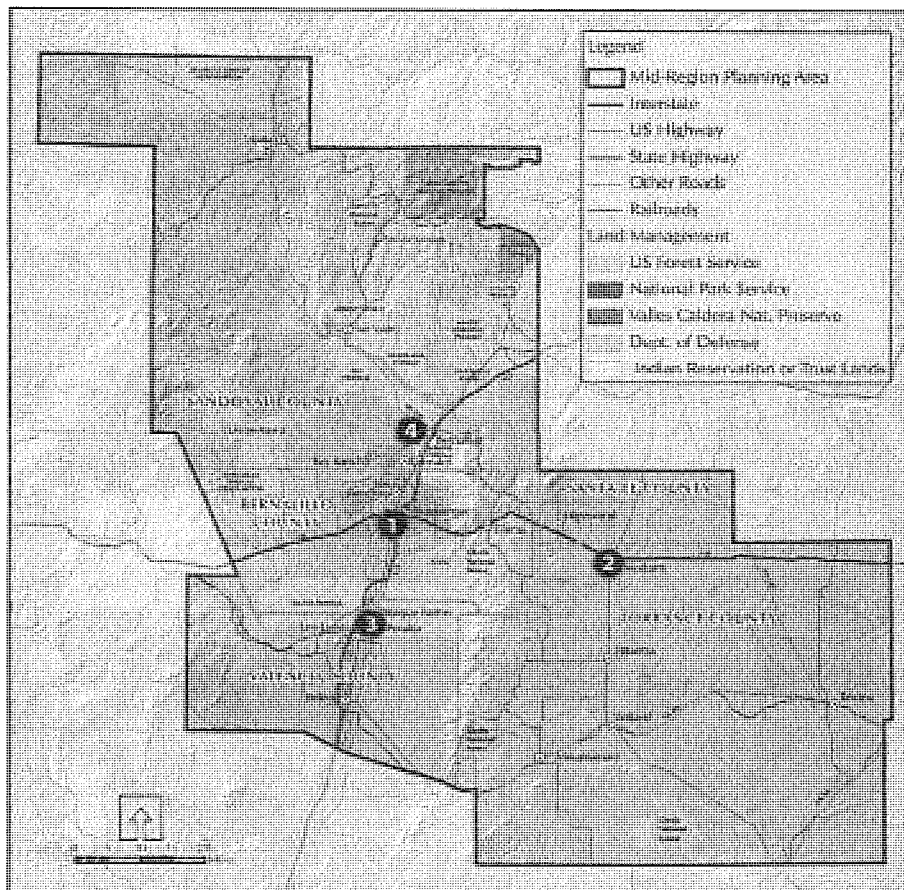
### WCCNM American Job Centers

#### Workforce Connection of Central New Mexico



##### BUSINESS AND CAREER CENTERS

1. **Bernalillo County Office** 501 Mountain Road NE | Albuquerque, NM 87102 | P (505) 843-1900 | F (505) 843-1993
2. **Torrance County Office** 777 Route 66 | Chamber of Commerce Building | Moriarty, NM 87035 | P (505) 832-6774
3. **Valencia County Office** 428 Los Lentes Rd SE | Los Lunas, NM 87031 | P (505) 212-9115 | F (505) 865-2278
4. **Sandoval County Office** 301 Rail Runner Ave | Bernalillo, NM 87004 | P (505) 771-2160 | F (505) 771-2511



##### 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, three affiliate American Job Centers (AJC) Sandoval, Valencia and Torrance counties. 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

## WCCNM's WIOA Partners

<b><i>Participating (Co-Located) Required Partners</i></b> <b><i>WCCNM's One-Stop America's Job Center</i></b>					
<b>Partner Program</b>	<b>Partner Organization</b>	<b>Authorization / Category</b>	<b>Signatory Official</b>	<b>Contact Information</b>	<b>One-Stop Center</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>	Bernalillo  Sandoval  Valencia  Torrance
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>	Bernalillo  Sandoval  Valencia (itinerant)
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>	Bernalillo
WIOA Adult, Dislocated Worker, and Youth Programs	Mid-region Council of Governments, Workforce Connection of Central NM 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>	Bernalillo  Sandoval  Valencia  Torrance

***Non-Participating Required & Additional Partners (Not Co-located)***  
***WCCNM's One-Stop - America's Job Center***

<b>Partner Program</b>	<b>Partner Organization</b>	<b>Authorization / Category</b>	<b>Signatory Official</b>	<b>Contact Information</b>
Unemployment Insurance Reemployment Services and Eligibility Assessment  <b>Client 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  <b>Required Partner</b>	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>
Rio Metro Regional Transit District, New Mexico Job Access Program	Rio Metro Regional Transit District	<b>Additional Partner</b>	Terry Doyle, Director RMRTD	809 Copper Ave. NW Albuquerque, NM 87102 505-843-1701 <a href="mailto:tdoyle@mrcog-nm.gov">tdoyle@mrcog-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  <b>Required Partner</b>	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.)  <b>Required Partner</b>	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  <b>Required Partner</b>	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>
<b>Youth Build</b>	Youth Development Inc	YouthBuild Grants: SGA-DFA-PY-13-04  <b>Required Partner</b>	Dr. Diego Gallegos, President/CEO	518 1st Street NW Albuquerque, NM 87102 505-212-7442 <a href="mailto:dgallegos@ydinm.org">dgallegos@ydinm.org</a>
Adult Basic Education	Adult Education Albuquerque GED	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program  <b>Required Partner</b>	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  <b>Required Partner</b>	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  <b>Required Partner</b>	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 Santa Fe Community College	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program  <b>Required Partner</b>	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  <b>Required Partner</b>	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  <b>Required Partner</b>	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  <b>Required Partner</b>	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.)  <b>Required Partner</b>	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)  <i>Bernalillo, Sandoval and Torrance Counties</i>	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   Help NM	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>

		<b>Required Partner</b>	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>
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  <b>Additional Partner</b>	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	<b>Required Partner Exempt from mandatory contribution</b>	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	<b>Required Partner Exempt from mandatory contribution</b>	J. Robert Benavides, Governor	P.O. Box 1270 Isleta Pueblo, NM 87022 505-869-3111 <a href="mailto:poygov@isletapueblo.com">poygov@isletapueblo.com</a>
Pueblo	Zia	<b>Required Partner Exempt from mandatory contribution</b>	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	<b>Required Partner Exempt from mandatory contribution</b>	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	<b>Required Partner Exempt from mandatory contribution</b>	Malcom Montoya, Governor	481 Sandia Loop Bernalillo, NM 87004 505-867-3317 <a href="mailto:sparkinson@sandiapuelbo.nsn.us">sparkinson@sandiapuelbo.nsn.us</a>
Pueblo	Cochiti	<b>Required Partner Exempt from mandatory contribution</b>	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	<b>Required Partner Exempt from mandatory contribution</b>	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	<b>Required Partner Exempt from mandatory contribution</b>	Joseph A. Toya, Governor	P.O. Box 100 Jemez Pueblo, NM 87024 505-834-7359 <a href="mailto:Joseph.a.toya@jemezpuablo.org">Joseph.a.toya@jemezpuablo.org</a>



## **TERMS and CONDITIONS**

### **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 of 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 / off-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 & Business Development 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**

### **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;

- 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 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 role of the One-Stop Operator is equivalent to a managing partner of the workforce system. In this role, the Operator facilitates the identification of opportunities, challenges, and issues to be addressed at the local level to ensure effective and quality service delivery. The Operator works with all partners working with the WCCNM's American Job Centers to coordinate effective strategies and systems necessary to build and sustain a cohesive, seamless service delivery system that engages all agencies and organizations at a systems level. Partners, including state staff, are fully integrated into the framework and everyone participates in planning, goal setting and implementation of activities necessary to ensure a seamless operation. The Operator is primarily responsible for developing these partnerships, engaging in system approaches focused on shared decision making, collaborative problem solving, and collective impact approaches.

Responsibilities may include:

#### **Community and Partnership Development**

1. Establish and sustain relationships with WCCNM's American Job Center partners with a focus on creating opportunities to engage in shared planning, visioning, continuous improvement, and program outcomes and evaluation.
2. Ongoing identification and development of community partners to engage in workforce systems activities that lead to improvements in community awareness or engagement in workforce development strategies; and enhanced interest in organizations and businesses to use WCCNM's American Job Center services.
3. Support the implementation of continuous quality improvement approaches and methodologies to enhance the system effectiveness. Examples include, but are not limited to: adoption of change principles to directly enhance flow of service delivery, improve customer, and staff satisfaction; increased administrative efficiencies or improved funding leverage, youth friendly and youth engaged approaches, and inclusion of individuals with disabilities across all programs.
4. Identify and coordinate capacity building activities to improve the effectiveness and performance of partners working with and within the WCCNM's American Job Center; including youth services and programs for individuals with disabilities.
5. Facilitate opportunities for shared learning and training.

6. Promote the WCCNM's American Job Center programs broadly; educate local community, agencies, and organizations about the partners and programs available.
7. Convene regular meetings of all partner agencies and organizations to support full engagement and share leadership in the organizing and developing of ongoing activities and processes; including youth services and programs for individuals with disabilities.
8. Actively engage in opportunities to share leadership with all partners by creating opportunities to report, present, and share activities, such as through local board and committee meetings, community forums, and other appropriate settings.
9. Provide for conflict management and dispute resolution when issues arise between partner organizations.

#### Implementation and Compliance

1. Provide guidance and leadership to ensure WCCNM's American Job Center policies and procedures are clearly communicated and followed.
2. Provide guidance and leadership to ensure compliance with all Federal regulations related to WIOA, state and local policies are implemented accordingly. Additionally, ensure provisions of the U. S. Department of Labor Statement 29 CFR 38 Implementation of Nondiscrimination and Equal Opportunity are understood and followed.
3. Provide guidance and leadership to partners and staff to ensure full coordination of services across all programs are implemented effectively; with quality and assurances necessary to eliminate or minimize duplication.
4. Provide guidance and leadership to partners and staff to ensure services and programs are accessible for people with disabilities; create opportunities to engage in learning about best practices and approaches to serve people with disabilities.
5. Provide guidance and leadership to all partners and staff to ensure services and programs for youth follow best practices in youth engagement and positive youth development.
6. Create a systemic process that supports partner ownership and adoption of effective shared practices necessary to support customers and businesses, including but not limited to co-enrollment, common intake, referral, case management, client performance, and business services.
7. Works collaboratively with WCCNM's American Job Center partners to develop a robust system of training to support staff and seeks opportunities for shared learning and training; Assures WCCNM's American Job Center partners receive training in all services available through the workforce system, including UI.

#### Business Services

1. Coordinate with partner agencies/organizations on strategies to develop, offer, and deliver quality business services that assist specific businesses and industry sectors in overcoming the challenges of recruiting, retaining, and developing talent for the regional economy.

2. Address immediate and long term skilled workforce needs of in-demand industries and critical skill gaps within and across industries.
3. Provide oversight for the job posting information from businesses to the statewide employment database and assist employers who prefer to enter data directly.
4. Coordinate a process with WCCNM's American Job Center staff on best practices to support effective screening and recruiting of candidates for job openings for area employers.
5. Implement effective activities to respond to employers' requests including the coordination of activities such as interview space, job fairs, and other services available within the WCCNM's American Job Center.
6. Coordinate with partners to organize and implement local Rapid Response services for workers who have or will be dislocated from their jobs due to a business or plant closure, a major employer downsizing, or natural disasters.
7. Collaborate with system partners to facilitate and collectively participate in special projects such as job fairs, business driven workshops, and be responsible for communicating employers' needs to the WCCNM's American Job Center partners.

Specific activities include:

- Facilitate the daily operations of the WCCNM's American Job Centers by coordinating service delivery among partners and staff;
- Manage partner responsibilities as defined in MOUs;
- Facilitate WCCNM's American Job Center staff/partner development;
- Oversee and ensure performance and continuous quality improvement activities;
- Handle EEO responsibilities, customer complaints, and ensure accessibility as outlined in local, state and federal guidance;
- Implement board policy;
- Facilitate the development of reports and presentations to WCCNM focused on partnership engagement, workforce development operations, performance accountability, and continuous improvements and other reports as required;
- Coordinate the integration and collaboration of all WCCNM's American Job Center partners/staff to ensure a seamless and streamlined system for customers and businesses;
- Collaborate with WCCNM, partners, and staff to ensure businesses and the public are aware of all services available through the career centers and information is provided for accessing these services;
- Assure the WCCNM's American Job Center comply with all required customer support and information as required under local, state and federal regulations;
- Collaborate with partners to facilitate and participate in special projects such as job fairs, business driven workshops, and be responsible for communicating employers' needs to the Workforce Connection Center partners;
- Convene regular meetings of the Workforce WCCNM's American Job Center staff and partners as required by local, state and federal regulations; and
- Other duties as outlined by local, state and federal regulations for the One-Stop Operator



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 and 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 New Mexico. All Parties shall comply with all applicable Federal and State laws and regulations, and Local laws to the extent that they are not in conflict with State or Federal requirements.

### **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/ Infrastructure Funding Agreement (IFA) will be negotiated and finalized on or before January 2018 with the current Resource Sharing Agreement (RSA) remain in effect until then. Note: Signatures for the MOU and the IFA will be separate and the MOU and IFA is to be negotiated individually.***

# New Mexico Workforce Connection

*A Proud Partner of the American Job Center Network*

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

## **Infrastructure Funding Agreement**



**Workforce Connection of Central New Mexico**

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

Internet  
Telephone  
One-Stop Administrative Support  
Copier Lease and Supplies  
Postage Meter Rental  
Office Supplies  
IT Maintenance & Support  
Janitorial-Maintenance

### **Additional Costs (allocated to participating partners)**

#### **Shared Costs:**

Software  
One-Stop Management  
Copier Lease and Supplies  
Postage Meter Rental  
Office Supplies  
Supplies  
Printed Materials  
Postage (based on usage)

#### **Career Services Costs:**

Welcome Desk Support

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

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

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

customer service with resources available within the one-stop Resource Room or dedicated telephone lines. The WCCNM's Welcome Desk staff are cross-trained on available online partner services or referred by program staff for client services.

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

**UNM Valencia Campus - Adult Basic Education (UD)**

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

**The One-Stop within Valencia County is considered an affiliate center versus a comprehensive one-stop. Therefore, contributions are not required from UNM Valencia Campus - Adult Basic Education program & Carl D. Perkins associated programs.**



# New Mexico Workforce Connection

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

Authority and Signature- *UNM Valencia Campus – Adult education & Carl D. Perkins Programs*

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

By Signing my name below, I Alice Letteney, certify that I have read the WCCNM Partner MOU and IFA. All of my questions have been discussed and answered satisfactory.

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

- ☒ The Infrastructure Funding Agreement under the Partner 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 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.

  
Signature

12/13/17  
Date

Alice Letteney, CEO  
Printed Name and Title

UNM Valencia Campus – Adult Education & Carl D. Perkins

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

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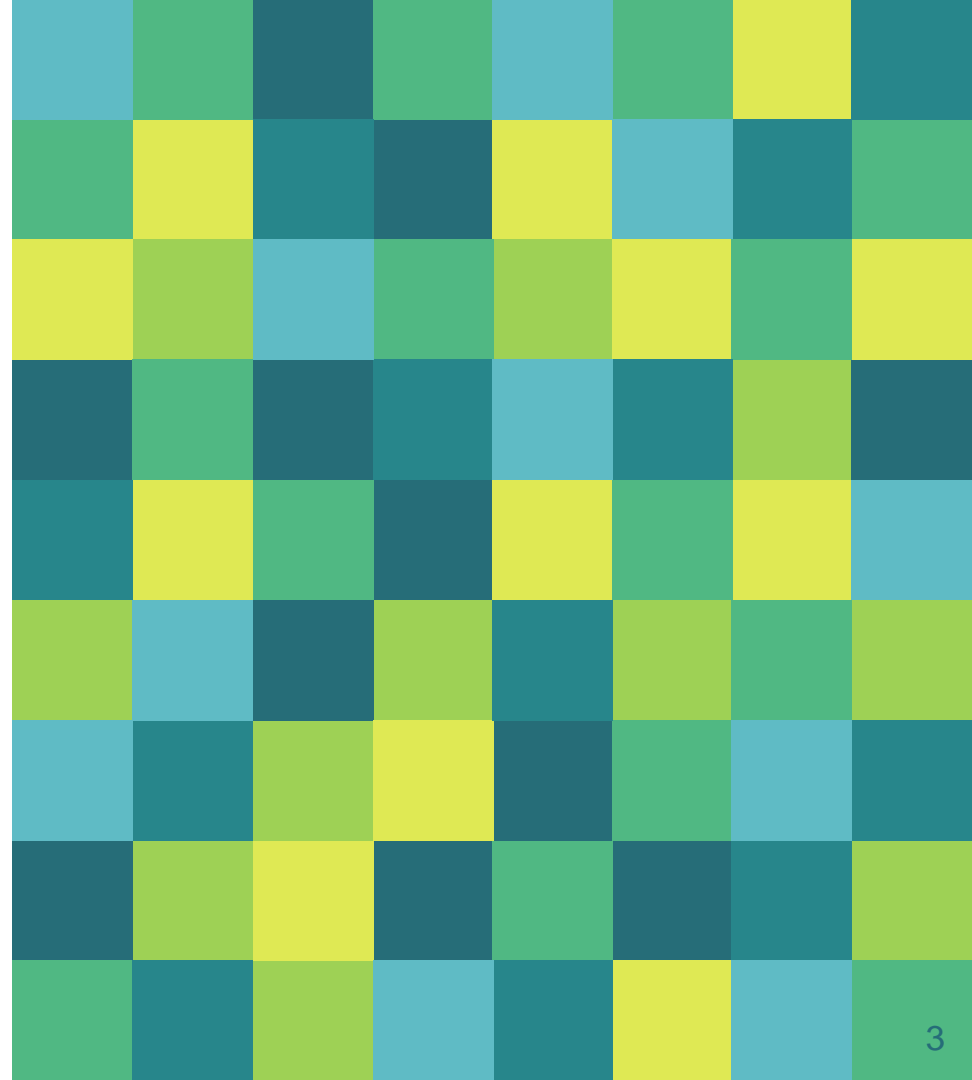
Michael Carriere  
Allison Lucero  
Claudia Lopez

# Capstone Rubric

<https://docs.google.com/document/d/1LCmWZtaPyio3Z91Z7MAWQSSnG1sgwOzUJMtAzuaK0HI/edit?usp=sharing>

1.

# Career Pathways Gap Analysis Action Plan



## Our Gap Action Plan

### C3 CAREER PATHWAYS GAP ANALYSIS AND ACTION PLAN

This planning system is designed to assess a program's current status in meeting Career Pathways related requirements under WIOA through a comprehensive gap analysis, followed by a planning process where programs will articulate the steps they will take to reach full compliance, if all required components are not currently in place.

#### The goals of this process are to:

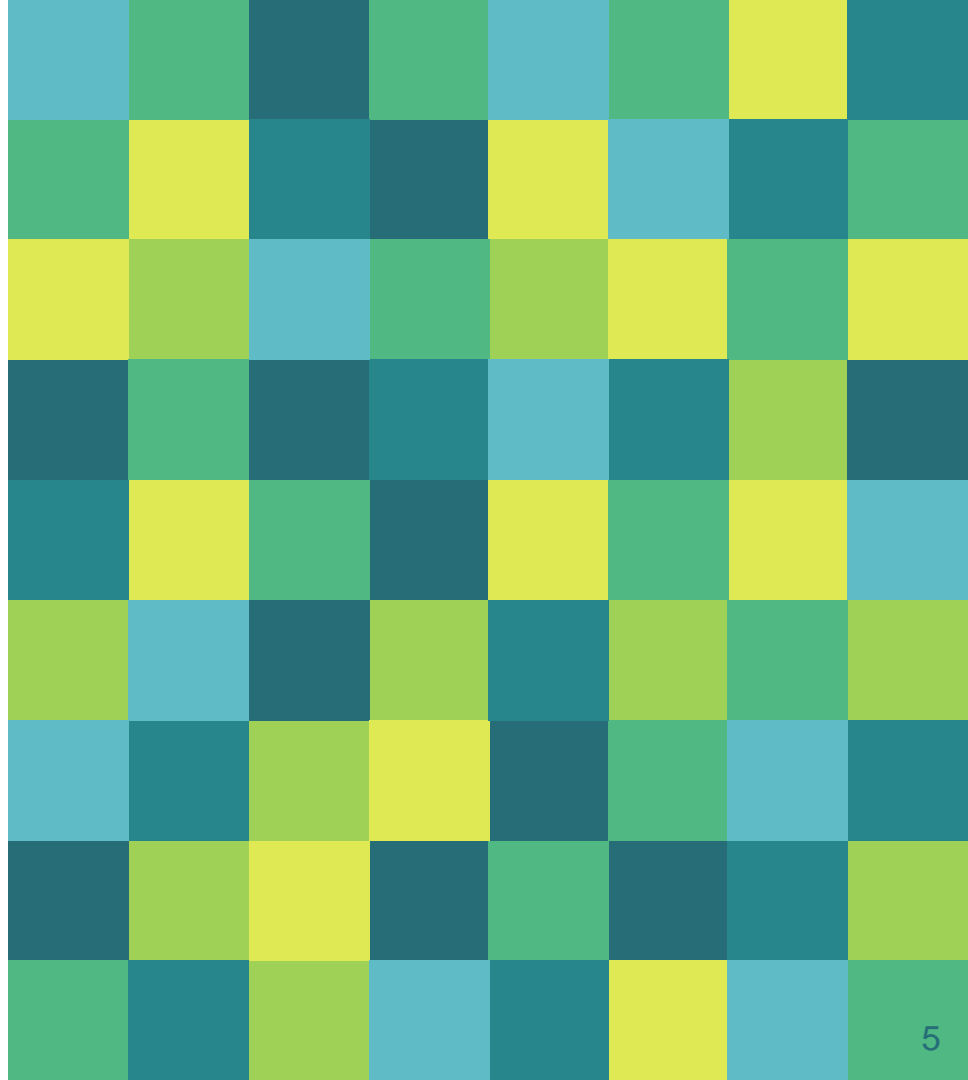
- 1) Assess what programs are already doing through a full gap analysis in order to show what, if anything, adheres to career pathways related requirements.
- 2) Identify gaps in program services that are essential for a comprehensive career pathways system.
- 3) Develop an action plan that will address the identified gaps toward implementing a comprehensive career pathways service delivery model. This model will enable students to access needed education and training, transition successfully into postsecondary programs and employment, earn industry-recognized credentials and advance along a career path.
- 4) Integrate contextualized CCRS-aligned instruction with occupational training while meeting individualized learning needs so that students achieve learning gains, meet their goals and become college and career ready.
- 5) Forge necessary partnerships among stakeholders involved in a local education and training pipeline that are essential to an effective career pathways system that helps to leverage resources with other local, state and federal programs.

Programs should use this Career Pathways Plan as a 'living' strategic planning tool by documenting and regularly reviewing and updating career pathways related services that integrate education and training, provide necessary support services, align and bridge services to post-secondary education and employment, are supported by strategic partnerships with critical stakeholders, and enable students to move beyond AE and succeed in college, career and life.

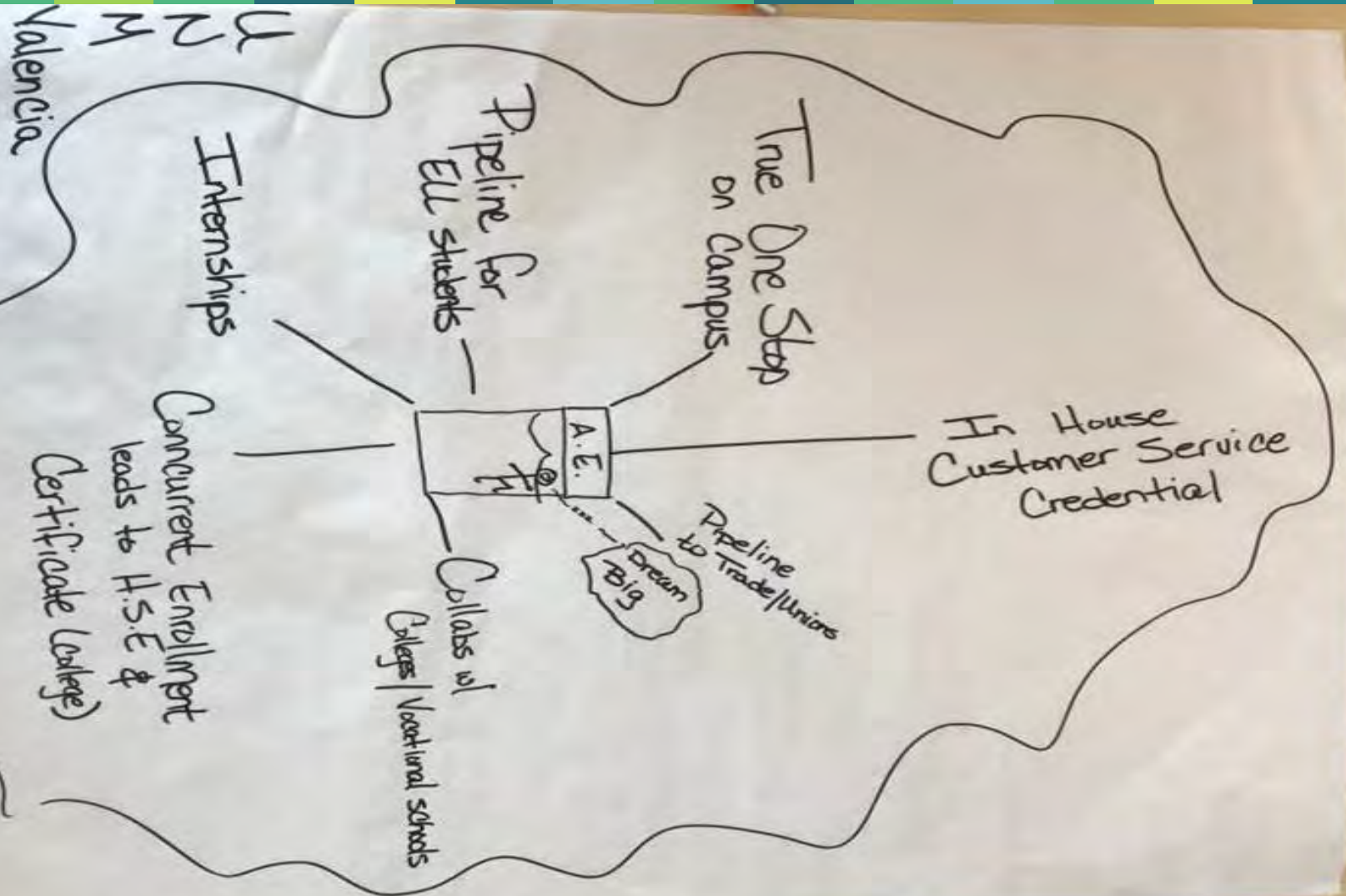
Developed by and Property of Jeffrey A. Fantine, Fantine Academic and Career Training Services, January 2013 revised by TECC for c3- New Mexico Adult Education Professional Development Initiative, February 2018

# 2.

## Dreaming



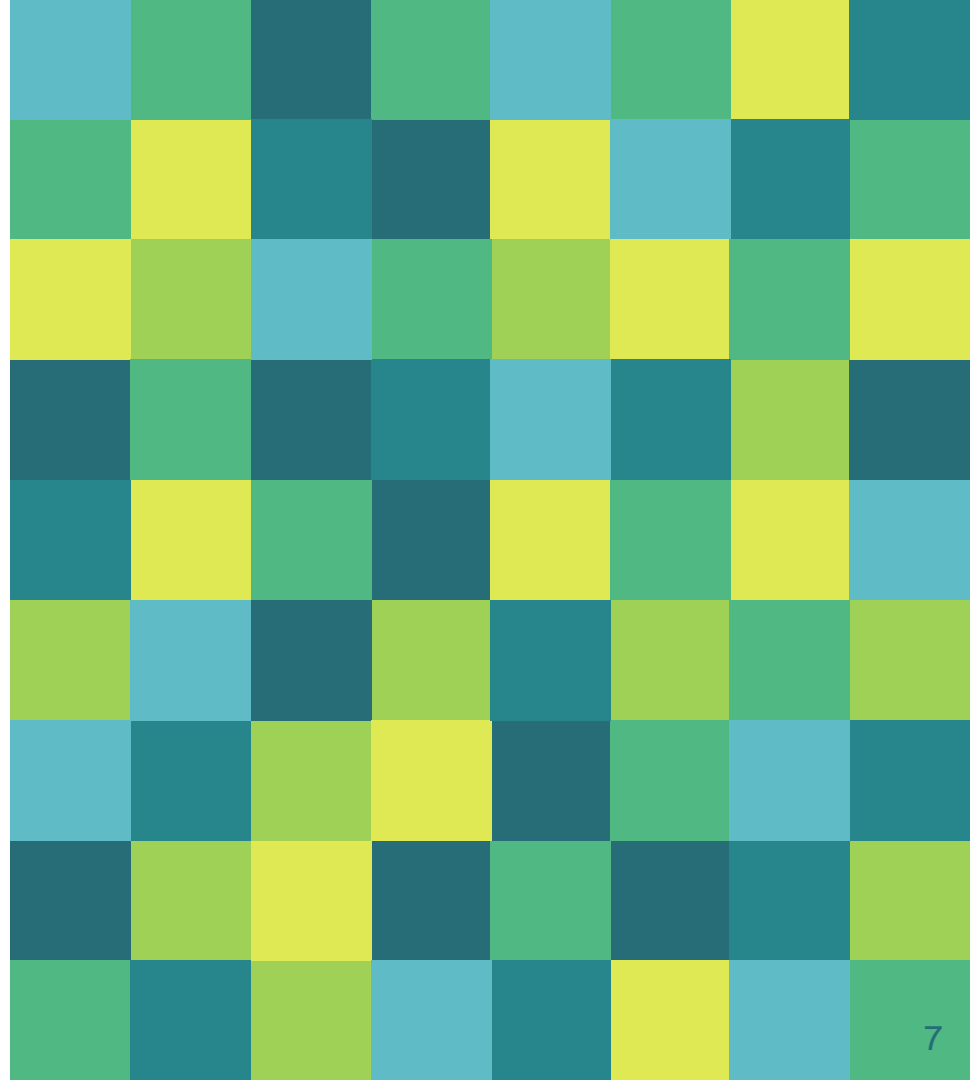
# Next Steps: Adult Ed. Center





# 3.

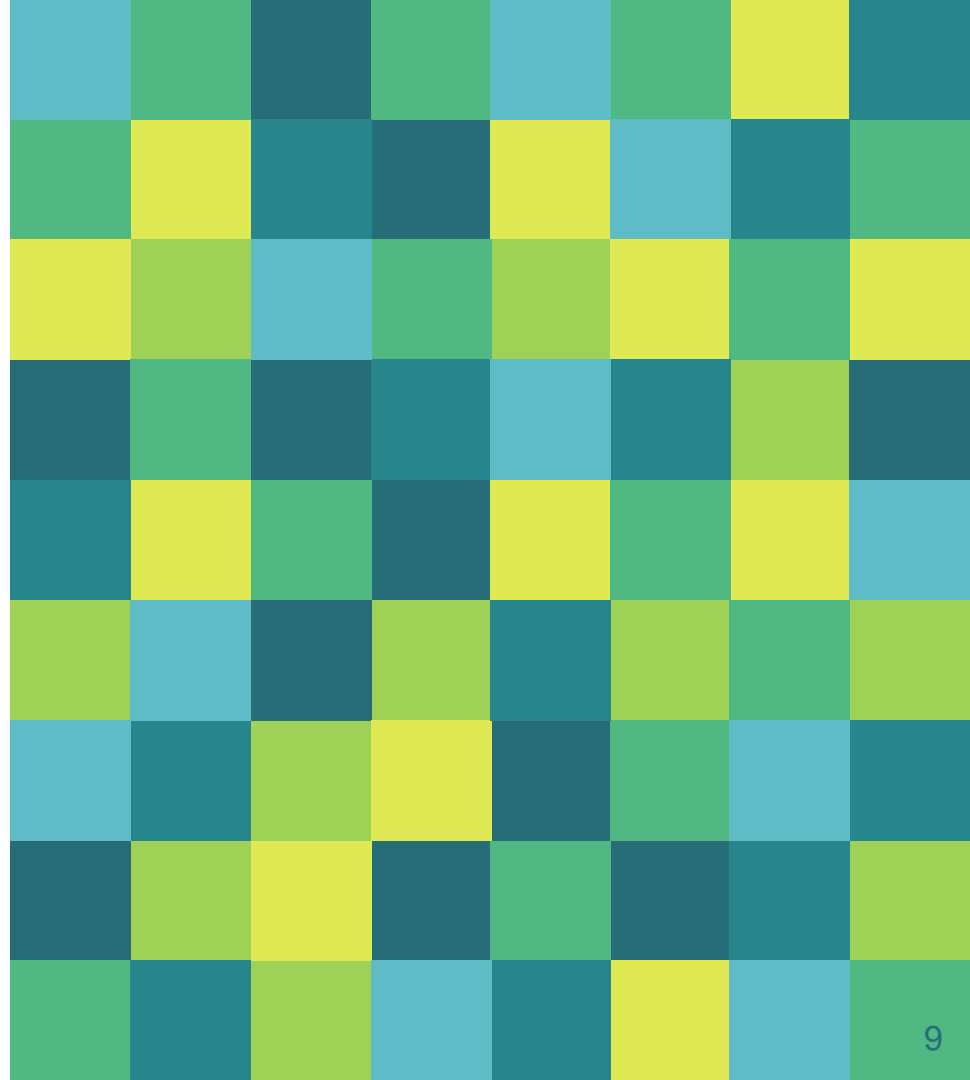
## Goals



- [Outreach Plan](#)
- [Webpage update \(Constantly\)](#)
- Social Networking ([Facebook](#) and [YouTube](#))
- Attend Meetings/Job Fairs/ Trade Fairs throughout the community
- Create schedule for Career Center, Financial Aid, and Advisement to hold a transitions class each semester
- Explore curricula for Customer Service, Work Ethics, and Applied Digital Skills credentials
- Work with Valencia Campus on other IBEST Career Pathway classes

# 4.

## Actions Based on Research and Legislation



# Research/WIOA Based Changes

Based on what we have learned during our C3 journey we have made the following changes

## Collaboration and Alignment

- Strengthened our partnerships with Southern and Central Workforce Connections Boards (WIOA, 2017)
- Continue to work with our campus providing IBEST classes in the medical field. There are discussion to expand the IBEST model to other Career Pathways (WIOA, 2017)

# Research/WIOA Based Changes Cont.

## Competency Based Education:

- A policy has been created where instructors must write lesson plans using UbD (McTighe, Wiggins, 1998) Project Based Learning (Markham, 2011), and TBR models (Bowman, 2009).
- Math classes have been divided into two levels based off our current data\* (Based on Program Analysis)
- Assignments follow students across classes (curricula) and become more rigorous and in depth (Pimentel, 2013)
- Blended Learning and other Classes follow a TBR model (Bowman, 2009)

# Research/WIOA Based Changes Cont.

## IET Programming

- UNM Valencia Campus is committed to keeping the IBEST model even though the SUN PATH grant ceased (WIOA, 2017)
- Discussions have started to expand IBEST to other Career Pathways (WIOA, 2017)
- Evaluated our classes using LINCS Integrated Education and Training (IET) Guide checklist (WIOA, 2017)

# Research/WIOA Based Changes Cont.

## Rebranding and Outreach

- Changed name to Next Steps: Adult Education Center (Fantine, 2013)
- Created a new [Website](#)
- Created a [YouTube Channel](#)
- Held an Open House
- Participated at local Job Fairs and Community Events

# Research/WIOA Based Changes Cont.

## Expanded Onboarding

- Expanded the Learning and Career Skills (LCS) Class time so we could increase the onboarding activities as well as incorporate assessments
- Onboarding Activities are incorporated into all of our classes
- Workforce Connections presentations in class to educate students about services available (WIOA, 2017)
- Each students has a detailed Learning Plan that is revised every 5 weeks



# Research/WIOA Based Changes Cont..

## Intensive Advising

- Individual interviews are held every 5 weeks to discuss progress on Learning Plans and barriers that students may face. Coaching model used (Kimsey-House, Kimsey-House, Sandahl & Whitworth, 2011)
- Pulse Checks on Learning Plan progress held mid session.
- [Progress Policy](#)

## Professional Development

- Provided full day PD per semester for all instructors covering: Policies, Lesson Plans, Data, TBR, UbD, Google Classroom and Tools use, Brain Based Learning, and all C3 developments

## Research/WIOA Based Changes Cont..

- Staff Information
- AE Professional Development

# Program Performance (MSGs)

**FY 2018-2019**

NRS Table 4 %

Currently

17%

**FY 2017-2018**

NRS Table 4 %

26.9%

**FY 2016-2017**

NRS Table 4 %

17.9%

# Program Performance (MSGs)

**FY 2018-2019**

NRS Table 4 %

**17%**

**FY 2017-2018**

NRS Table 4 %

**26.9%**

**FY 2016-2017**

NRS Table 4 %

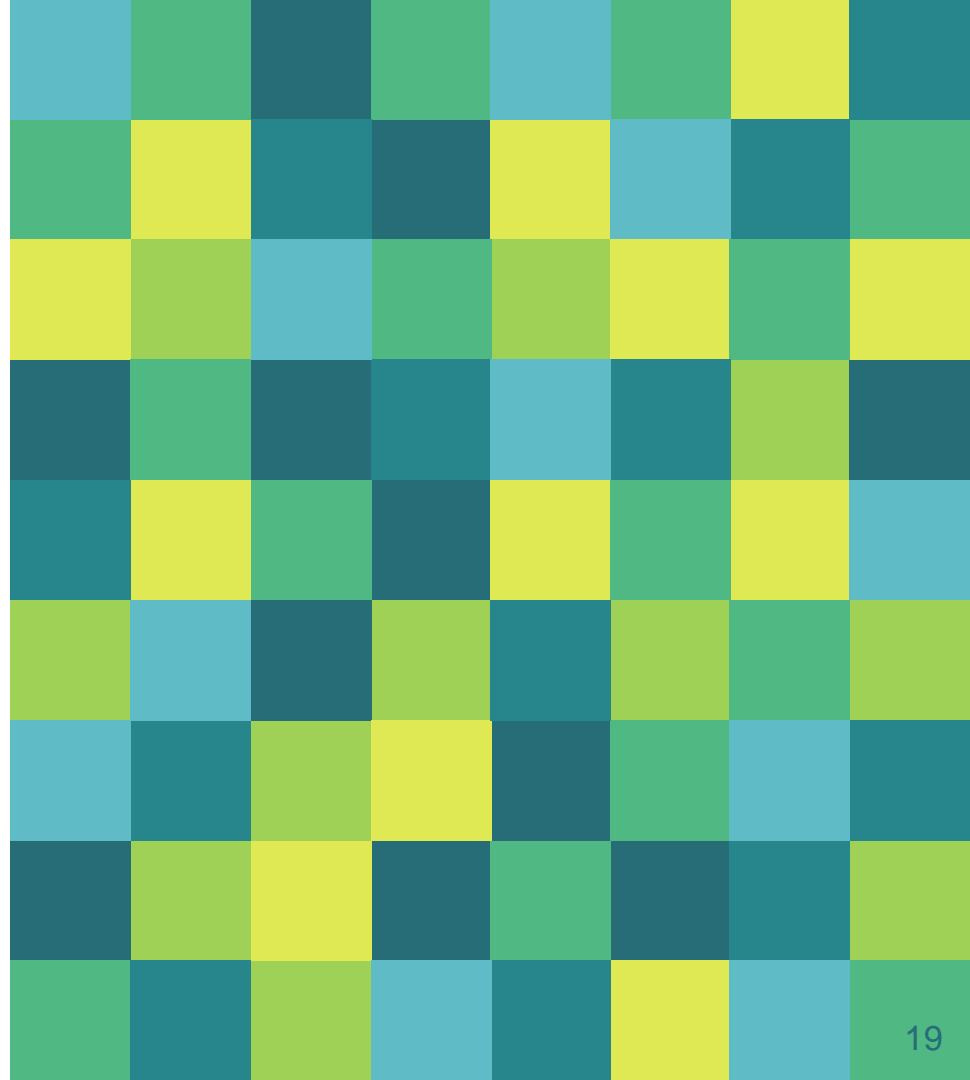
**17.9%**

Currently, we are not witnessing any positive impact from our C3 work on our program. This can be due to a few factors. This is the first year that our C3 implementation has taken place; we have had a massive influx of lower level students enter our program and an exodus of higher level students; it takes at least a year for data to be affected by change.

Having had discussions with our local regional Workforce Connections Representatives, speculation is our higher level students are entering the workforce before acquiring their HSE

# 5.

Reflection on how  
the process went  
and evidence of  
outcomes



# What We Learned

Due to demographic changes, we changed our classes to meet the incoming students needs, multiple times. This process has been challenging and time consuming. Because we have made multiple changes to our classes and the issues with the TABE assessments (nationally), our data does not reflect the progress of our students. Assessment scores are increasing, but not to the level that would show a gain. A good example is a group of students that could solve basic trigonometry problems but could not write a problem that involved multiplying or dividing fractions. This showed us that the fundamentals are the main areas that our students and classes need to focus on. This is not unique to just math. Our students also need fundamental reading skills, skills that focus on vocabulary building, comprehension, voice, craft and structure, sentence decomposition, inference, etc...

# What We Learned Continued

It would appear that the C3 team having to leave class for several other engagements affected our student outcomes. Our evening classes are performing much better than our morning classes. Our evening instructors are part-time adjuncts and their only focus for us is their class and professional development.

Throughout this process, we realized that we have a dedicated group of personal that are willing to make the changes that will benefit our students and program. They come to PD with great ideas, questions, and energy. Each one holds the students' best interest at heart.

# What We Learned Continued

We also learned that the collaborative relationships that are being built in NM between programs strengthens Adult Education as a whole.

Bullet point preview:

- TABE 11/12 Math test seems to be only slightly more difficult if at all than TABE 9/10
- TABE 11/12 Reading seems to be significantly more difficult than TABE 9/10.

The long story:

In our discussion of changes in post test policy and such, we talked a bit about the fact that the TABE scores are lower this year than in previous years. Which kind of begged the question: Is it the test or is it the student?

To check this, I looked up students who, in the last two years, have taken both TABE 9/10 and TABE 11/12. I compared their best score with each form to see how much difference there was, if any, between the scores. In general, there is very little difference between the students' TABE 9/10 math scores and their TABE 11/12 math scores.



# What We Learned Continued

The average TABE 9/10 Math score was 499 (median 505) and the average TABE 11/12 Math score was 500. Since there was an elapsed time between these tests where we might reasonably expect to see some improvement in scores, this could actually imply that TABE 11/12 Math is slightly more difficult than TABE 9/10 but the difference is not huge.

Reading, on the other hand. The average change from TABE 9/10 reading scores to TABE 11/12 reading scores is -39 points. In other words, the average TABE 9/10 reading score is 550 (Median 565) and the average TABE 11/12 reading score is 511 (median 525).

Another interesting factoid: In FY 16-17, which was the last year we were 100% TABE 9/10, 30% of the students had a subject of Reading, and 70% were math. This year, 53% have a subject of reading, and 47% are math.

# Past...and Some Present Data

## Amount of Students in Each Level

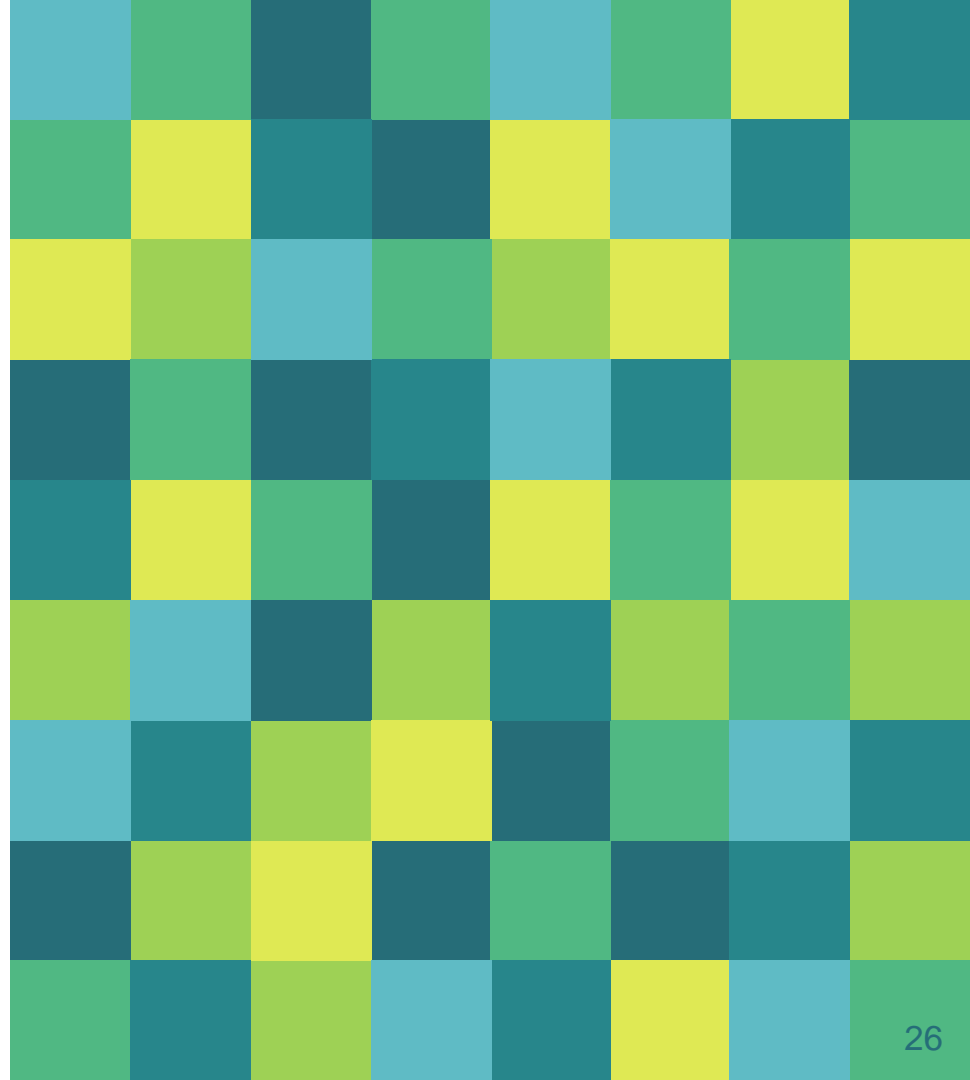
FY 16-17		FY 17-18		FY 18-19	
ABE Level 1	4	ABE Level 1	7	ABE Level 1	15
ABE Level 2	47	ABE Level 2	86	ABE Level 2	103
ABE Level 3	130	ABE Level 3	158	ABE Level 3	111
ABE Level 4	150	ABE Level 4	104	ABE Level 4	33
ABE Level 5	24	ABE Level 5	32	ABE Level 5	1
ABE Level 6	15	ABE Level 6	17	ABE Level 6	0

# By Way of Comparison

FY 16-17		FY 17-18		FY 18-19	
ABE Level 1	1.1%	ABE Level 1	1.7%	ABE Level 1	5.7%
ABE Level 2	12.7%	ABE Level 2	21.3%	ABE Level 2	39.1%
ABE Level 3	35.1%	ABE Level 3	39.1%	ABE Level 3	42.2%
ABE Level 4	40.5%	ABE Level 4	25.7%	ABE Level 4	12.5%
ABE Level 5	6.5%	ABE Level 5	7.9%	ABE Level 5	0.4%
ABE Level 6	4.1%	ABE Level 6	4.2%	ABE Level 6	0%
Level 1-3	48.9%	Level 1-3	62.1%	Level 1-3	87.1%

# 6.

## Next Steps



Our next steps are to:

- Research and implement curricula for the three Credentials (Customer Service, Work Ethics, and Applied Digital Skills)
- Continue to develop the video project to include small instructor and tutor segments
- Continue to develop quality PD for our program
- Build our social media presence to reach a wider demographic
- Work with Valencia Campus personal: Financial Aid, Career Services, and Advisement to develop a transfer week for student interested in attending college

Thank  
You !



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rtqhguukqpcrkuo ly qtnhqtteg'vtckpkpi "ewttlewr0

Rtqi tco u'y knlf gpvh{ "cecf go le"cpf "ectggt/tgrcv'gf "cuuguuo gpw'o quv'cr r tqr tlc'v'g'hqt'uwf gpw'cpf "cf j gtlkpi 'v'q'y g"  
uvc'v'g'u'cuuguuo gpv'r qre{ =r tqi tco u'uj qwf 'f go qpustcv'g'lpk'k'cn'cpf "qpi qkpi "cuuguuo gpv'y tqw'j qw'f grk'xgt { "qh'ugt'xlegu."  
cu'y gni'cu'j qy "cuuguuo gpv'\*qh'cm'v{ r gu+'y knlf tlx'g'r tqi tco "ugt'xlegu0

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**Gzco r ngu'qhl'y j cv'v'q'lpemf g<'**

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r mrego gpv'vguu."ectggt'k'p'vgt gu'lp'xgpvqtkgu.'NF'uetggpkpi . 'lqd'unkmu'cuuguuo gpw.'hqtto cv'x'g'cuuguuo gpw.'gve0"
- F guetkdg'j qy "cr r tqr tlc'v'g'cuuguuo gpw'y kn'dg'dcugf "qp'y g'pggf u.'i qcu'cpf 'r tqi tguu'qh'y g'uwf gpv'j qy "uwf gpw'y kn'  
wug'y ku'kphqtto cvkp'v'q'f tlx'g'y gk'ngctpkpi "\*"cu'y gni'cu'j qy "u'ch'y kn'w'k'k' g'y ku'kphqtto cvkp'v'q'f tlx'g'k'pust wevkp+=  
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- Gzr n'kp'j qy "r tqi tco 'y kn'w'k'k' g'g'zr nek'go r m{ cdk'k'v{ 'unkmu'eqo r gv'p'ekgu'k'ewttlewr=
- F guetkdg'j qy "r tqi tco 'r tqx'k'f gu'k'pust wevkqpcn'ugt'xlegu'y cv'crki p'v'q'y g'EETU=f guetkdg'j qy "uwf gpw'o q'x'g'cm'pi "ectggt"  
r cv'j y c{ u'y cv'r tgr ctg'y go 'hqt'eqmgi g'cpf "ectggt'uweeguu=
- Gzr n'kp'j qy "y g'r tqi tco 'w'k'k'f gu'tw'dt'leu'cpf 'hqtto cv'x'g'cuuguuo gpw'k'p'dqy 'EETU'cpf 'rtqhguukqpcrkuo 'unkmu'k'pust wevkp=
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"	"
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<div>Cevkp"Rmp&lt;</div> <div>"</div> <div>"</div>	<div>Vko gikpg&lt;</div>

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# Progress Based Policy

In the Next Steps: Adult Education Program, students are expected to make progress. To ensure this, the following criteria for classroom engagement can be used in syllabi. Keep in mind that not all of these have to be used to gauge student involvement. Instructors should also gauge student involvement based off expectations laid out in their syllabus and amount of assignments completed. If students are not involved, see Intervention.

1. Students must gain at least 10 points on their EdReady Goal or however many points as has been discussed with instructor. (Spanish Adult Ed. and ELL are excluded as they do not use EdReady), and or constant progress in other Online Learning Systems (PLATO, USA Learns, Google Classroom, etc...)
2. Regularly complete assignments
3. Students are expected to steadily make progress according to their learning plan based on Online Learning Systems, Google Classroom, and In Class participation.
4. Engage in work in and outside of class a minimum of 7 hours a week
5. Complete and deliver electronically or orally a presentation on an assignment (research paper, Career Plan, etc...) that adheres to an instructor provided rubric.
6. Students must engage in independent study related to new material outside of class with deliverables
7. Students that will be transitioning to Intensive classes must have completed NRS levels 1 and 2 in EdReady

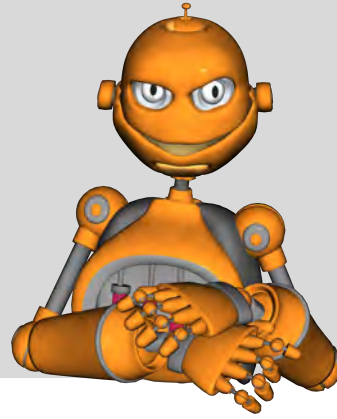
## Intervention

This first line of intervention is for the instructor to meet with, discuss, and coach the student(s). This intervention needs to address potential barriers that the student(s) may face and help them realize potential solutions to overcome these barriers. Referrals to outside sources may be made.

If the student(s) continue to not make progress, then they will be referred to a Next Steps: Adult Education Center Training Specialist for more intensive coaching.

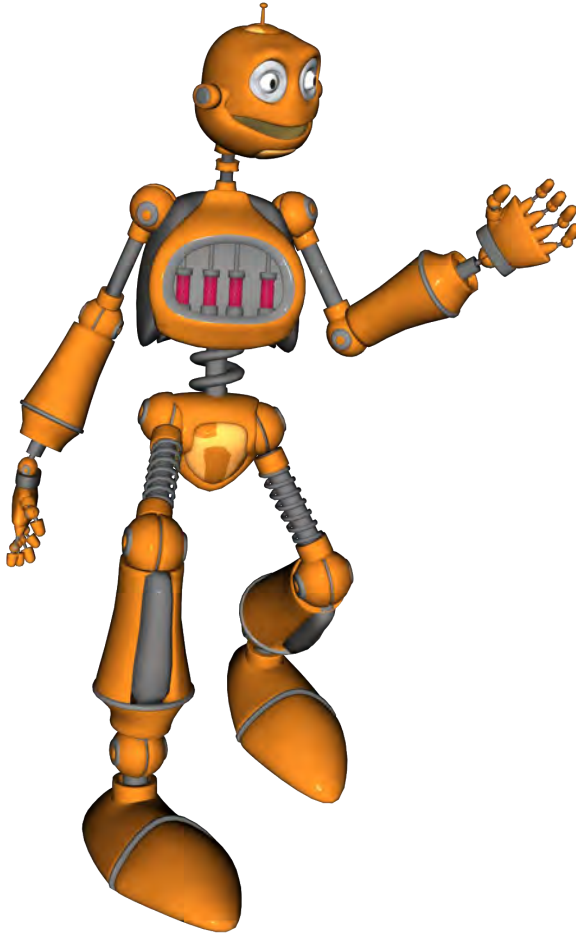
Should the student(s) continue to not make progress, then they will be referred to the Program Manager.





# FY 18-19 Final Data

**What State Wants... What We Got... A DataTRON Exclusive!**



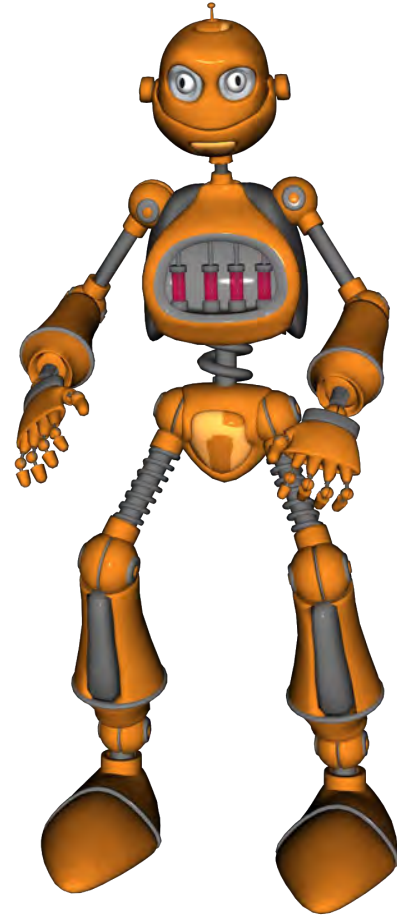
## Today we're going to look at:

- The Data going to State with the Annual Report
- What that data means in terms of our program,
- Why Elizabeth turns into
  - DataZilla
  - DataKaiju
  - DataGnat
  - Pick your Favorite Invective about certain forms and deadlines.

## In A Little Over Two Weeks....

... Tina and Michael will wrap up our Annual Report in a fancy package and ship it off to HED in Santa Fe.

Here's what we hope Frances thinks when she reads it...

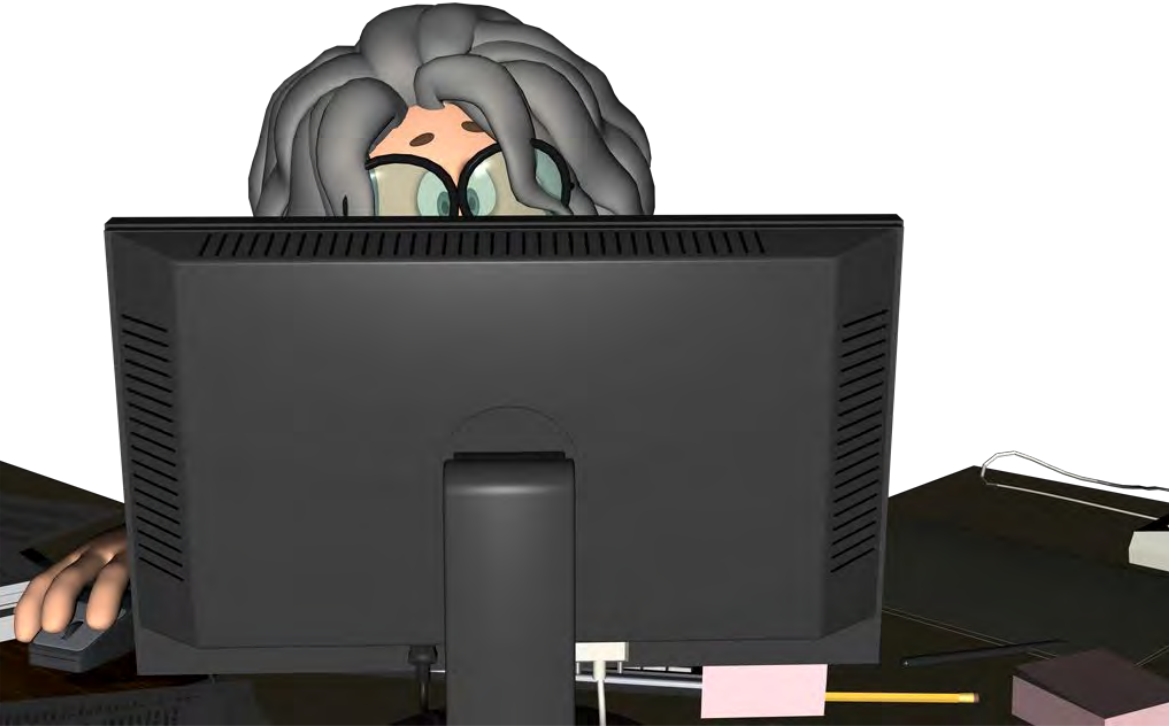


**\*GASP\* OH MY GOSH! THIS IS  
AMAZING! EVERY WORD...  
EVERY SENTENCE. JUST... JUST...  
A MASTERPIECE!**

**IT'S PERFECT!**



**What Frances Will Really Think (Probably)...**



**WORDS... SCHMERDS...  
SHOW ME THE NUMBERS**



# Fine. We'll look at the numbers. But First... Some Definitions:

## **NRS (Fundable) Student:**

- 16 – 99 years old
- Valid Assessment
- 12+ Instructional hours in a 90 day period (can span Fiscal Years, also known as a Period of Participation or PoP)

## **MSG – Measurable Skill Gain. NRS Student who achieves:**

- Level Gain (EFL Gain), or
- HSE, or
- Enters Post-secondary education,
- In the Fiscal Year when student is an NRS Student

# Table from Annual Report Template

- *Data from NRS Tables 2a, 4, and 4b,*
- *Additional information from intake forms and LACES*
  - *Transportation issues*
  - *Child Care issues*
  - *Percent of students with 40 Instructional Hours in Fiscal Year*
  - *Other hours based calculations*
- *Differentiates between ESL outcomes and ABE outcomes*
- *Reported for all sites. Yup. Every Single Site.*
- *Theoretically gives a uniform data snapshot for each program in the State*
- *In actuality... thanks to vague terminology, there's a lot of wiggle room in the how the data is reported (12 hour students vs. NRS Fundables, Level Gains vs. MSGs, etc.), which is why the Annual Report also requires copies of all NRS Tables.*



# Table 5 Follows up on Former Students...

Table 5 looks at people who have left, so this year's table includes students who left from 7/1/2017 until 12/31/2018. Next year's Table 5 will report on students who left after 12/31/2018.

Things to note:

- Median reported income is below minimum wage
- **Rates may actually be better than reported. If a student didn't provide a SSN, outcome wasn't tracked → Automatic Failure rate of 17% - 20%**
- HSE cohort is only based on students who were ABE Level 5 or higher
- PSE rate is for students who left before 2018. Should improve with IBEST.

Select Count

**NRS Table 5: Core Follow-up Outcome Achievement**

Select Reporting System: NRS FY 18-19 Agency: UNM-Valencia

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit*	296	91	30.7	296	91	30.7
Employment Fourth Quarter after exit*	285	131	46	292	135	46.2
Median Earnings Second Quarter after exit**	91	3269		91	3269	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	83	12	14.5	83	12	14.5
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	83	13	15.7	83	13	15.7
Attained a Postsecondary Credential while enrolled or within one year of exit ****	3	2	66.7	3	2	66.7

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

Select Reporting System: NRS FY 18-19 Agency: UNM-Valencia

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	5	2	0	1	1	0	45	32	0	0	23	17	0	0	126
19-24	21	15	0	1	3	4	39	64	0	0	10	20	1	0	178
25-44	7	29	0	1	0	6	50	112	1	1	8	25	0	0	240
45-54	0	2	0	0	0	1	8	17	0	0	2	4	0	1	35
55-59	0	1	0	0	0	0	1	5	0	0	0	0	0	0	7
60+	1	2	0	0	0	0	1	2	0	0	0	0	0	0	6
Total	34	51	0	3	4	11	144	232	1	1	43	66	1	1	592

# NRS

## Table 2a

Gives us a look at people who didn't attain "NRS" status -- less than 12 hours in the year, no assessment, or registered but never attended

592  
Non-NRS  
Students

# NRS

## Table 4

Kind of the Swiss Army Knife of Tables:

- NRS Counts
- NRS Levels
- Instructional Hours
- Outcomes (EFL Gains and HSE attainment)
- Separation Data
  - Exclusions
  - Left with or without MSG
- Periods of Participation
  - Students who left and came back after 90 days

Select Count

### 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	20	0	1085.25	4	0	12	4	20	20	4	0	20
ABE Level 2	136	0	8286.75	26	0	70	40	19.1	138	26	0	18.8
ABE Level 3	147	1	7848.25	17	9	65	55	17.8	149	17	9	17.4
ABE Level 4	42	0	1958.25	5	6	21	10	26.2	42	5	6	26.2
ABE Level 5	2	0	93.25	0	0	1	1	0	2	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
<b>ABE Total</b>	<b>347</b>	<b>1</b>	<b>19271.75</b>	<b>52</b>	<b>15</b>	<b>169</b>	<b>110</b>	<b>19.4</b>	<b>351</b>	<b>52</b>	<b>15</b>	<b>19.1</b>
ESL Level 1	6	0	486.5	1	0	2	3	16.7	6	1	0	16.7
ESL Level 2	9	0	624	3	0	6	0	33.3	9	3	0	33.3
ESL Level 3	13	0	726.5	4	1	5	3	38.5	13	4	1	38.5
ESL Level 4	14	0	876.75	1	1	5	7	14.3	14	1	1	14.3
ESL Level 5	10	0	439	3	0	4	3	30	10	3	0	30
ESL Level 6	5	0	537.5	0	0	3	2	0	5	0	0	0
<b>ESL Total</b>	<b>57</b>	<b>0</b>	<b>3690.25</b>	<b>12</b>	<b>2</b>	<b>25</b>	<b>18</b>	<b>24.6</b>	<b>57</b>	<b>12</b>	<b>2</b>	<b>24.6</b>
<b>Grand Total</b>	<b>404</b>	<b>1</b>	<b>22962</b>	<b>64</b>	<b>17</b>	<b>194</b>	<b>128</b>	<b>20.1</b>	<b>408</b>	<b>64</b>	<b>17</b>	<b>19.9</b>

CLOSE

# NRS

## Table 4

Tells Us How Many “Fundable” Students we had

**404**  
NRS  
Fundables

This doesn't mean we automatically got paid a certain amount for each student. It just means that these students populate most of the tables. AKA, The Denominator

Select Count

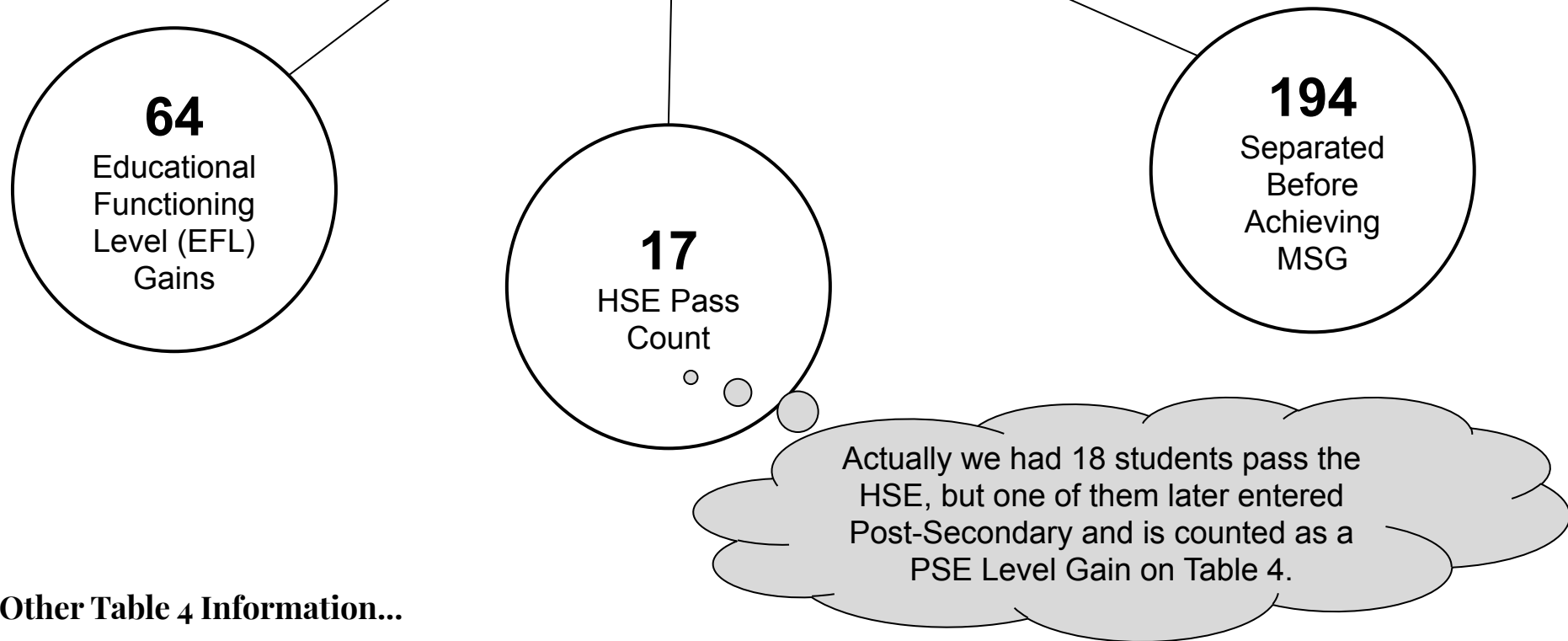
### Measurable Skill Gains by Entry Level

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	20	0	1085.25	4	0	12	4	20	20	4	0	20
ABE Level 2	136	0	8286.75	26	0	70	40	19.1	138	26	0	18.8
ABE Level 3	147	1	7848.25	17	9	65	55	17.8	149	17	9	17.4
ABE Level 4	42	0	1958.25	5	6	21	10	26.2	42	5	6	26.2
ABE Level 5	2	0	93.25	0	0	1	1	0	2	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
<b>ABE Total</b>	<b>347</b>	<b>1</b>	<b>19271.75</b>	<b>52</b>	<b>15</b>	<b>169</b>	<b>110</b>	<b>19.4</b>	<b>351</b>	<b>52</b>	<b>15</b>	<b>19.1</b>
ESL Level 1	6	0	486.5	1	0	2	3	16.7	6	1	0	16.7
ESL Level 2	9	0	624	3	0	6	0	33.3	9	3	0	33.3
ESL Level 3	13	0	726.5	4	1	5	3	38.5	13	4	1	38.5
ESL Level 4	14	0	876.75	1	1	5	7	14.3	14	1	1	14.3
ESL Level 5	10	0	439	3	0	4	3	30	10	3	0	30
ESL Level 6	5	0	537.5	0	0	3	2	0	5	0	0	0
<b>ESL Total</b>	<b>57</b>	<b>0</b>	<b>3690.25</b>	<b>12</b>	<b>2</b>	<b>25</b>	<b>18</b>	<b>24.6</b>	<b>57</b>	<b>12</b>	<b>2</b>	<b>24.6</b>
<b>Grand Total</b>	<b>404</b>	<b>1</b>	<b>22962</b>	<b>64</b>	<b>17</b>	<b>194</b>	<b>128</b>	<b>20.1</b>	<b>408</b>	<b>64</b>	<b>17</b>	<b>19.9</b>

CLOSE

Grand Total	404	1	22962	64	17	194	128	20.1	408	64	17	19.9
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# NRS

## Table 4a

Breaks down the number in Table 4 - Column E:

- Looks at every single EFL Gain, so the numbers don't match Table 4 exactly.
- Breaks out Math and Reading gains.
- The Transition to PSE category (Column I) is mostly IBEST (3) and College Prep (2) Students. One regular HSE prep student completed the HSE and enrolled in college before the end of the fiscal year.

NRS Table 4a - Educational Functioning Level Gain

Select Reporting System:

NRS FY 18-19

Agency:

UNM-Valencia

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	4	1	25	3	75	0	0	1	25
ABE Level 2	26	10	38.5	20	76.9	0	0	1	3.8
ABE Level 3	18	10	55.6	10	55.6	0	0	2	11.1
ABE Level 4	5	2	40	2	40	0	0	2	40
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	53	23	43.4	35	66	0	0	6	11.3
ESL Level 1	1	1	100	0	0	0	0	0	0
ESL Level 2	3	3	100	0	0	0	0	0	0
ESL Level 3	4	4	100	0	0	0	0	0	0
ESL Level 4	1	1	100	0	0	0	0	0	0
ESL Level 5	3	3	100	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	12	12	100	0	0	0	0	0	0
Grand Total	65	35	53.8	35	53.8	0	0	6	9.2

## 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	20	0	1085.25	4	0	12	4	20	20	4	0	20
ABE Level 2	136	0	8286.75	26	0	70	40	19.1	138	26	0	18.8
ABE Level 3	147	1	7848.25	17	9	65	55	17.8	149	17	9	17.4
ABE Level 4	42	0	1958.25	5	6	21	10	26.2	42	5	6	26.2
ABE Level 5	2	0	93.25	0	0	1	1	0	2	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
<b>ABE Total</b>	<b>347</b>	<b>1</b>	<b>19271.75</b>	<b>52</b>	<b>15</b>	<b>169</b>	<b>110</b>	<b>19.4</b>	<b>351</b>	<b>52</b>	<b>15</b>	<b>19.1</b>
ESL Level 1	6	0	486.5	1	0	2	3	16.7	6	1	0	16.7
ESL Level 2	9	0	624	3	0	6	0	33.3	9	3	0	33.3
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ESL Level 5	10	0	439	3	0	4	3	30	10	3	0	30
ESL Level 6	5	0	537.5	0	0	3	2	0	5	0	0	0
<b>ESL Total</b>	<b>57</b>	<b>0</b>	<b>3690.25</b>	<b>12</b>	<b>2</b>	<b>25</b>	<b>18</b>	<b>24.6</b>	<b>57</b>	<b>12</b>	<b>2</b>	<b>24.6</b>
<b>Grand Total</b>	<b>404</b>	<b>1</b>	<b>22962</b>	<b>64</b>	<b>17</b>	<b>194</b>	<b>128</b>	<b>20.1</b>	<b>408</b>	<b>64</b>	<b>17</b>	<b>19.9</b>

CLOSE

All this combines to...

# NRS

## Table 4

**19.9%**  
Measurable  
Skill Gain  
Percent

For Reference, this is better than it's been all year, but historically lower than any year but FY2017.

State tends to toss around 35% as a reasonable goal.

# NRS Table 4b

## Tells Us How We Did on Post-Testing

**129**  
Students  
Post-Tested  
(31.4% of  
NRS  
Students)

Last Year  
34.5% of NRS  
Students  
Post-Tested.  
State tends to  
float 50% of NRS  
Students as a  
Post Test Goal.

### 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	25% of 20	5	513	4	0	1	80
ABE Level 2	26% of 136	36	4115.25	25	4	7	69.4
ABE Level 3	33% of 147	49	4676.75	16	16	17	32.7
ABE Level 4	17% of 42	7	611	3	3	1	42.9
ABE Level 5	50% of 2	1	62.75	0	0	1	0
<b>ABE Total</b>		98	9978.75	48	23	27	49
ESL Level 1		4	421	1	0	3	25
ESL Level 2		3	452.5	3	0	0	100
ESL Level 3		7	493.5	4	3	0	57.1
ESL Level 4		9	787.25	2	2	5	22.2
ESL Level 5		5	294	3	0	2	60
ESL Level 6		3	352.5	0	1	2	0
<b>ESL Total</b>		31	2800.75	13	6	12	41.9
<b>Total</b>		129	12779.5	61	29	39	47.3



# NRS Table 4b

## Tells Us How We Did on Post-Testing

### 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	5	513	4	0	1	80
ABE Level 2	36	4115.25	25	4	7	69.4
ABE Level 3	49	4676.75	16	16	17	32.7
ABE Level 4	7	611	3	3	1	42.9
ABE Level 5	1	62.75	0	0	1	0
<b>ABE Total</b>	98	9978.75	48	23	27	49
ESL Level 1	4	421	1	0	3	25
ESL Level 2	3	452.5	3	0	0	100
ESL Level 3	7	493.5	4	3	0	57.1
ESL Level 4	9	787.25	2	2	5	22.2
ESL Level 5	5	294	3	0	2	60
ESL Level 6	3	352.5	0	1	2	0
<b>ESL Total</b>	31	2800.75	13	6	12	41.9
<b>Total</b>	129	12779.5	61	29	39	47.3

**47.3%**  
Post-Test  
Success Rate

The FY 17-18  
Post-Test  
Success Rate was  
58.5%

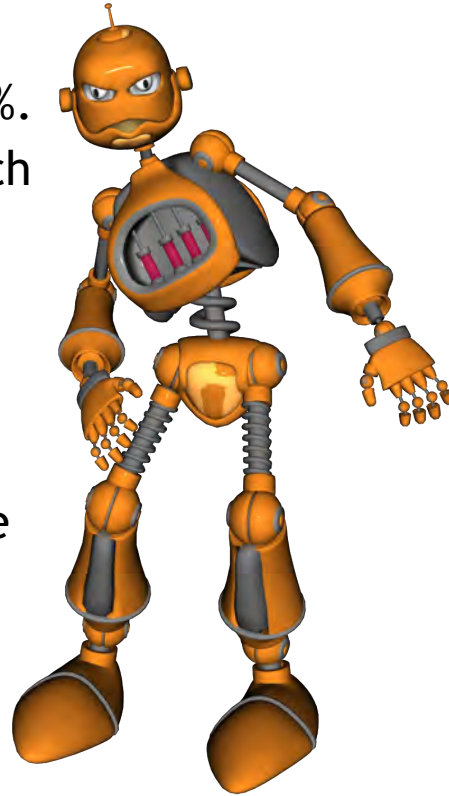
# Let's Take a Math Break...

We had 404 NRS Students. Our Post-Test Success Rate was 47.3%. How many students would we have to Post-Test in order to reach the state preferred level of 35% Measurable Skill Gains (leaving HSE attainment out of the equation)?

$404 \times .35 = 141.4 \rightarrow 142 \text{ MSGs needed}$

$142 \div .473 = 300.2 \rightarrow 301 \text{ Post-Tests needed to get the outcome state prefers}$

We had 202 students who had 40+ instructional hours this year, which equates roughly with the number of students eligible to Post Test.



# Looking Closer...

Note the outcomes for ABE L1 & L2:

- None of these students passed the HSE
- Since the change-over to GED® 2014 and HiSET®, only 7 out of 716 L1/L2 students have passed the HSE in the year where they placed as L1/L2
- These students left at a slightly higher rate than the other ABE Students (53% vs 46% for L3 - L5 in FY 19
- Historically, L1/L2 students are also less likely than higher level students to return after leaving (more about this later).
- Bottom Line - the only MSGs we're likely to get out of the lower level students are EFL gains. And this year, 45% of our ABE students were L1 and L2.

## Measurable Skill Gains by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational and periods of participation outcomes.

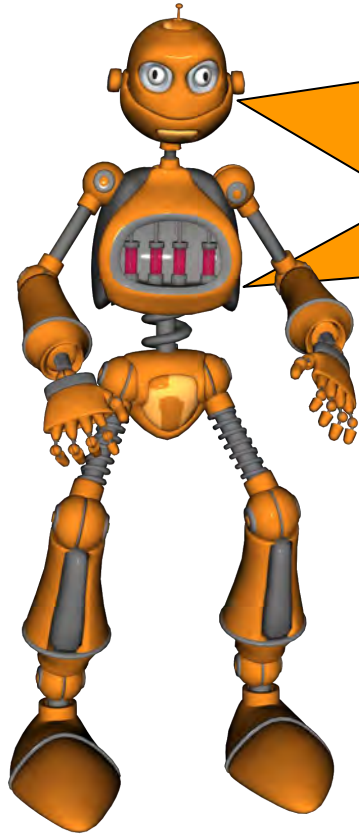
First Period of Participation							
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Referred to Another Program Within Measurable Skill Gains (H)
ABE Level 1	20	0	1085.25	4	0	12	
ABE Level 2	136	0	8286.75	26	0	70	
ABE Level 3	147	1	7848.25	17	9	65	
ABE Level 4	42	0	1958.25	5	6	21	
ABE Level 5	2	0	93.25	0	0	1	
ABE Level 6	0	0	0	0	0	0	
<b>ABE Total</b>	<b>347</b>	<b>1</b>	<b>19271.75</b>	<b>52</b>	<b>15</b>	<b>169</b>	

# How Much Do Scores Need to Increase to get an EFL?

- FY 18-19 Math Pretest scores ranged from 364 to 626
- FY 18-19 ABE Reading Pretest scores ranged from 369 to 602

	<i>Math Scaled Score Range</i>	<i>TABE 11/12</i>		<i>Reading Scaled Score Range</i>
		<i>Math</i>	<i>Reading</i>	
ABE L1	148 (84)	300-448	300-441	141 (72)
ABE L2	46	449-495	442-500	58
ABE L3	40	496-536	501-535	34
ABE L4	58	537-595	536-575	39
ABE L5	60	596-656	576-616	40
ABE L6	(HSE)	657-800	617-800	(HSE)

# AMAZING DATATRON FACT #1...



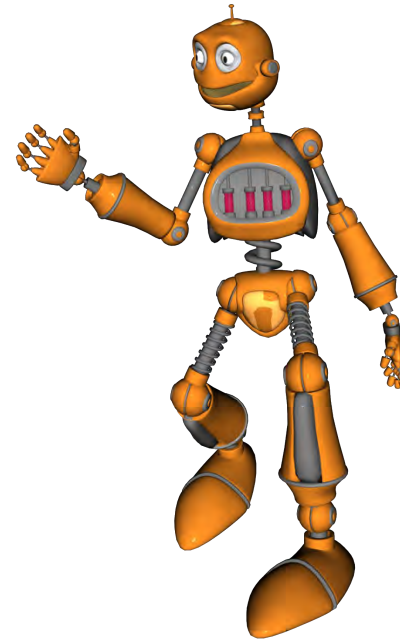
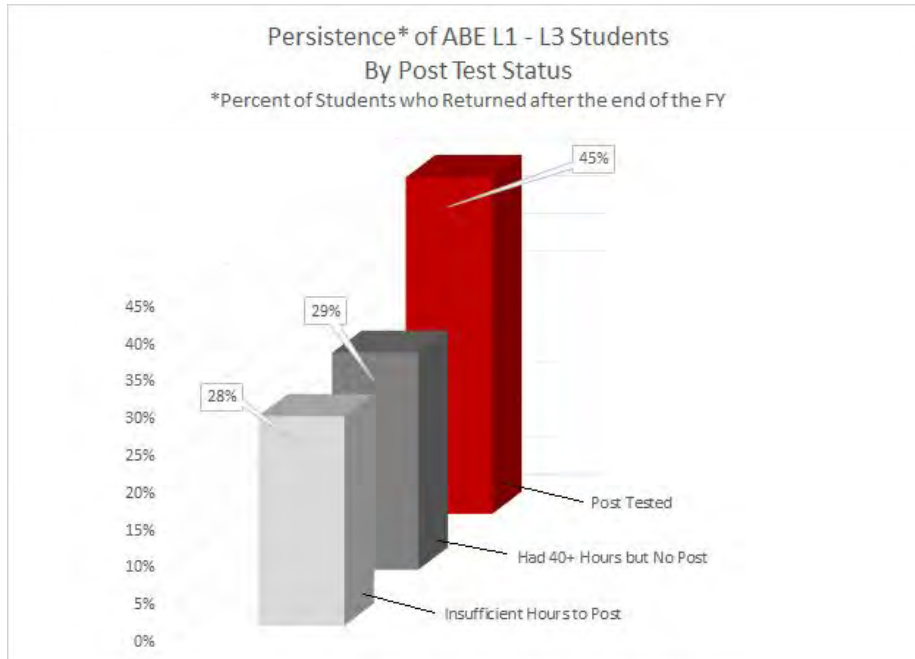
**100%**

**YES,  
100%**

... OF STUDENTS WHO ACHIEVED EDUCATIONAL  
FUNCTIONING LEVEL GAINS (EFLS) COMPLETED  
AT LEAST ONE POST-TEST.

# AMAZING DATATRON FACT #2..

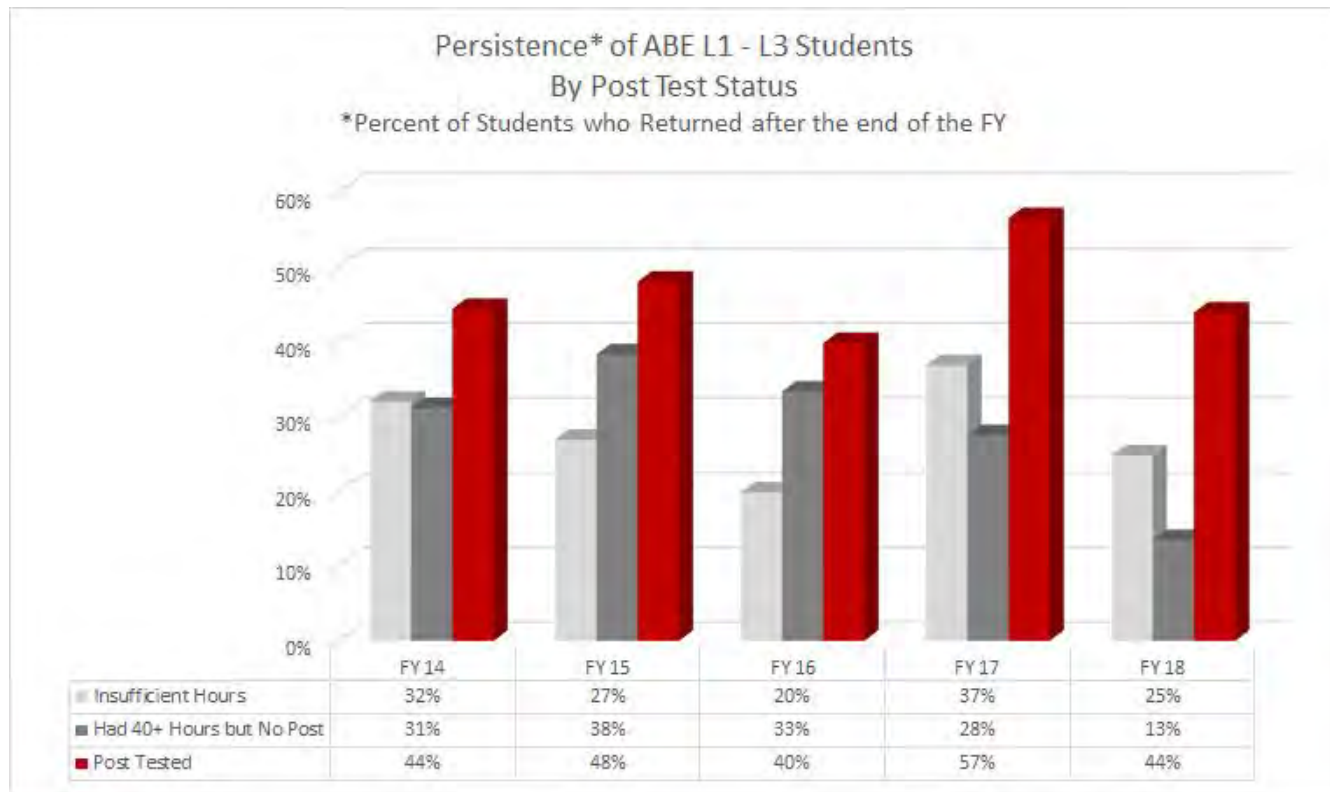
**LOWER LEVEL (L1 TO L3) ABE STUDENTS WHO POST-TESTED  
PERSISTED AT A GREATER RATE THAN STUDENTS WHO DIDN'T  
POST-TEST -- EVEN IF THEY DIDN'T GET AN EFL GAIN!**



# AMAZING DATATRON FACT #2, CONTINUED...

**LOWER LEVEL (L1 TO L3) ABE STUDENTS WHO POST-TESTED PERSISTED AT A GREATER RATE THAN STUDENTS WHO DIDN'T POST-TEST -- EVEN IF THEY DIDN'T GET AN EFL GAIN!**

**AND THIS EFFECT IS SEEN CONSISTENTLY OVER A FIVE YEAR PERIOD...**



# Applying Pascal's Wager to ADF #1 and #2...

In dealing with ABE L1, L2, and L3 Students...	<b>Post-Testing Increases Student Persistence</b>	<b>Post-Testing Has No Effect on Student Persistence</b>
<b>Student is Post-Tested</b>	<i>Student is more likely to Persist and might get an EFL Gain</i>	Student May or May not Persist BUT Might get an EFL Gain
<b>Student is Not Post-Tested</b>	Student is less likely to Persist and definitely won't get an EFL Gain	Student May or May not Persist but definitely won't get an EFL Gain



The Bottom Line....

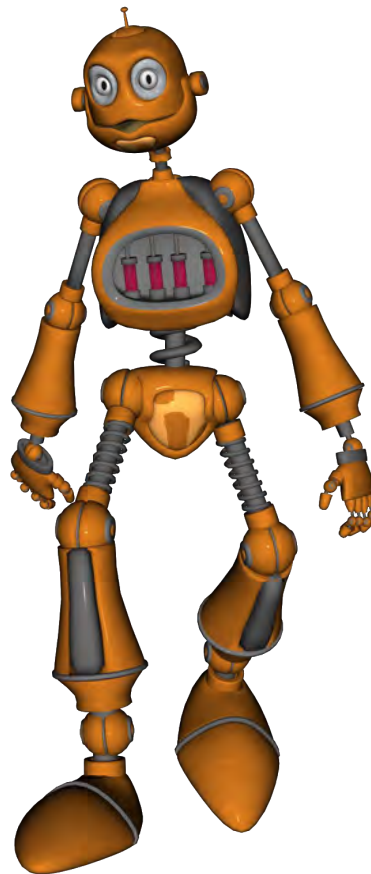
**HEY...**

**WE MAY AS WELL POST-TEST,  
RIGHT?**

# State Assessment Policy

By Policy, State follows the Publishers recommendations:

- Data Recognition recommends 50-60 hours of instruction when testing with an alternate form (i.e. 11M to 12M) for students that test into NRS levels 1-4 (ADULT EDUCATION) with a minimum of 40 hours.
- For students testing into NRS levels 5 and 6 (ASE Low and High) 30-59 hours of instruction is recommended.
- If the pre- and post-test are for students with the same level and use the same form: 120 hours.
- Random and/or frequent testing is discouraged.



# All that Talk About Hours....

Are students with between 50 and 60 hours more likely to get an EFL gain than those with fewer hours? How about with more hours?

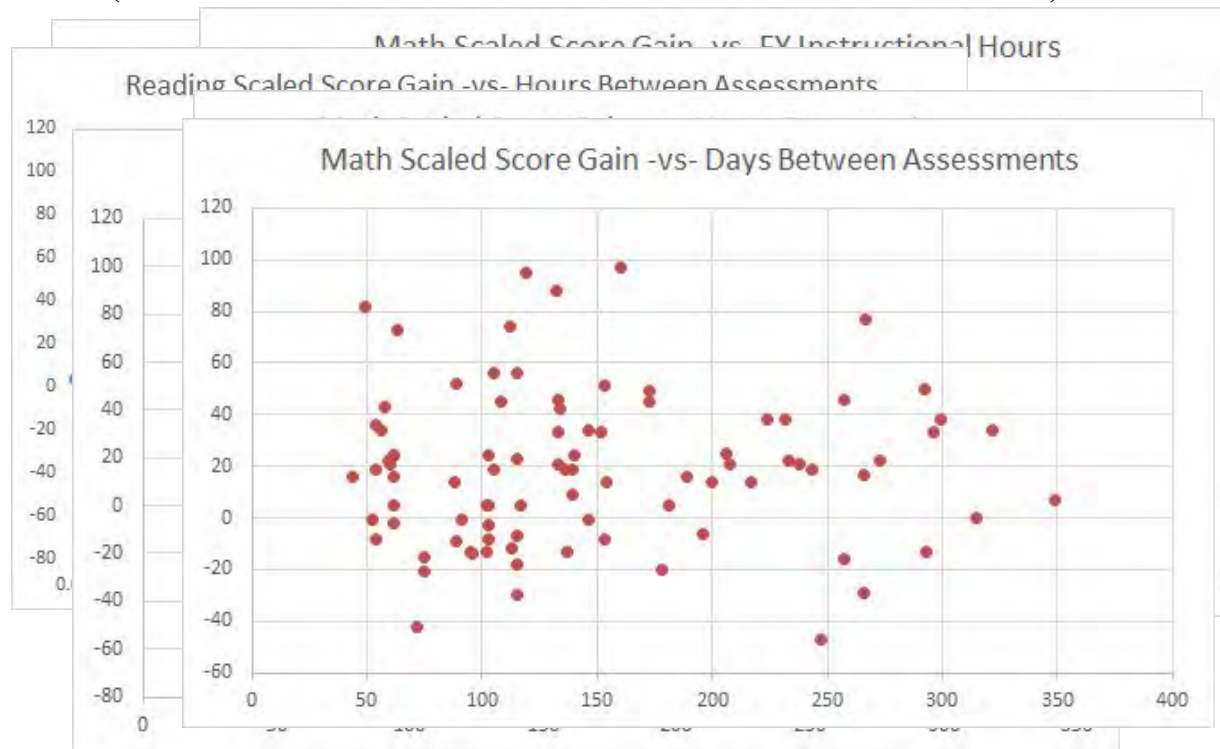
Hours	Count	Percent with EFL Gains
0 - 49 Hours	12	50%
50 - 60 Hours	10	60%
> 60 Hours	76	47%

Is there a difference in the average number of hours between students who get EFL gains and students who do not?

Yes, there's a difference of 17 hours between averages, but the median hours and ranges are almost identical. That and other factors means the difference is not significant.

# The Quest for The Magic Number

(A Search for Correlation in a Chaotic World)



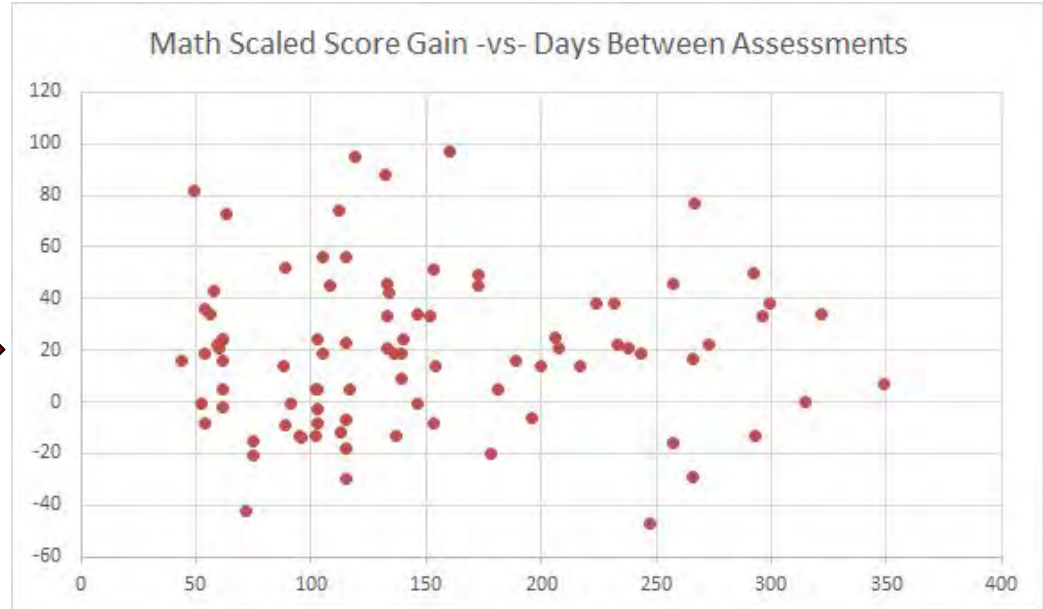
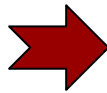
If Data could talk, I'd be hearing crickets right now...

# Lack of Correlation with Time...

... Doesn't mean there was a lack of learning. It just means that people learn at different rates.

Average and Median Math  
Scaled Score Gain/Loss was +19.

Reading Scaled Score Gain/Loss  
was Average of +3, Median of +1



# The Literature Review

Shouldn't there be a correlation between Instructional time and student score improvement?

According to Many, Many Papers and Studies: Yes and No

Activities without any Correlation to Improvement:

- Student Independent Study Time (unless the student was very advanced/driven - e.g. Graduate level or Medical School Students)
- Time spent in online classrooms
- Time spent on Instructional Software

Activities with some Correlation to Improvement:

- Regular classroom instruction time (usually)
- Time spent studying with family member(s)
- Time spent in synchronous online interaction with Instructor (e.g. Hangouts Tutoring)
- Time spent reviewing, organizing, and cross referencing study materials (Think Hermione Granger)



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Wait... You wanted  
me to take notes?  
Really??



# Just to wrap it up...

- State gets an overview of the entire program, with fairly detailed data by site. Which they sometimes ask about. The Report will be on file if you want to see the data.
- Our “numbers” are down from last year. In terms of performance, this was the 2nd worst year since we started tracking data in LACES
- In this coming year Elizabeth will morph into DataKaiju about:
  - SSNs, because a missing SSN counts as an automatic Fail on Table 5
  - Post-tests, because a student can’t get an EFL if they don’t post-test.

