

Annual Program Report

Cover Page

Program Name: Taos Education & Career Center

Institution or
Organization: UNM Taos

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Fiscal Year: 2018-2019

Submission Date: August 30, 2019

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DATE

Dr. Patrick Valdez, Chancellor, UNM-Taos Branch

Typed Name and Title:

Introduction:

NMHED AE Division provides these guidelines for the Annual Report process for programs to supply 2018-2019 program year information. Please take this opportunity to identify areas of program improvement and request technical assistance from NMHED AE. The process also helps the NMHED AE Division to aggregate program information for reporting to OCTAE at the U.S. Department of Education. Please be sure to contact the NMHED AE Division with any questions.

General Instructions:

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

This section includes:

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

Section I. Program Narrative Report

Directions: Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to answering the questions.

1. Please list your program's three highest priority goals for the 2018-2019 program year. Discuss your program's progress in meeting each of these goals.

The Taos Education & Career Center (TECC) continues to strive to become a model program in New Mexico adult education. Key achievements from this FY 2018-2019 include:

- Our ELA MSGs hit a record high at 60% and our ABE gains rate surpassed our expectations by reaching 68.4%.
- We won a national award for our IET model, Hub of Internet-based Vocations and Education (HIVE), putting New Mexico on the national map for innovation in education and training, adapting the co-working office and small business development center to include adult education and post-secondary students.
- We garnered additional funding to support our Solar Tech IET, with Chevron Environmental Management Corporation expanding their current funding and gaining a new funder, Cornerstone Foundation, who contributed additional support to hire an IBEST teacher for the course.
- We created a joint program between TECC and SER Jobs for Progress to support a year-end cohort of students to develop career portfolios, gain their HSE, and participate in paid work experience.
- We hosted our second annual ESL graduation and, for the first time, it was held at the college and attended by the entire UNM-Taos leadership team.
- We led the state in the state-of-the-art professional development initiative "C3", with year 2 and year 3 cohorts showing remarkable progress in student outcomes, and year 1 cohorts laying a strong foundation for program improvement moving forward.

In terms of the priority goals for this 2018-2019 year, TECC had identified four goals (not three) in last year's application. Overall, TECC exceeded our expectations with some modification of our goals in order to adapt to the specific needs of this year's student body.

- a) *further coordination with UNM-Taos to develop additional IET models in other fields such as early childhood education and/or hospitality;*
- b) *teach a student leadership course that is largely based on a design developed this semester by a current young cohort of TECC students;*
- c) *strengthen our WIOA partnerships through the creation of jointly run orientation sessions designed for community members to learn about core WIOA partner services all in one setting;*
- d) *further develop and implement curriculum aligned with C3 programmatic goals.*

Analysis of each of the four goals:

a) further coordination with UNM-Taos to develop additional IET models in other fields such as early childhood education and/or hospitality;

We exceeded our expectations for collaboration with UNM-Taos around IET and Pre-IET models, with them offering to hire a full time coordinator for this effort. With feedback from our Dean of Instruction, Dr. Randi Archuleta, we chose not to focus on early childhood education or hospitality, but rather on developing a college wide model that could then be applied to any in demand career pathway (see details below in career pathways overview). This new model is the result of several meetings and presentations with UNM-Taos leadership regarding Career Pathways programming and a result of the C3 initiative that outlines seven key steps to support career pathways for those not college ready. With the majority of UNM-Taos' incoming students placing into developmental education, the college is looking towards the IET and Pre-IET models to boost completion rates. With the new IET Coordinator, TECC and UNM-Taos are well poised to continue to be a leader in the state for innovative and collaborative partnerships supporting the WIOA mandates. Review of our past IET programs follows later in this report.

b) teach a student leadership course that is largely based on a design developed this semester by a current young cohort of TECC students;

Based upon the extensive exploration of best practices for teaching leadership and social emotional learning (SEL) under the C3 initiative, which indicates that the most effective way to teach these skills is by the staff and teachers modeling them every day at work, we shifted our focus from teaching a separate "Leadership" course for younger students, to providing our staff and teachers extensive leadership and SEL skills training. We led two staff/teacher retreats, each of which was focused on developing SEL skills. Our new Education Specialist, who took the lead in curriculum design and oversight, participated in the creation and implementation of an entire Google Classroom unit in the C3 curriculum designed to support adult education staff and teachers to model SEL skills. Our ESL Coordinator adapted one of the SEL teacher retreat workshops for her evening program, and also taught the workshop at the NMDELT virtual conference. Once teachers had a solid foundation for skill building in these areas, we extended our one week onboarding to two weeks in order to include many student workshops that lay the foundation for leadership and SEL skill development (see overview of onboarding below). After three years of exploring how to integrate professionalism, employability, leadership, and SEL into our curriculum, we feel confident that we hit our stride this year.

c) strengthen our WIOA partnerships through the creation of jointly run orientation sessions designed for community members to learn about core WIOA partner services all in one setting;

For over three years, TECC has regularly met once every two months with our WIOA partners, which include the One Stop, DWS, SL Start, SER Jobs for Progress, and TANF. DVR continues to be the sole mandated partner to not actively participate in our meetings. We actually gave our core group a name, the *Taos Employment and Education Partners*. This past year, we succeeded in including SER Jobs for Progress and the One Stop in our

orientation/onboarding sessions. Our larger vision is a community wide orientation that centrally focuses on the broad spectrum of WIOA partner services. Another action was to jointly design a one page flyer of our collective services to improve referrals and also to use as a training tool with each of our own staff to better understand one another's services. The most significant outcome of this group is that we have built strong relationships, a system for communication, and trust amongst participants.

d) further develop and implement curriculum aligned with C3 programmatic goals.

With further elaboration on the impact of C3 on our program listed in question 3 below, here we describe TECC's progress in each of the seven key competencies that C3 outlines for WIOA Career Pathways compliance and development:

1. Internal and External Collaboration:

- i. *Internal:* We have increased our internal team's social and emotional learning (SEL) competence, as well as our ability to work together, as we know this to be the foundation of all positive program outcomes. We held multiple SEL staff, teacher, and student workshops throughout our internal PD system, in C3 trainings, and with students both in onboarding and infused in the curriculum.
- ii. *External:*
 1. Strong engagement of employers in curriculum development and directly sharing expertise with students;
 2. Active advisory board of community members;
 3. Strong connections to K-12, as well as our social service agencies and nonprofits that offer students wrap around services;
 4. Through our involvement in the Minds that Move Us Initiative, TECC benefits from national expertise and from the potential of attracting seed money to launch HIVE.
 5. We have sustained and expanded our WIOA partner meetings and have strengthened our partnerships with the Town, County, private business sector, and social service agencies throughout our community- all of which are vital to support career pathways.
 6. Evidence of community wide collaboration is increased funding from County and Chevron Environmental Management Corp, new career pathways funding from Cornerstone and LOR Foundations, the Northern Workforce Board and Town of Taos putting an employee on the HIVE team, SER Jobs for Progress and TECC running a joint HSE cohort, the local Health Extension Office writing us into a grant to hire a Community Health Worker, and UNM-Taos hiring an IET Coordinator.

2. Competencies: Competency-based Teaching, Learning, and Assessment (CBTLA), adapted from Donna Chambers, Nancy LaBonte, and David Rosen, has impacted every aspect of our program.

- i. *CCRS*: We have held numerous CCRS and Key Shift teacher trainings and regular use these in our lesson planning. We find the CCRS to be less relevatory in our program, in that we have always had a high bar and rigorous standards for curriculum development. The Key Shifts are more impactful and are used as a framework for teacher best practices.
 - ii. *Social Emotional Learning (SEL)*: We have examined several professionalism and employability skills frameworks and have chosen to use CASEL SEL competencies in lieu of the prior two. We have implemented SEL competencies for staff, teachers, and students, along with creating a personalized TECC SEL rubric to assess progress in developing these hard to quantify skills. We worked with two SEL specialists this year to create our SEL vision statement for TECC, as well as teacher training and student SEL activities that can be used by all teachers and staff moving forward. SEL is the basis for teacher and staff development, as well as the framework for academic and career success shared with students.
 - iii. *Brain-based*: TECC sent several teachers to the Training from the Back of the Room (TBR), and held three brain-based learning trainings in-house. In addition to TBR, we incorporated Janet Zadina's work into our brain-based teacher competencies.
 - iv. *Project or Community-based Learning*: In addition, C3 advocates for Project-based and Community-based learning (PBL or CBL). We spent time revamping these weeks in our program, allowing students to engage in hands-on projects and practice networking skills with the larger community.
3. IET and Pre-IET: Discussed later in this report, C3 supported us to continue to expand our IET and pre-IET programming. We have an increasing number of IET programs (CNA, pre-EMT, EMT, Community Health Worker (CHW), Renewable Energy and Intro to Solar Tech) to offer students and explicitly teach professionalism skills across all curricula.
 4. Expanded Onboarding: We moved from a week long orientation to a two week onboarding model this year. See attached overview.
 5. Intensive Advising: We trained a new advisor under the C3 classroom unit on advising and coaching to further support our 1:1 advising system at TECC.
 6. Marketing and Rebranding: TECC is largely becoming known as a career pathways program, especially after winning the recent IET competition for our HIVE model. We continue to explore how to reach students looking to upskill and develop a new career pathway.
 7. Professional Development: C3 inspired us to update and create a more systematic professional development framework to support our staff and teachers to learn the needed skills in order to become WIOA compliant, implement best teacher, data, and management practices, model SEL skills, and improve student learning outcomes. We also revamped our feedback and reflection and meeting communication systems based on best practices from the C3 initiative.

2. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. How have these collaborations supported your program's goals?

NMCL: TECC is a recipient of New Mexico Coalition for Literacy (NMCL) funds which support our volunteer tutor program. We have built a strong cadre of tutors who provide essential individualized and small group instruction to students with instructional needs outside of our regular scheduling or classroom setting. NMCL provides grant funds and also makes training available to our staff and tutors to provide services specifically to students with reading or math skills below a 6th grade level. Our volunteer coordinator participates in two NMCL conferences throughout the year. This year these events included CASAS and TABE training as well as a seminar by Dr. Stephen Reder on community-based approaches to adult education. Funding through NMCL allows us to recruit and train volunteers, match students with tutors, and track goals and progress.

HIVE: TECC is proud to announce that we won a national IET competition sponsored by the Institute for Educational Leadership. Our innovative and collaborative model- Hub of Internet Based Vocations and Education (HIVE) adapts the nationally trending co-working office and small business development center to include onsite adult education and IET college classes. Key to our win is the public-private sector collaboration between Town of Taos, Kit Carson Internet and Electric Cooperative, UNM-Taos, the Northern Area Local Workforce Development Board (NALWDB), Taos Community Foundation, LOR Foundation, FatPipe Co-work Office, and other small business development support programs. HIVE is not run solely by TECC, but is a community movement to support job creation and training that ensures those with limited academic skills receive the intensive services to excel in internet based vocations and entrepreneurship. Each of our partners has either contributed funding, staff, advisory board members, or building space.

Solar Tech IET: TECC wrote and received grants from both the Chevron Environmental Management Corporation and a new funding partner, Cornerstone Foundation out of Santa Fe, to develop and implement a new green technology career pathway with UNM-Taos. Valverde Energy and PPC Solar are key private sector partners in the creation of the course, curriculum, and serve as guest lecturers in the course. In the spring 2019 semester, UNM-Taos offered two, 8-week courses, *Introduction to Renewable Energy Workforce* and *Introduction to Solar Energy* that follow the I-BEST model of being team taught by a content specialist and adult education instructor. The first 8-week course continues from last year's pilot. The second course is a new addition to support our goal of building a green technology pathway to lead to industry-recognized certifications and solid wages. Course tuition is free.

IET Coordinator Position: UNM-Taos, under the strong support of our college Chancellor, Dr. Patrick Valdez, and our Dean of Instruction, Dr. Randi Archuleta, is funding 80% (with TECC funding 20%) of a new, full-time, Integrated Education and Training (IET) Coordinator. The IET Coordinator will examine how adult education career pathways models and delivery can be applied across many degree programs at our college. This position includes team teaching, ensuring that the technical content is delivered using best practices for struggling learners, and embeds social and emotional competencies in the curricula.

SER Jobs for Progress: Through the recommendation of Luna's Adult Education program, TECC was approached by SER Jobs for Progress to co-write a grant for a full-time SER-funded position at TECC to support Title I out of school youth. The proposal supported a year end session "Power Up", for which we created a specialized career pathways integrated syllabus. Students created career portfolios and participated in paid work experience with local employers. SER provided stipends to students for level gains, completion of HSE exams, and the career portfolio. We are in discussion about carrying this model forward in the coming year, as this is a prime example of collaboration between WIOA partners.

Community Health Worker: TECC actively collaborates with our local Health Extension Officer and UNM Office of Community Health, who wrote TECC into a grant that will support a full time Community Health Worker (CHW) to be placed onsite to serve adult education students. In addition, many of our current and past adult education students enroll in the CHW UNM-Taos certificate program, which provides a viable career path for those interested in social services, health, and community outreach.

WIOA Partner Meetings: For the past four years, TECC has met with its key WIOA partners every two months. Progress in terms of concrete outcomes, however, has been agonizingly slow largely due to partners not receiving direction from their state level agencies that collaboration is a must. More details will be provided throughout this report.

K-12 Schools: TECC works very closely with our local K-12 schools to strengthen the net for those students who are "dropping out", and with many nonprofits which provide wrap around services and supports. We created a new referral system in collaboration with the Juvenile Justice Department and the Taos Municipal Schools' truancy officer. This system allows for a FERPA compliant tracking for youth leaving Taos High School and entering adult education.

Hearts and Stars: This was our second consecutive year of collaboration with the Taos Coalition to End Homelessness (TCEH) to hold a fundraiser for both organizations. We worked together in event planning and promotion and were able to raise \$3,500 for each organization. During the fundraiser, which was a gallery show and silent auction, we raised money as well as awareness for both TECC and TCEH.

Dreamtree Youth Homeless Shelter: We work in close coordination with the youth homeless shelter to provide educational services with shared case management and frequent cross-agency meetings including the student to provide coordinated, intentional support.

Butterfly Healing Center: We provide Distance Education services to this Native American youth treatment center located on Taos Pueblo. See details in program site question below.

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

C3:

TECC has been the lead in the statewide Career Pathways, Collaboration, and Competencies (C3) initiative for the past three years. This initiative was based on examination of national best practices in each of the three focus areas and synthesized these practices to adapt to the needs of New Mexico's adult education programs. TECC gained enormous expertise from

studying and implementing the work of Judy Mortrude, Jeff Fantine, Donna Chambers, David Rosen, Nancy LaBonte, Dr. Blaire Willson Toso, Susan Pimentel, and others. In addition, serving as the lead mentor to 12 other programs in the state provided a unique lens on how to best implement CCRS, professionalism skills, social emotional learning, career pathways and IET programming, and in navigating both internal and external collaborative partnerships. We attribute much of UNM-Taos decision to hire the IET Coordinator to the C3 initiative. Furthermore, there is not a single aspect of our program that has not improved due to the C3 initiative- from creating career pathways integrated curricula to incorporating social and emotional learning for all staff and students. C3 also supported our program to become fluent in GSuite and Google Classroom, as we implemented a 33-week blended learning curriculum with several classroom units, including one solely focused on best practices for blended learning itself, as well as using these tools as our primary means of communication between the 33 participants statewide. There is no better way to become fluent in these tools than by designing and using them in such a hands on manner. We now use Google Classroom in our day-to-day operations and as our primary means of communication for our program. We have found that impact of blended learning depends mostly on teacher implementation rather than the tool itself, and C3 provided extensive teacher training in such best practices. Our outcomes have increased, especially for our immigrant students, since implementing the C3 model in our program.

NMDELTA: We are grateful for access to Plato and EdReady, which we use regularly in our Distance Education and day to day classes. In addition, we are grateful for access to the entire GSuite platform for reasons mentioned above in the C3 overview. In terms of impact on our program, even with having two master NMDELTA teachers, data is hard to track in that we attribute level gains and other goal achievement to the skill set of the teacher implementing the tool rather than the tool itself.

Training from the Back of the Room: As a joint initiative between C3, NMDELTA, and ACCE, several of our teachers participated in some version of this training last year. We found it enormously helpful as a simplified best practices for teacher training. We adapted this training in one of the classroom units in C3, taught an in-house version to all faculty and staff, and we use this training as part of our onboarding system for students as well.

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

TECC uses evidence-based persistence strategies to bolster retention, the post-testing rate of students, and ultimately student success. Program design in both orientation and instruction is driven by four key persistence strategies identified in NCSALL's learner persistence study: a) student goal-setting and instruction relevant to goal achievement; b) building strong student support systems; c) providing students with evidence of progress; and d) building students' self-efficacy skills for managing life's challenges (Comings, et al., 1999, 2007).

Our use of managed enrollment (Povenmire, 2006) and short, intensive sessions, 6-7 weeks in duration, build strong student cohorts, and effectively reduce the "turbulence" often associated with adult education classrooms (Beder, et al., 2001). With frequent, intensive instruction having been shown to promote levels gains (Young, 2007), classes are scheduled three to five

times per week, depending on the subject matter and demand, to provide students with 7.5 – 16 hours of instruction per week, and 50-60 hours of instruction per cycle, well beyond the 40-hour threshold required for post-testing.

Our enrollment procedures have undergone extensive change under the direction of C3. Onboarding has been redesigned and expanded with far greater emphasis on building students' professionalism skills right from the start. Onboarding builds community, clarifies expectations, and sets a high bar for student performance. Most importantly, students develop a sense of belonging, the ability to work as a team, and have set clear career and academic goals prior to setting foot in the classroom. This year, TECC implemented a two-week extended onboarding, occurring at the beginning of our August and January sessions, with week-long onboarding occurring during the smaller, interim sessions. During this time, students experience workshops, intensive advising, and complete academic pre-testing (TABE or CASA). Workshops include brain-based learning principles, formative math and language arts assessment, digital-literacy, values exploration, a WIOA-informed social justice workshop on barriers and supports, career exploration and research, and exposure to IET and post-secondary opportunities at UNM-Taos. Through these workshops, students are creating awareness around the ways in which they learn best, what supports they need, and naming what could get in the way of them being successful. They are developing self-management tools so that they are better prepared when education, life and career become stressful. By the time intensive learning and coursework comes around, they have created a safe environment for collaborative and independent study, allowing learning to happen most effectively.

Intensive advising during onboarding at TECC strengthens students' "self-regulated learning", their capacity to become effective learners (Hilton et al, 2012). Our advising sessions include reflection on past experiences in school and as a learner, identify more personal barriers and supports, and provide space for students to express hopes, fears, and individualized learning requests. Advisors establish communication agreements and fill in a more detailed academic and career plan.

During onboarding, students are provided with the persistence research for what is required for their success, including data on the number of hours they need to invest to make progress. This discussion provides students with the rationale for our attendance policy; namely, that it is a policy designed for student success. A student who misses more than two classes in a session must meet with the Program Specialist to analyze the problem and identify solutions. While this may result in the student "stopping out" until the time that s/he is able to meet the attendance requirement, far more likely is that the student feels supported and is able to get on track with his/her studies. As adults need to understand why they are doing something, we make explicit the research and best practices that guide our programming and instruction.

Finally, onboarding gives students a chance to learn what support services are available-employment services, transportation, childcare, financial literacy, family literacy, and community linkages (i.e., substance abuse counseling, mental health services, housing). Referrals to and enrollment in supportive services (ex: CYFD childcare) are a key factor so that students have the best chance of being successful once classes begin. We believe the effectiveness of this onboarding practice is reflected in our program high MSG (see Sec. III).

Week 1

Monday 8/19	Tuesday 8/20	Wednesday 8/21	Thursday 8/22
9-9:45 Greeting 9:45-10:00 break 10:00-12:00 Career Station Exploration 10 min. rounds at investigative, artistic, social, entrepreneurial, conventional, and hands-on exploration stations 12:00-1:00 Lunch 1:00-3:00 Math Pre-Test	9:00-12:00 Barriers and Supports Mapping supports and barriers and exploring WIOA barrier definitions 12:00-1:00 Lunch 1:00-3:00 Reading Pre-Test	9:00-12:00 Brain-based Learning Exploring mathematical mindsets, creating self-awareness around learning tendencies, working collaboratively to solve a problem 12:00-1:00 Lunch Advising	9:00-12:00 Values Workshop Formative Reading/Writing, exploring personal and community values, creating a communication contract 12:00-1:00 Lunch Advising

Week 2

Monday 8/26	Tuesday 8/27	Wednesday 8/28	Thursday 8/29
9:00-12:30 College and Career Day @ Klauer Campus What pathways are available here in Taos? What careers am I interested in exploring? Advising	9:00-12:00 Life and Career Mapping Returning Students Advising	9-12:00 Language Arts/SS Class Advising (Returning Students)	9-12:00 Math/Science Class Advising (Returning Students)

TECC student onboarding schedule, August 2019

Section II. Student Data 2018-2019

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

- your total program
- each satellite site

	Total Program	No Program Sites				
Total count of students with fewer than 12 hours (Table 2A)	19					
Total count of students with 12 + hours	129					
Total contact hours for students with 12 + hours	8,842					
Average contact hours for students with 12 + hours	68					
Average contact hours for students with 12 + hours experiencing level gains	76					
Count of all HSE graduates with 12 + hours	56					
Count of HSE en Español graduates with 12 + hours	N/A					
4b by Post Test Rate ABE (Divide Column B ABE Total of Table 4 by Column B ABE Total of Table 4) 59/110	54%					
4b by Post Test Rate ESL (Divide Column B ESL Total of Table 4 by Column B ESL Total of Table 4) 18/19	94%					
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column G ABE Total on Table 4 by Column B ABE Total on Table 4) 23/110	21%					
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total on Table 4) 5/19	26%					
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total) 77/129	60%					
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total) 16/19	84%					
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	15					
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	5					

Adult Education Local Provider Annual Report**2018-2019**

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
Taos Living Center	Onsite ESL classes for their staff
Taos Retirement Village	Service Learning Program

Section III. Evaluation of Program Effectiveness

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

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

C3 Seven Key Steps: The seven key steps outlined by C3 provide the overarching framework for our program improvement. While in reflecting upon our annual goals in the first section of this report, we identified progress in each of the seven steps, here we briefly outline how we use the steps to drive program improvement.

1. Internal and External Collaboration:

- a. *Internal-* Internal Collaboration is the foundation of all program improvement and is absolutely essential to all else and needs continuous attention and effort, including the following:
 - i. Strong intention to build the social and emotional intelligence of our own staff and faculty to create a highly effective team with strong morale, trust, and the ability to work through conflict.
 - ii. By creating a strong, professional, effective team, we aim to model to students the professionalism skills that they are also expected to develop; we are also able to create a learning environment based on respect and trust.
 - iii. In the past two years TECC has increasingly been included as “part of the team” at UNM-Taos. The impact of the internal team building between UNM-Taos and TECC aims to create an atmosphere of inclusion, inspiration, and identity as a “Lobo” college student from the moment they walk through our doors. We aim to boost post-secondary enrollment, retention, and HSE attainment through this expanded network of support and strong messaging.
- b. *External-* Being a small, rural program, we attribute much of our program success to the network of support we have intentionally developed throughout our community. From government agencies, social services, WIOA partners, and non-profits, TECC spends a great deal of time cultivating such relationships in order to provide students with more comprehensive services and to raise additional program funding. Finally, we continue to draw guidance, inspiration, and programmatic support from our community advisory board.

2. Competencies:

- a. *CCRS-* TECC uses CCRS as the guiding framework not only to provide rigor in our content, but also to drive classroom practice using the six Key Shifts. The training from Susan Pimentel, of which our Interim Director was fortunate to attend, emphasized that the importance of the CCRS is less about getting, as they put it, “stuck in the weeds” with “R.7.2.4” or such, but rather the Key Shifts are the more innovative contribution to drive teacher practice. C3 also taught that the six shifts really apply to all subject areas- rigor,

- b. *Social and Emotional Learning (SEL)*: As noted prior, we use CASEL's SEL competencies in place of a professionalism or employability skills framework. As research shows SEL to be the biggest predictor of academic success, health, and socio-economic status, we use it for teachers, staff, and students.
- c. *Brain-based Instruction*: While we continue to use best practices for reading and writing instruction, we spent a great deal of time incorporating the latest research in brain-based learning. We have seen incredible success in student outcomes since implementing teacher trainings and practice based on the brain-based frameworks. Brain-based learning also includes emphasis on community and project-based learning, which support hands-on, visual learning, and supports students to build networking skills in the community.
- d. *Project or Community-based Learning*: Getting prepared for post-secondary and careers goes well beyond the academic competencies of the CCRS. PBL/CBL allows students to develop the skills that help them to pursue and succeed in college courses and further their technical training. These skills include critical-thinking, giving and accepting critical feedback, being open to failure as part of the learning process, time management skills, etc. In explicitly planning for and assessing growth in these areas program-wide, we see our students increasingly more prepared for life, college, and careers.

- 17

many opportunities for teachers to co-develop curriculum, team teach, and mentor and learn from one another. The challenge is finding the funding and time to support our many very part-time teachers in this work. Our Project-based Learning Week, which was taught by C3 in the teacher competencies section, allows for a week when students are otherwise occupied in the community, freeing up paid time for teachers to engage in professional development and professional learning community (PLC) activities.

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

In our mid-year report, we identified two data goals: 1. *Increase Measurable Skills Gains (MSG), formerly level gains, by a minimum of 5 percentage points annually, from last year's 59% to at least 64%.*

We surpassed this goal with an 8 point increase ending at 67% MSG. We see continual improvement in looking at the last seven years, most exceptionally with a movement from 33% ESL MSG last year to this year's 60%.

- *ABE:* While the year started in confusion regarding the new TABE 11/12, TECC adapted and ended the year stronger than ever. Implementation of brain-based teaching, expanded onboarding, intensive advising, and on-going learning about the new test and post-test best practices all contributed to strong MSGs. In addition, having 25 students graduate prior to hitting 40 hours, with 59 graduates in total, boosted our overall skill attainment. One reflection is how to keep students here longer, especially for teenage students, graduating earlier is not necessarily a service to them if they are not yet academically or emotionally ready for college.

Performance from FY 2013 - 2018							
Measurable Skills Gains							
UNM-Taos - Taos Education & Career Center							
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Aggregate MSG	51%	57%	57%	58%	53%	59%	67%
ABE Gains Rate	56%	60%	58%	60%	60%	66%	68.4%
ESL/IELCE Gains	36%	41%	50%	48%	19%	33%	60%

With greater understanding of the shift in alignment of content and NRS level that happened with the TABE 11/12, we plan to use it more tightly in the coming year to help students measure and see their academic progress. Also, after taking note of the subjects and timing in which students were making gains this past year, we are able to now use 11/12 to better inform the effectiveness of our instruction, leading to a strengthening of our teaching practice.

- *ESL/IELCE*: Our ESL coordinator became the primary ESL teacher this year and worked incredibly hard to implement brain-based teaching, expanded onboarding, and intensive advising in the program. We are proud to announce the highest level gains on record
- 3. *Increase our enrollments of both fundable students (those with 12+hours) and persistent students (those with 40+ hours) by 5% each*: We failed to achieve our goal of increasing enrollments and experienced a sizable drop in our 12+ hour students:
 - *ABE*: Our headcount dropped by 13% this year. Yet, when looking at the loss of SUNPATH students, this drop is less significant. TECC had 145 students in FY16-17 and 124 in FY17-18. This was largely attributed to the loss of IBEST students, which decreased by 29 in FY16-17 to 17 in FY17-18. Similarly, the drop from FY17-18 to FY18-19 can largely be attributed to having no IET students the past year (a loss of 17 students). The loss of the SUNPATH coordinator resulted in not having a dedicated staff to enroll students in these courses, and more impactful was the loss of a system to TABE test students enrolling in these programs. For example, while we launched an incredible IBEST Solar Tech pathway, we were not able to arrange pre and post TABE testing in the classroom and were not able to count these students in our data. We loosely estimate that we could have counted 21 students this year had we provided the appropriate test. While we foresee boosts in enrollments via Pre-IET and IET enrollments supported by our new IET Coordinator, we still struggle with an efficient manner in which to offer the TABE test in light of the fact that all IET students have to take the Accuplacer as well. We look forward to resolving the issue of over-testing and duplication in the coming years. Our outreach and marketing efforts were not as strong as they could be this past year, relying mostly on flyers and word of mouth. In the coming year, we plan to revise our outreach plan and hope to boost enrollments for those looking to upskill or change careers.
 - *ESL/IELCE*: Our immigrant enrollments are at an all time low, dropping 39% this year. It is important to note that this does not take into account 7 students that participated in the Integrated English Literacy and Civics Education (IELCE) classes, but were given a TABE test due to testing out of CASAS. Yet, even when including these 7, we are still experiencing a drop in headcount over the past years. We attribute this largely to the increased need to work and hostile immigrant environment under our current presidential administration. We have added two additional ESL coordination hours this coming year in hopes of dedicating more time to immigrant support, recruitment, and general outreach.

Performance from FY 2013 - 2018 Student Headcount UNM-Taos - Taos Education & Career Center							
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Headcount 12+ hr	Overall headcount	188	150	158	176	155	129
	ABE	156	120	129	145	124	110
	ESL/IELCE	32	30	29	31	31	19

3. While we did not set a specific goal for retention, we have a few points of interest to note:

- *ABE:* While our retention rate moved from 60% to 68%, when we dig deeper and include students who graduated prior to hitting 40hrs, the rate is closer to 79% and equal to that of last year when also including those graduating prior to 40hrs. FY18-19 noted a continued uptick in students graduating prior to hitting the 40 hour mark, moving from 8 in FY16-17, 14 in FY17-18 to 25 in FY18-19. Given the new TABE 11/12, it is difficult to correlate this shift to intake TABE scores. As the new TABE tends to place students in lower NRS levels, we have no way to meaningfully compare this year's overall NRS placement versus the prior year. With 54% of students being aged 16-18 (up from 47% in FY17-18 and 38% in FY16-17), we might infer that this increasingly younger student-body is closer to test ready having just recently left high school. Another item to note is that in FY17-18 we lost 30% of our students before 12hrs. This year, we only lost 21%. Hence, it seems we are doing a better job of keeping them from the start, likely due to the expanded onboarding, seeing graduates prior to 40 hours, and then retaining 60% of the remainder.
- *ESL/IELCE:* On par with major shifts in level gains, our ESL retention rates jumped from FY17-18 52% to 84% in Fy18-19. In addition, while we lost 52% before 12 hours in FY17-18, we only lost 26% pre-12 hrs. in FY18-19. In the prior three years, we have struggled to maintain a regular ESL teaching position. We are finally able to stabilize this program with hiring an ESL evening coordinator who is now also the primary teacher. The class was smaller and more differentiated in levels, but continuity between intake, advising, and instruction, along with moving towards an expanding onboarding model under C3, contributed to higher retention and overall gains in student outcomes this year.

Overall, Our data tech is increasingly familiar with the new data tracking and tables under WIOA and is now well poised to enter this coming year ready to drive student programming based on what we see in our data.

	FY17-18	FY18-19
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column F ABE Total on Table 4 by Column B ABE Total on Table 4) (37/124)	30%	21%
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column F ESL Total on Table 4 by Column B ESL Total on Table 4) (16/31)	52%	26%
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total) (84/124)	68%	60%
Retention rate ABE when including students who obtained HSE prior to hitting 40 hours	79%	79%
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total) (16/31)	52%	84%

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

Our program does not currently have program sites, with the exception of a unique partnership with Butterfly Healing Center on Taos Pueblo. Butterfly is an adolescent drug and alcohol treatment center for Native American youth from across the state. We trained their education coordinator to be one of our tutors and we provide them with services via our Distance Education model using Plato and Ed Ready. We have had anywhere from 2 to 11 Butterfly graduates each year, many of whom travel from across the state, having completed their stay at Butterfly and returned home, to walk in our year-end graduation. We work closely with this tutor, providing weekly contact and support. This coming year, we are updating our Distance Education program to be more streamlined and based on best practices. We will include this tutor in this process to ensure she is up to date and that this partnership continues to thrive.

5. Describe program improvement initiatives you plan to pursue.

Here again we look to the seven key steps of C3 as the primary framework for engagement in program improvement strategies:

1. Internal and External Collaboration:

- i. *Internal:* We continue to **build our internal team with SEL** skill-building, staff and teacher “retreats” in which we engage in best practices for team building, feedback, reflection, communication agreements, and to continually update our values, mission, and vision.
- ii. *External:*
 1. This year we plan on **expanding our network with local employers** both through our IET and Pre-IET networks, along with bringing business owners and professionals in the community into the classroom as part of Community Based Learning (CBL) weeks. This can improve student outcomes by building networks of support, mentorship, and providing for inspiration in career development.

2. Collaboration with local Health Extension Office to hire a **Community Health Worker on staff at TECC** provides students with increased support and access to wrap-around services.
 3. Through our involvement in the **Minds that Move Us Initiative, TECC benefits from national expertise** having established relationships with leaders in the field and top performing adult education programs around the nation. We aim to rely on this expertise to help drive our program improvement where applicable.
 4. **WIOA partner meeting continues to build a network of services and supports for students, especially in light of the new IET coordinator position at UNM-Taos.** In particular, we are looking to utilize the funding provided by TANF to enroll in any IET course. Our new IET Coordinator will begin her work in already ETPL programs- CNA, EMT, CHW, Climate Change Corps (CCC- Forestry), Commercial Drivers License and Solar.
2. Competencies: Competency-based Teaching, Learning, and Assessment (CBTLA) continues to drive program improvement in every aspect of our program.
 - i. *CCRS*: We do not have plans for further CCRS training this year, yet have the C3 CCRS curriculum to rely on if we hire new teachers.
 - ii. *Social Emotional Learning (SEL)*: SEL is the basis for teacher and staff development, as well as the framework for academic and career success shared with students. We continue to implement SEL trainings as we know this to be the biggest predictor of success for our staff, teachers, and students.
 - iii. *Brain-based*: We plan to send our teachers to train with staff from San Juan College, as they are now master teachers for the **Training from the Back of the Room (TBR)** model. We continue to hold TBR and brain-based learning trainings in-house.
 - iv. *Project and Community-based Learning (PBL/CBL)*: This year will look to **revitalize our CBL weeks**, including more time for feedback and reflection, in-depth science project work, continued networking with community professionals, and time for outdoor, hands-on, and/or more visual based learning.
 3. IET and Pre-IET: Participation in **Jeff Fantine's Career Pathways for Criminal Justice** will support our program and our new IET Coordinator to strengthen and expand our IET programming this year.
 4. Expanded Onboarding: We updated our onboarding model which continues to provide students with the foundation needed to persist in class.
 5. Intensive Advising: We hope to send our Education Specialist to **coaching trainings** this coming year. We also plan to send her to **disabilities coaching** at UNM Main Campus. UNM-Taos, as a whole, is also interested in providing such training for all college advisors. As our Interim Director has a strong background in counseling, we are looking at how to build these skills in all staff and teachers.

6. Marketing and Rebranding: We look to the step to **increase outreach to those in need of our services, especially adults looking for a life sustaining career**, as a method of program improvement in that we expand our reach and boost student learning outcomes community wide.
7. Professional Development: We are updating four areas in our professional development framework: increased understanding of the new **data protocols**, improved **project management and day to day communication** support to boost efficiency, revamped **student and teacher feedback system**, and a **re-envisioning of our core values, mission, and yearly goals** in light of a new era at TECC (having lost our director of 15 years).

Section IV. WIOA Partner Activities, including Integration with One-Stop Partners

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

1. **Please provide an estimate of FEDERAL FUNDS used during the 2018-2019 fiscal year to support Title I WIOA related activities and services through the One-Stop system.**
2. **Describe how services provided are aligned with the local workforce development area plan (Section 108 of WIOA), including how concurrent enrollment is promoted in programs and activities under the Workforce Development Activities (Titles I, III, and IV of WIOA, and as listed in New Mexico's Combined State Plan). Include information on the activities your organization provides in response to the regional needs as identified in the local workforce development area plan under section 108 of title I of WIOA.**

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The Northern Area Local Workforce Development Board (NALWDB)'s plan identifies three priority areas:

- 1.) *provide education and training to ensure that individuals, including youth and individuals with barriers to employment, have the skills to compete in the job market and that employers have a ready supply of skilled workers.*

TECC has built a comprehensive Career Pathways system in the last four years aimed at achieving this stated NALWDB goal. From our healthcare and solar tech pathways, to creating extensive career exploration and professionalism skills training in our curriculum, to creating an expanded WIOA barriers workshop as part of our onboarding, we have increasingly shifted our adult education programming to provide students with workforce ready skills. These achievements are noted in length throughout this report, so I will not go into detail here.

2.) provide job-driven strategies in the one-stop delivery system

While we have a strong relationship with our local One Stop, meeting regularly via our WIOA partner meetings, we have yet to find a way to further integrate beyond having them attend our orientations and making their services readily available. The barriers to creating a more integrated approach seem to stem from policies at the state level that do not foster collaboration. For example, the One Stop indicates that they cannot sign a local MOU until they have direction from above. Also, while they used to be able to host monthly or weekly orientations, which would provide an excellent opportunity for TECC to present to a large audience of One Stop clients, they are now required to do all orientations 1:1 and there are no longer group activities. It is not feasible for TECC staff to attend the 1:1 orientations, but we have worked with One Stop employees to train them to ask about education in their onboarding process. We have yet to see referrals result from this system. Our goal in the coming year is to make significant headway in this partnership.

3.) build a skilled workforce through innovation in, and alignment of, employment, training, and education programs.

While this goal seems closely related to the first, here we focus on the *innovation and alignment*. Taos, a poor and rural community, is generally lacking in-demand industries, and requires economic development and job creation to meet the demand of workers for family-sustaining wages. TECC is playing a vital role in finding comprehensive, sustainable solutions for job growth that take into account the needs of the underprepared job seeker. To both create in-demand industries with high wage entry level positions and to build a workforce capable of thriving in such jobs, the Hub of Internet-based Vocations and Education (HIVE) is moving full steam ahead in our community. We attribute much of our Minds that Move Us win to its innovative approach as both a job creation strategy and IET model. As mentioned in our community partnerships overview, TECC is working in partnership with NALWDB, the One Stop, Town of Taos, UNM-Taos, the Small Business Development Center, Kit Carson Electric, Taos Community Foundation, and the LOR Foundation. Partners are aware that the scope of this project requires broad-based support, influx of capital, and extends well beyond the reach of TECC. Garnering the support of our UNM Chancellor, he has hired a coordinator for the project and we are currently in negotiations to secure a building. Furthermore, with UNM-Taos financial support to hire a full-time IET coordinator, we have dedicated staff who can work towards getting several UNM certificates that would not normally qualify for the Eligible Training Provider List (ETPL), as they do not show up as in-demand in our community, approved by showing national demand. Beyond HIVE, the role of this new position is to support all UNM-Taos certificate programs to gradually adopt the model of strengthening not only students' content knowledge, but also their academic and professionalism skills, and to work closely with our local One Stop and other WIOA provider programs to support students to achieve a viable career path.

- 3. Describe activities and strategies your organization has implemented to demonstrate partnership with the Local Workforce Development Board (LWDB) and one-stop operators to plan, develop, and evaluate adult education and literacy activities for the area you will serve.**

Our most tangible collaboration is the HIVE project described above. In preparation for this project we met privately with current Board Chair, as well as presenting twice at the monthly board meetings. It is worthy to mention that NALWDB placed one of their WIOA Program Coordinators on our team and has supported her to drive from Santa Fe to Taos to attend every HIVE planning meeting, as well as supporting her to travel to Miami to compete in the Minds that Move Us Initiative. Moving forward, this staff person will remain on the advisory board for HIVE and is our direct link to getting the HIVE programs on the ETPL list and in connecting WIOA program providers to serve in the shared WIOA partner office at HIVE. The vision for the shared partner office is that staff from the One Stop, SER Jobs for Progress, HELPNM, TANF, and others will have set days throughout the month where they are available onsite at HIVE to share about their program offerings and enroll students.

While NALWDB has not directly participated in our WIOA partner meetings, it is with their direction and approval that we work together to provide out-of-school youth and adults with paid work experience, on-the-job training, tuition for eligible IET coursework. The board gave the final approval for our “Power Up” project described earlier in this report. In the coming year, we have proposed to SER Jobs for Progress to house a full time youth WIOA outreach coordinator at TECC in order to continue a shared model of adult education and WIOA jobs incentives to supports our out-of-school youth. This project is currently at a standstill and we await their direction to move forward. While our informal pilot of this project was of great benefit to students at the end of the year, it is important to note that students are just now able to receive their stipends and that enrollment in the program was extremely challenging. We have increasing interest in how to streamline co-enrollment, how to obtain MOUs with direction from state-level leadership, and how we can develop a referral system that does not overly burden the student nor take exorbitant lengths of time, as they do in the current system. We look to support from NALWDB and the state to address these barriers to collaboration.

4. Include a copy of your program’s MOU and IFA with the Local Workforce Board(s) in the area(s) in which you provide service. In the event that the MOU or IFA are not complete, please discuss.

I have attached our copy that has been signed by our Chancellor. I have attempted numerous times to reach NALWDB to obtain the final version signed by Workforce with no avail.

Section V. Career Pathways Activities

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

1. Describe how your organization's activities provide learning in context, including through integrated education and training (IET), so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency.

Career Contextualized Adult Education and Literacy: During onboarding, students identify careers based on their interests, personalities, and abilities. They explore critical job factors such as availability, wages, and requirements. Our approach recognizes that students are at different points on their career "journey" and we tailor activities as appropriate. Teachers utilize the CCRS to build academic skills, while contextualizing career technical development (Achieve, 2015) in students' areas of interest. For example, a welding cohort learns basic welding math problems, gains a scientific understanding of welding in science class, studies the welding certification manual in reading and writing class, and explores the impact of welding technology on WWI in Social Studies. These activities build the essential vocabulary and background knowledge that greatly enhance students' success in training programs and certificate attainment.

In the past year, the curriculum design process utilized Understanding by Design practices (Wiggins, 2011), beginning with mapping the CCRS across content areas and creating overarching career content themes. Students experience Math and Science integrated into one class as well as Language Arts/Social Studies. To have a feeling of coherence, guiding questions under the career content themes reach across content areas. For example, when studying economics through an entrepreneurialism and small business lens, students were asked, "How can you have a profitable change that is also affecting some sort of change in your community?" Students were studying the math and science of supply, demand, and data collection while researching and developing small business plans in the Language Arts course. Other units in math included building financial literacy, measurement through experiment design, data collection, and the medical field. Each unit's long-term learning objectives were defined with students' career interests in mind, with lesson progressions designed to lead students toward mastery of the academic, social-emotional, and career/technical objectives.

Community and project-based learning (CBL/PBL) is central to quality career contextualized learning and teaching. PBL/CBL centers upon strong relationships with WIOA partners, the business and social service community, and UNM-Taos in order to develop innovative programming within real life contexts. PBL/CBL is also a key method for teaching social and emotional learning, in that working as a group, on a hands-on project, is one of the best ways to learn teamwork, decision making, and conflict resolution. CBTLA, by its very nature of asking students to "demonstrate knowledge", lends itself extraordinarily well to learning in context.

IET and Pre-IET or "I-Lite":

TECC @ UNM-Taos has spent the last four years exploring and designing Career Pathways programs-IETs and Pre-IET, termed "I-Lite" by our college Chancellor. Pre-IET provides the initial foundation for

advancing into a credit bearing college course and/or degree seeking program, and IETs provide the concurrent instruction of adult education, workplace preparation, and workplace training, all with shared learning outcomes amongst each component. We have led a statewide career pathways initiative, “C3” (Collaboration, Competencies, Career Pathways) to support innovation in career pathways across the state. Our IET and Pre-IET models incorporate each of the steps to ensure that students receive the wrap around supports needed for success, as it is not just about what happens in the classroom. Also, these seven competences help ensure that teachers and staff are able to model that which we are asking of our students, and that we are developing a wide net of effective collaboration to support the student’s career goals. In addition, as mentioned throughout this report, UNM-Taos recently hired a full-time IET coordinator to expand these models throughout the college. We are exploring models of how IET and Pre-IET can serve developmental education and dual-enrollment students, alongside our TECC adult education cohort, and inadvertently help resolve some of the duplication of service between these cohorts of students. Since the seven key steps to Career Pathways have been extensively discussed throughout this report, here we will focus largely on the IET and Pre-IET component.

Our Career Pathways program targets in-demand industries, yet, our student-centered approach compels us to support students in their career area of choice (Knowles, 1984) and to offer individualized pre-IET coursework. TECC uses two Integrated Education and Training plus Support (IET + S) models: 1) the IBEST model for Intro to Renewable Energy and Solar Tech and 2) a Pre-IET career integrated academic program model specifically for rural programs, which includes opportunities for workforce preparation and training (Mortrude & Fantine, 2015). Created and funded in partnership with the business sector, the Intro to Renewable Energy and Solar Tech is the only pure IBEST model at UNM-Taos, except for the fact that we are not able to pre and post-test the student this year, which negated them for counting on the adult education side. We acknowledge that this prohibits us from actually calling it an “IET” program, yet when we resolve this issue, the curriculum and other components of the program do comply with IET regulations. Also, we have a history with IBEST under the SUNPATH grant and the new IET coordinator at UNM will be looking to bring back the IBEST model in certificates where appropriate.

The second model-Pre-IET or “I-Lite” is more affordable and viable for a wider range of programming. We work to prepare students for our Eligible Training Provider List (ETPL) approved programs: Community Health Worker (CHW), Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), Commercial Drivers’ License (CDL), and Climate Change Corps (Forestry). TECC took the lead to get the CHW class approved and has now supported our Climate Change Corps/ forestry program to gain approval. Moving forward, we are looking the Construction Tech certificate, Early Childhood, Entrepreneurship, Hospitality Management, Business Computers, and Information Technology Support to all become full-fledged IETs in the coming years. We spent much of FY18-19 providing trainings and engaging in meaningful conversation with our college , and our IET coordinator will work closely with our college to expand and update our ETPL, allowing for concurrent enrollment and IET development in many of UNM-Taos’ programs. In addition, she will work to create shared learning outcomes between certificate programs and AE instruction, as well as meeting other programmatic requirements in creation of IET programming.

We partner closely with the DWS and SER Jobs for Progress to help aid student transitions from education to employment. This past year we further strengthened the partnership by bringing in a case manager to enroll interested students so that they may acquire paid internships in line with their chosen

career pathway, develop career portfolios for future employers, and build the professionalism skills needed to be successful in their current and future jobs. The focus of their language arts course included projects such as developing and analyzing customer service skills for various businesses in the community, writing strong cover letters, improving communication skills, and setting career-oriented education goals. We placed 9 students in work experience in this last academic year.

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

While the following courses have all the necessary components of IETs, we tragically report that we were not able to count any of these enrollments this year due to not providing a pre and post adult basic education test. The loss of the SUNPATH coordinator resulted in not having adequate staff to provide this time consuming activity and the teachers were not eager to assist this past year. Feedback from teachers is that they are already too short on time for content, especially if they are adding in academic and professionalism skills training. We regret that the IBEST model applied to the Solar Tech IET, which should have easily supported TABE testing, struggled due to hiring a content expert who was not stable and ended up consuming much energy and time. It is also of note that many of the students do not take the adult education testing seriously since UNM-Taos requires them to take the Accuplacer. This results in over testing and confusion. We look forward to resolving this issue in years to come. We estimate that we lost the ability to count approximately 21 students in these courses this past year. We attribute part of our drop in headcount to this unfortunate circumstance, noted in our data analysis. Despite this significant set-back, the foundation of these courses are strong and we aim to address the issue of testing by next spring. Note that all of the following are on the ETPL:

Introduction to Renewable Energy and Introduction to Solar Tech:

Adult Education and Literacy: With funding from Cornerstone Foundation in Santa Fe, we were able to afford to hire both a content expert and adult education teacher to team teach in the IBEST model for these two courses. Each course incorporated best practices for reading and writing instruction, along with explicit science skills needed to pass the HSE exam. The course did not include math instruction, but this component could be easily added in this coming year. The adult education instruction aligned the curriculum to the CCRS and was available both in class and outside of class for reading and writing, or other academic support. In addition, this course supported two immigrant students in the Integrated English Language and Civics Education program and secured funding to pay for their technically out-of-state tuition costs to complete their coursework.

Workforce Preparation: The team wove explicit learning outcomes for critical thinking, team work, project management, understanding systems, accessing resources, and other critical workforce preparation skills into their curriculum. Furthermore, each course had a Project-based Learning component, which is a best practice for teaching workforce preparation skills. The students build a portable solar charging station, which can be taken to community events, job sites, or other off grid areas in need of power. This hands-on project supported students to actively engage in the professionalism, social emotional learning, and other workforce readiness skills needed to excel in a career.

Workforce Training: Embedded within these UNM-Taos classes were several industry recognized credentials. Students obtained their OSHA 10 hr., Solar Energy International Level 100, and their Personal Protection Equipment certificates. These nationally recognized credentials allow students to

gain an entry level position and/or continue to further credentials in the field. Additionally, we partnered with SER Jobs for Progress to provide paid work experience to one student, and had the option available to anyone who qualified. Qualified staff from local solar businesses provided customized training in the course, both by helping to build the curriculum and by coming into the class to teach. This also allowed for students to network and build their skills based on local industry expertise.

Emergency Medical Technician:

Adult Education and Literacy: We collaborated with the previous IBEST team under SUNPATH to build a CCRS aligned “pre-EMT” course designed to boost the reading and writing skills for students not yet college ready. Students entering below a 10th grade level could take this course concurrently with the EMT basic class. The syllabus mirrored that of the EMT basic course, allowing for explicit instruction in reading and writing skills, along with opportunities for 1:1 tutoring. We struggled to enroll students in this course having lost the SUNPATH coordinator. We hope to bring this strong program back aboard in the coming year.

Workforce Preparation: EMT lends itself naturally to the instruction of workforce preparation, in that critical thinking, team work, accessing resources, systems management, and top notch professionalism skills are central to working in this field. We found that little needed to be added to the curriculum to address this area, other than bringing forth more explicitly what was already inherent in the learning outcomes. In prior years, we included an employer panel to build networking and gain feedback from those working in the field. We did not host these this past year, as the loss of the SUNPATH funding prohibited us from such additional programming.

Workforce Training: The course results in the opportunity to sit for the National Emergency Medical Technician exam and to become certified to work anywhere as an EMT-basic. The instructor continues to actively collaborate with local employers to ensure that the curriculum provides the workforce training outcomes needed to gain employment and thrive in this career.

Certified Nursing Assistant:

Adult Education and Literacy: We collaborated with the IBEST team under SUNPATH to build a CCRS aligned course designed to boost the reading and writing skills for students not yet college ready.

Workforce Preparation: CNA also lends itself naturally to the instruction of workforce preparation, in that critical thinking, team work, accessing resources, systems management, and top notch professionalism skills are central to working in this field. As with EMT, we found that little needed to be added to the curriculum to address this area, other than bringing forth more explicitly what was already inherent in the learning outcomes. In prior years, we included an employer panel to build networking and gain feedback from those working in the field. We did not host these this past year, as the loss of the SUNPATH funding prohibited us from such additional programming.

Workforce Training: The course results in the opportunity to sit for the ProMetric Certified Nursing Exam. We struggled this past year, in that a local assisted nursing facility developed their own two-week CNA prep course. Several potential students, especially IELCE students are more drawn to this short course and have found success. Moving forward, we will examine how meaningful this

pathway is for our community, in that the starting wage is \$9.50 and perhaps the shortened course is more efficient for a low wage job. We do not currently have any certificates that naturally stack upon the CNA, although we do direct students to take the more rigorous EMT and/or CHW courses in order to boost their resumes and build a diverse skill set that prepares them to excel in the healthcare field.

Community Health Worker:

Adult Education and Literacy: While this past year we did not have concurrent enrollments between TECC and the CHW, in year's past we have provided adult education and literacy services via aligned student learning outcomes in reading and writing. Moving forward, we are meeting with the program lead for this course to integrate the CCRS into the lesson plans. As the curriculum is set by the state, we are not allowed to alter it in anyway. That being said the CCRS can be integrated into the daily lesson plans and we can continue to concurrently enroll students in the CHW program. TECC can take the lead to match our SLOs to the CHW coursework in our Language Arts and Social Studies classes.

Workforce Preparation: Of all our IET programs, CHW is actually the most naturally aligned to workforce preparation student learning outcomes. The textbook used by CHWs could be used in all IETs to teach workforce preparation skills. We are looking to have CHWs work in other IETs to help build their own leadership skills via teaching workshops to others. We are in conversation about providing her current cohort of students with opportunities to present at the next TECC onboarding session, and throughout the year.

Workforce Training: The course results in becoming a certified Community Health Worker, an up and coming field in our nation and in our state. We are lucky to have our local Health Extension Office next door to TECC and we have a long standing history of collaboration. Their director is eager to expand and promote the CHW program as a viable IET in our community. This past year she actively wrote TECC into a grant that will support us to hire a CHW (hopefully one of our graduates) to work full-time at TECC. This will serve to support our students in accessing resources to overcome a wide variety of barriers, not just those related to healthcare, as well as potentially inspire interest in the field.

Section VI. College and Career Readiness Standards

For this section, please describe the program's progress toward implementation of adult education college and career readiness standards (CCRS).

1. Describe how your organization's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.

As we wrote in question 3, section 1, TECC uses evidence-based persistence strategies to bolster retention, the post-testing rate of students, and ultimately student success.

Managed Enrollment, Onboarding, and Intensity: TECC recognizes that the success of instructional design and practice relies heavily on the overarching program structure and policies, along with the foundation of teamwork and safety laid in the onboarding process. We note again here that our use of

managed enrollment (Povenmire, 2006) and short, intensive sessions, 6-7 weeks in duration, build strong student cohorts, and effectively reduce the “turbulence” often associated with adult education classrooms (Beder, et al., 2001). With frequent, intensive instruction having been shown to promote levels gains (Young, 2007), classes are scheduled three to five times per week, depending on the subject matter and demand, to provide students with 10 – 18 hours of instruction per week, and 50-60 hours of instruction per cycle, well beyond the 40-hour threshold required for post-testing.

Small classes of 5-18 students, and frequent, one on one advisement with the Program Specialist promote a safe and respectful environment, a prerequisite for learning especially in the context of trauma that is pervasive in our world and our lives (Shechtman, 2013; Horsman, 2004). To strengthen students’ “self-regulated learning”, their capacity to become effective learners (Hilton et al, 2012), during orientation, students are provided with the persistence research for what is required for their success, including data on number of hours they need to invest to expect to make progress. This discussion provides students with the rationale for our attendance policy; namely, that a policy designed for student success. A student who misses more than two classes in a session must meet with the Program Specialist to analyze the problem and identify solutions. While this may result in the student “stopping out”, until the time that s/he is able to meet the attendance requirement, far more likely is that the student feels supported and is able to get back on track with his/her studies. As adults need to understand why they are doing something, we make explicit the research and best practices that guide our programming and instruction.

Ongoing and Frequent Advising: TECC realizes that the same external or life constraints may result in very different outcomes depending on a student’s intrapersonal characteristics (Vella, 2002). For this reason, TECC relies upon frequent 1:1 advising as the underpinning of our approach to supporting students to overcome barriers to their participation. Advising sessions support students to meet achievable goals by tailoring students’ class schedule (evening, day, full or part week) to fit their educational functioning levels, work and family constraints. Advisement also serves to identify and address students’ levels of internal motivation, mental/physical health status, and situational barriers such as access to childcare. The student is supported to develop critical thinking skills to navigate the balance of work, life, and school scheduling. The Program Specialist works with students to either independently, or together, communicate with students’ employers in order to elicit employer support of students’ class schedules. For students with exceptional constraints, such as placement in residential treatment, we offer Distance Education, sustained by frequent feedback and support.

Reading and Writing Instruction: TECC’s research-based adult reading instruction is based on directly teaching the four components of reading, alphabets, vocabulary, fluency, and comprehension, all essential to becoming an effective reader (Kruidenier, 2002). Step one begins with the teacher assessing students’ relative strengths and weaknesses in the four areas through the use of informal assessments; e.g., writing samples and oral reading. Teachers target the four components in delivering all reading instruction, being mindful of providing activities that strengthen all four domains. For students who continue to struggle despite teachers’ interventions, they individually meet with the Program Specialist, who uses the methodology identified in the Adult Reading Components Study (Strucker, 2003) to create a “reading” profile that provides teachers with information for how to target instruction. The use of authentic materials for reading and writing (Purcell-Gates, et al., 2003) supports relevance and comprehension. Typically struggling readers also augment classroom instruction with one to one tutoring support.

Mathematics Instruction:

Mathematics learning and instruction extends beyond the mastery of isolated content skills (i.e. graphing a linear equation from a data set) to include the Standards for Math Practice (CoreStandards.org), creating flexibility in thinking and number sense, developing a growth mindset (Boaler, 2016) and a productive disposition toward learning, and contextualizing math tailored to students' career interests and needs. Many students come to TECC, and adult education programs in general, with little confidence in their ability to learn math or with past trauma in life and in the classroom—often the math classroom specifically. During onboarding and throughout, students set goals, are metacognitive about how they think about problem solving, are working in small groups to learn from each other, re-frame their thinking around their ability to learn important math concepts, build confidence, and monitor their progress (both content and SEL) through careful assessment practices. Again, PBL is core in contextualizing mathematics learning and instruction, making content feel relevant and developing the SEL competencies that translate far beyond the math classroom.

As students set goals toward college readiness, we have created a unique opportunity for those planning on enrolling in degree programs at UNM-Taos. In working closely with the UNM-Taos math department, our student learning outcomes mirror those of the developmental education courses offered at the college. In this way, students coming out of our program have a lower chance of getting placed into the non-credit bearing courses that will then waste their financial aid. Higher-readiness students at TECC also have the ability to enroll in a Math 101/102 course with a UNM-Taos instructor, earning the credit for these classes once they graduate with their HSE.

CCRS and Key Shifts:

- a. *The Standards:* Aforementioned, TECC was able to attend a training with Susan Pimentel and her team regarding the then new CCRS. In addition, via our work in the C3 initiative, we spent a great deal of time looking at best practices for using the CCRS. Our approach is to use the standards as guideposts to ensure that instructors are covering all content areas and doing so in a logical sequence. In addition, the standards are useful when differentiating a lesson plan in a classroom with a large range of skills and abilities. That being said, as per guidance at the Pimentel training, we general note the overarching standard on our lesson plan, and do not list the exact sub-level. For example, if an instructor is using “R1, 4-8 and W1-4, 8”, we know the large standard they are teaching to, and it is up to the instructor to differentiate that topic based on the varying skill sets of the students in their class.
- b. *Key Shifts:* While CCRS outlines three key shifts for each math and language arts, TECC sees each of the key shifts as applicable to teaching broadly. The curriculum employs a wide variety of texts and tasks and intentionally includes those with greater **complexity**. In regards to **evidence**, students are taught to explain how they arrived at mathematical answers and support their written and spoken arguments/positions. The curriculum focuses on topics and themes that we anticipate are of interest to the students but that will expand their knowledge base including but not limited to financial literacy concepts and intertwining the historical context with current events. An emphasis on mathematical, scientific, and systems thinking increases the depth, or **focus**, of topics covered and

allows for a scaffolded, **coherent** building of knowledge in all subjects while strengthened students' ability to engage in tasks of increasing **rigor**.

2. **Describe how your organization's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.**

Technology: TECC values the use of technology in the classroom, largely in support of supporting digital literacy amongst our students. The digital emphasis enhances self-directed learning, and can be used in the management of a multi-leveled classroom and provides outlets for diverse student learning styles. Technology can provide visual information that scaffolds between learning styles, and language levels (for ELL students), supporting a multi-level and multi-sensory environment, where the advanced students help the beginners. We utilize Google classroom, for both academic classes and as a programmatic practice connecting teachers and administration, and Google apps. Teaching phone app use fosters supportive activities such as online banking, apply for a job, look for housing, etc. At least 90% of the students have access to mobile devices, and their use encourages inclusion despite socio-economic barriers. We utilize Hippocampus, PLATO, Ed Ready, USA Learns, Khan Academy, YouTube, TED Talks, Mango Languages, & Word Reference to support our ABE and ELLs, both in and outside of the classroom.

In terms of improved performance, as noted earlier in this report, we find it difficult to assess the impact of technology on student learning outcomes, as it is the efficacy of the teacher implementing the technology that drives the success, not the technology itself. Access to technology supports students becoming digitally literate and contributes to workforce readiness, but we have not found that technology in the classrooms makes or breaks student learning achievement. We have found that the same blended learning curriculum used by two different teachers, has radically different outcomes. Hence, we continue to rely on the brain-based and other best practices for instruction to drive student learning outcomes, and use technology as a tool when needed to support such practices.

Distance Education: TECC continues to provide Distance Education (DE), following the State guidelines. All DE students receive at least 12 hours of face to face instruction, including an intake and intensive advising prior to beginning their online coursework. DE students are then regularly supported by our DE coordinator and/or a TECC on-site tutor, as in the case of our partnership with a local youth treatment center. Looking forward, we are researching how to use "digital badges" in building competency based models. While we are proud of our success with our DE program, we also know that face to face learning is best practice, hence we reserve this program for those that demonstrate acute need, such as being in a residential treatment center, or living at a distance that makes traveling to Taos difficult.

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

For this section, if the program received IELCE funding for 2018-2019, please describe IELCE activities and services provided by the program so far this fiscal year.

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

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

19

This year we had a total of 26 students who participated in our IELCE program. However, only 19 students qualified as ESL in our database. Of the 26 students, 7 of them scored in level 6 and/or exited the program when we assessed them using the CASAS Reading Life & Work 80 series. Consequently, they were assessed using a TABE 11/12 Reading assessment, which designated them as ABE student for the fiscal year. In terms of MSGs, we obtained the highest ESL MSG rate in the program history, ending at a 60% gains rate. Of the 7 ELLs that were assessed using TABE, only two of them made a level gain. We observed that while these ELLs are considered advanced readers by the CASAS Reading assessment, but they still have lower listening, writing, speaking and academic reading skills. Therefore, assessing them only in reading didn't provide a clear evaluation of their level. Moreover, the TABE test is more complex and academic than the CASAS reading test.

In order to provide an assessment that more readily captured students' stated goal of improving listening, we implemented CASAS Listening 980 series during the last semester of the year. Based on ELA assessment best practices, we determined that the listening scores provided by the CASAS listening test provided more comprehensive feedback than using only the reading test. This measure was implemented in the middle of the fiscal year and we couldn't change the program entrance in LACES for those ELL students. Consequently, we are hopeful that this coming year we will have a better assessment system in place to effectively and comprehensively evaluate students' English skills.

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

According to the U.S. Census Bureau, 2011-2015 American Community Survey 5 year estimates: 1755 adults at least 18 years of age who reside in Taos County speak English less than very well; 660 of these limited English speakers are non U.S. citizens.

During the 2018-2019 period TECC @UNM Taos touched approximately 30 ELLs throughout the year. We are aware that this is a small number. However, for this year we obtained one the highest MSG and retention rates in the program. Additionally, immigrant students are becoming more interested in pursuing a certificate in UNM-Taos and become part of the local workforce. Nonetheless, one of the main factors that are affecting student participation in the classes is the hostile political climate that the country is facing. Undoubtable, this is one of the most noticeable issues that is affecting headcount and retention rates in Adult Education programs throughout the United States.

Due to our efforts to collect formative and qualitative data from the students we identify the following areas where there is a need for English language acquisition programs and civics education programs:

Immigrant parents: In 2015, our local elementary school specifically reached out to TECC to provide our English language and civics education services directly at their school in order to support English language acquisition for immigrant parents, and, simultaneously, foster engagement in their own children's education. The principal estimates that close to 250 children in the Taos Municipal Schools identified as English language learners, with 120 of these students enrolled at the elementary school. We can loosely extrapolate from this data that somewhere between 200 to 400 parents may be in need of our ELL services.

ELLs that are transitioning to college: The vast majority of ELLs don't have access to their transcripts or, if students have them, there is a lack of clarity to define the process to get them approved by the State.

Workforce training: We regularly hear from businesses, local nonprofits and community partners there is a need for English for workforce preparation in areas such as Certified Nurse Assistant, Hospitality and Tourism, and Construction. However, in order to encourage students to attend the classes we need to work in collaboration with the business to allow students to participate in our program, and/or evaluate the possibility to extend our services to teach English skills in the workplace. We currently do not have the program funds to support onsite ELL classes.

It's evident that there is a need for English Language instruction, and more broadly for immigrant support in our community. Nonetheless, as we mentioned, the biggest challenge we are facing is trying to alleviate the fear of deportation that students are facing, as they feel exposed if they participate in the program. Our goal and mission is to promote the sanctuary status that our county has and protect our immigrant students through this political period. We have expanded our ELL Coordinator hours to support outreach and networking with local immigrant support services.

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

We offer two ESL classes: multilevel ELA I, that serves low beginners to high intermediate ELL students; and ELA II, that has an academic focus specifically for ELLs that are transitioning to a post-secondary education. Students from both classes participated in IET and pre-IET coursework and classes.

Career Contextualized Adult Education and Literacy: Based on qualitative data obtained from students, we determined that students are interested in diverse areas of work, such as Health Care, Hospitality & Tourism, and Construction. Consequently, for this year we focused on working customer service skills, as they apply to all career fields. As a framework, we aligned our curriculum with the UNM Taos Entrepreneurship curriculum emphasizing in Customer Services and Immigrant Entrepreneurship. We used parts of the book "Who Owns the Ice House? Eight Life Lessons from an Unlikely Entrepreneur", which is used in the UNM Taos Entrepreneurship program curriculum. Students combined the lessons from the book with Social and Emotional Learning (SEL) skills, reflecting on their own journey as

immigrants and identify the main skills that they need to succeed in the United States. Students also visited different local business owners and identified their main differences, and were able to evaluate customer service in our town. ELL had to create the questions, interview business owners and prepare a presentation of their findings. They also developed a simple evaluation form to score businesses. Additionally, for the first time students developed their own online portfolio using Google Slides. The purpose of the portfolio was identify and set students goals, define their personal and professional career path, identify outcomes and determine their personal outcomes for the semester. For next year, we are planning to collaborate closely with UNM Taos and local business and employers to support ELLs transition to post-secondary education and workforce training to effectively create curriculum that can support the needs of students transitioning to post-secondary education, workforce placement, the attainment of certificates and ensuring students are fulfilling their goals.

Workforce Preparation: As we described above, the IELCE teachers have developed their curriculum with a strong emphasis on professionalism and SEL skills. Even when students are mature and know in their own language the principles of professional skills, the focus has been mainly in build learners confidence to communicate their needs in the workplace, such as how to deal with conflict and different personalities in the workplace and how to be a self-directed learner, among others. Through different themes through the course of the year students were learning key components to identify, evaluate and practice their professionalism skills in their workplace. Some of the activities students worked on during this year were talking on the phone to call in sick, writing an email to a supervisor to identify what are the best personality traits in the workplace. Below there is a picture from an activity from one of our classes where students had to write down what was for them the most important personality trait at work using their mobile device.



Along those lines, our classes provide students to become a digital citizen, which is essential workforce preparation skills. Technology is infused in every IELCE class. As a Learning Management System, the instructor uses Google Classroom. Consequently, students effectively learn how to use GSuite for Education Apps which students can access from their own mobile device from anywhere and at any time. Other technology tools that are part of the curriculum and students use often are Kahoot, Quizziz, PollEverywhere, Duolingo, Quizlet, Padlet, among others. As a main outcome of this technological component is that students are able to access, reinforce and enhance their English skills from home. Lastly, for students that want to self-direct their learning and improve their English skills independently, we use the English software USA Learns.

Workforce Training: During this period we had five students that placed in an existing IET program. One of them qualified to participate in the SER Jobs for Progress WIOA program and gained paid work experience at a local health provider in support of his training to become a Certified Nurse Assistant (CNA). Another student, participated in the classes and obtained her CNA certificate and currently is working in the Taos Living Center. The third student is getting ready to participate in the CNA course provided by UNM Taos and looking forward to work as a Nurse in the future. Finally, we had two ELL students participate in the *Introduction to Renewable Energy* and the *Intro to Solar Technology* courses. Although we had a low headcount, we are proud of these ELL students that have navigated the system and are successfully pursuing a viable career pathway in our community.

Civic Education Activities:

❖ *Yazzie/Martinez v. the State of New Mexico Lecture on April 11:* Students participated in this round table discussion. They learned about this important lawsuit, and later, as part of a classroom activity, discussed with each other and provided a summary of the main points of the lecture.

❖ *Citizenship class:* As every year we offered the intensive 4 weeks course preparation for the Naturalization test. However, we didn't have enough people to enroll this year, as the majority of the participants didn't have the requirements to participate in this course. The lack of participation boiled down to two main factors: 1) students need more introductory information about the Naturalization process as there has been some changes in the policies. 2) Some students are in the process already but they will be taking the test in a year or two. Next year, in collaboration with our new Enos Garcia Elementary school and their Community School Coordinator, we will offer an introductory workshop to share general information about the Naturalization process encouraging people to attend our intensive class next year.

❖ *First Community Service Fair:* Students attended this event with more than 40 non-profits and business partners meet to inform the community about their services.

❖ *Radio Show:* We also had several ELA students participate in our monthly radio show "The Hero's Journey" on KNCE 93.5 FM. Students shared their experiences with education and as an ELL in the program. This show boosts student leadership skills, provides a voice and offers the potential to humanize the immigrant story in our community.

VIII. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of Education, years of experience in adult education, and professional development received in 2018-2019

Name	Position	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Judy Hofer	Director	MA	36	TECC Faculty Retreat	8/15/18	Taos
Master's Degree				NMAEA conference	9/19-9/21	ABQ
				Training from the Back of the Room	11/2/18-11/3/18	Albuquerque, NM
				National Career Pathways Network	10/11, 10/12	KY
				Minds That Move Us Design Challenge	8/6 - 8/10	Nashville, TN
				C3 Face-to-Face Meeting	8/31/18	Albuquerque
				TECC PD days	1/9, 1/10	Taos
Nina Gonzales	Program Specialist	MA	13	TECC Faculty Retreat	8/15/18	Taos
Master's Degree				NMAEA conference	9/19-9/21	ABQ
				Minds That Move Us Design Challenge	8/6, 8/10	Nashville, TN
				National Career Pathways Network	10/11, 10/12	KY
				C3 Face-to-Face Meeting	8/31/18	Albuquerque
				COABE Conference	4/1/19 - 4/3/19	New Orleans, LA
				C3 Strategic Design Training	2/14-12/15	Santa Fe
				TECC PD days	1/9, 1/10	Taos
				C3 Training	3/28	ABQ
				Minds that Move Us-Outreach Webinar	5/2	online

Adult Education Local Provider Annual Report

2018-2019

				Women in Leadership Training	5/3	Taos
				C3 Capstone Projects	5/5-5/7	ABQ
				Minds that Move Us-Fundraising Webinar	6/21	online
Kylee Shipp	Education Specialist	Bachelor's	1	TECC Faculty Retreat	8/15/18	Taos
Bachelors' Degree				NMAEA conference	9/19-9/21	ABQ
				Training from the Back of the Room	11/2/18-11/3/18	ABQ
				COABE algebra cohort	10/12, 11/16	online
				COABE	3/29-4/3	New Orleans, LA
				Cyber Security IET	8/19/19	Webinar
				TECC PD days	1/9, 1/10	Taos
Montserrat Oyanedel	ESL Coordinator	Bachelor's	7	TECC Faculty Retreat	8/15/18	TECC
Bachelors' Degree				NMAEA conference	9/19-9/21	ABQ
				Training from the Back of the Room	11/2/18-11/3/18	ABQ
				C3 Face-to-Face Meeting	8/31/18	ABQ
				NMDELT Planning	1/3	ABQ
				C3 Face-to-Face Meeting	2/14 to 2/15	Santa Fe
				Weekly meetings with NMDELT	FY 2018-2019	online
				TESOL Conference	2.12 to 2.15	Atlanta
				COABE 2019	3.31 to 4.3	New Orleans
				TECC PD days	1/9, 1/10	Taos
Jamie Eastman	Education Support Coordinator	Bachelor's	2	TECC Faculty Retreat	8/15/18	Taos
Bachelors' Degree				NMAEA conference	9/19-9/21	ABQ
				NMCL annual conference	9/6, 9/7	ABQ

Adult Education Local Provider Annual Report

2018-2019

				NMCL PPDA Meeting	2/6, 2/7	ABQ
				TECC PD days	1/9, 1/10	Taos
Edie Buchanan	ESL Instructor	MA	9	TECC Faculty Retreat	8/15/18	TECC
Master's Degree				NMAEA conference	9/19-9/21	ABQ
				ACCE staff training	12/4, 12/5	ABQ
				TECC PD days	1/9, 1/10	Taos
Jane Schauer mann	Math Instructor	MA	16	TECC Faculty Retreat	8/15/18	TECC
Master's Degree				OER Webinar	8/26/18	online
				MC^2 Meeting with UNM Taos Math Faculty	8/16-8/17/18	UNM Taos Klauer Campus TSPH 124
				UNM Taos Faculty Orientation	8/18/18	Taos
				C3 Face-to-Face Meeting	8/31/18	Albuquerque
				Equity Team Meeting	8/30/18	Taos
				Monthly Math Department Meetings	Fall 2018	Taos
				NMAEA 51st Annual Conference	9/19-9/21/18	ABQ
				PLC from NMAEA with Linda Ginsberg	10/12/18	online
				MC^2 PD Meeting with UNM Taos Math Faculty	10/18-10/19/18	Taos
				PLC NMAEA with Linda Ginsberg	Fall 2018 monthly	online
				WNMU Graduate Course Meeting	10/26/18	Taos
				Training from the Back of the Room	11/2/18-11/3/18	Albuquerque, NM
				Gruska Pedagogy	10/26/18	UNM Taos
				Number Theory Graduate Level Course	Summer Semester 2018	Western New Mexico University

Adult Education Local Provider Annual Report

2018-2019

				Pedagogy for Mathematics Teachers Graduate Level Course	Fall Semester 2018	Western New Mexico University
				TECC PD days	1/9, 1/10	Taos
				Abstract Algebra Graduate Level Course	Spring Semester 2019	Western New Mexico University
				DELT Team Meeting F-2-F	1/3/19	Alamosa Community Center ABQ
				MC^2 Meeting with UNM Taos Math Faculty	1/8/19-1/9/19	UNM Taos Klauer Campus
				TECC Faculty Retreat	1/10/19	TECC
				WMNU Initial Meeting for Abstract Algebra Graduate Course	1/11/19	Community House on Valverde Ln. Taos
				Faculty Orientation	1/10/19	UNM Taos Klauer
				C3 Meetings at TECC	1/18/19	TECC Office
				C3 Face-to-Face Meeting	2/14/19-2/15/19	Santa Fe Community College

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

Position	Professional Development Needed	Delivery Method Preferred
Kylee Shipp, Education Specialist and Interim Program Specialist	NMAEA, COABE, disabilities and accommodations training, LACES training, coaching and advising	attend conferences in and out of state, online and blended certification courses
Education Support Coordinator	LACES training for running reports, outcomes data, troubleshooting Training for Fed and State data compliance parameters Training for student recruitment and community partner involvement	conference courses, webinars

IX. Fiscal Survey

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

Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
897	\$20	\$17,940

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

Total hours contributed	Fair Market Value per Hour	Total
n/a	n/a	n/a

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

Total hours contributed	Fair Market Value per Hour	Total
115	\$31.25	\$3,594

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

N/A

Please indicate total fair market value of donated equipment.

N/A

Please indicate total fair market value of donated IT infrastructure and

N/A

support.

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
1346 sq. ft.	\$6.50	\$8749

Alternate option:

Please indicate institution's building renewal and replacement allocation

IX. Fiscal Survey (Continued)

Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2018-2019.

Source	Amount
Chevron	\$11,752
Cornerstone	\$23,812
New Mexico Coalition for Literacy	\$18,000
Taos County	\$20,000
SER Jobs for Progress	\$1,757
Taos Community Foundation	\$2,500
Centinel Bank for Student Scholarships	\$1,500
Grocery Store Donations (Smith's / Cid's)	\$360
Private Donors and Fundraisers	\$46,413

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

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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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-Taos

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)	
ABE*** Level 1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2
ABE Level 2	0	0	0	1	0	0	12	12	0	0	2	1	0	1	29
ABE Level 3	2	3	0	1	0	0	14	15	0	0	8	11	0	0	54
ABE Level 4	1	0	0	0	0	0	2	5	0	0	6	4	1	0	19
ABE Level 5	0	1	0	0	0	0	0	0	0	1	1	0	0	1	4
ABE Level 6	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	1	0	0	0	0	3	0	0	0	0	0	0	4
ESL Level 4	0	0	0	0	0	0	0	2	0	0	0	1	0	0	3
ESL Level 5	0	0	0	2	0	0	1	9	0	0	0	0	0	0	12
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	3	4	1	4	0	0	31	47	0	1	18	17	1	2	129

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

Hispanic / Latino: The participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.

American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

Student:

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

Select Reporting System:

NRS FY 18-19

Agency:

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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	2	2	0	0	0	0	21	15	0	1	15	13	0	1	70		
19-24	0	1	0	1	0	0	5	7	0	0	0	1	1	1	17		
25-44	1	1	0	2	0	0	4	11	0	0	3	1	0	0	23		
45-54	0	0	0	0	0	0	0	8	0	0	0	1	0	0	9		
55-59	0	0	0	1	0	0	0	3	0	0	0	1	0	0	5		
60+	0	0	1	0	0	0	1	3	0	0	0	0	0	0	5		
Total	3	4	1	4	0	0	31	47	0	1	18	17	1	2	129		

*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

Student:

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

Select Reporting System:

NRS FY 18-19



Agency:

UNM-Taos

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

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)
	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
16-18	2	0	0	0	1	0	2	2	0	0	2	0	0	0	9
19-24	0	1	0	0	0	0	1	1	0	0	1	1	1	0	6
25-44	0	1	0	0	0	0	1	2	0	0	0	0	0	0	4
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	2	0	0	1	0	4	5	0	0	3	1	1	0	19

*Report, on this table, only individuals who have completed fewer than 12 contact hours in a period of participation. A reportable individual is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of an AEFLA program.

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

*** See definitions of race/ethnic categories and examples that demonstrate how to report them.

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 18-19

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	64	16	14	1	1	0	96
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	5	1	0	0	0	0	6
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	1	0	9	8	4	5	27
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	70	17	23	9	5	5	129

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System:

NRS FY 18-19

Agency:

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Measurable Skill Gains by Entry Level

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

First Period of Participation

All Periods of Participation

[illegible]

ABE Level 4	19	0	839.25	5	8	4	2	68.4	19	5	8	68.4
ABE Level 5	4	0	140	0	3	0	1	75	4	0	3	75
ABE Level 6	2	0	68	0	1	1	0	50	2	0	1	50
ABE Total	110	0	7071.5	29	46	23	12	68.2	113	30	47	68.1
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	4	0	198.5	2	0	1	1	50	4	2	0	50
ESL Level 4	3	0	165	2	0	1	0	66.7	3	2	0	66.7
ESL Level 5	12	0	1406.5	7	0	3	2	58.3	13	8	0	61.5
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	19	0	1770	11	0	5	3	57.9	20	12	0	60
Grand Total	129	0	8841.5	40	46	28	15	66.7	133	42	47	66.9

- 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.

Student:

NRS Table 4a - Educational Functioning Level Gain

Select Reporting System:

NRS FY 18-19

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

Enter number of participants achieving educational gain at each level.

[illegible]

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-testing (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-testing (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 Total	12	12	100	0	0	0	0	0	0
Grand Total	56	25	44.6	24	42.9	0	0	12	21.4

Instructions for Completing Table 4A

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

Student:

NRS Table 4 B

Select Reporting System:

NRS FY 18-19

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Agency:

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	19	1685	15	3	1	78.9
ABE Level 3	32	3390.25	16	7	9	50
ABE Level 4	7	576	2	5	0	28.6
ABE Level 5	1	32	0	1	0	0
ABE Total	59	5683.25	33	16	10	55.9
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	3	168.5	2	0	1	66.7
ESL Level 4	3	165	2	1	0	66.7
ESL Level 5	12	1406.5	8	2	2	66.7
ESL Level 6	0	0	0	0	0	0

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)
ESL Total	18	1740	12	3	3	66.7
Total	77	7423.25	45	19	13	58.4

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

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

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

Student:

NRS Table 4 C

Select Reporting System:

NRS FY 18-19

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Agency:

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Measurable Skill Gains by Entry Level for Participants in Distance Education

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

[illegible]

Student:

NRS Table 5: Core Follow-up Outcome Achievement

Select Reporting System:

NRS FY 18-19

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Agency: UNM-Taos

Core Follow-up Outcome Measures	Periods of Participation						
	(A)	(B)	(C)	(D)	(E)	(F)	(G)
			Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
Employment Second Quarter after exit*	147	26	17.7	147	26	17.7	
Employment Fourth Quarter after exit*	148	57	38.5	154	59	38.3	
Median Earnings Second Quarter after exit**	26	2464.53		26	2464.53		
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	48	17	35.4	48	17	35.4	
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	48	13	27.1	48	13	27.1	
Attained a Postsecondary Credential while enrolled or within one year of exit ****	4	0	0	4	0	0	0

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

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

Student:

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

Select Reporting System:

NRS FY 18-19 ▼

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Periods of Participation

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

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 18-19 ▼

Agency: UNM-Taos

Participant Status on Entry into the Program
(A)

Number
(B)

Employed	58
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	66
Not in the Labor Force	5
TOTAL	129

Highest Degree Level of School Completed*

	US Based Schooling	Non-US Based Schooling
No Schooling	2	0
Grades 1-5	1	2
Grades 6-8	9	5
Grades 9-12 (no diploma)	81	5
Secondary School Diploma or alternate credential	1	6
Secondary School Equivalent	0	1
Some Postsecondary education, no degree	1	1
Postsecondary or professional degree	0	11
Unknown	0	0
TOTAL (both US Based and Non-US Based)		126

Program Type**

Participant Status on Entry into the Program
(A)

Number
(B)

In Family Literacy Program

0

In Workplace Adult Education and Literacy Activities***

0

Institutional Programs (section 225)

In Correctional Facility

0

In Community Correctional Program

0

In Other Institutional Setting

0

TOTAL Institutional

0

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

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

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

Employment Status definitions:

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

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

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

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

Student:

NRS Table 11

Select Reporting System:

NRS FY 18-19 ▼

Agency:

UNM-Taos

Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

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		Percentage of Participants in All Periods of Participation Achieving Outcome (G)
					(F)		
MSG via Passing Technical/ Occupational Skills Exam		0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0			0	0	
Attained a Secondary School	0	0	0	0	0	0	0
Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit							
Attained a Secondary School	0	0	0	0	0	0	0
Diploma/Recognized Equivalent and Employed within one year of exit							

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)		Percentage of Participants Achieving Outcome (D)		Total Periods of Participation (E)		Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)		Percentage of Participants in All Periods of Participation Achieving Outcome (G)	
Attained a Postsecondary Credential while enrolled or within one year of exit		0		0		0		0		0	

Instructions for Completing Table 11

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

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.



New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

Memorandum of Understanding (MOU)

Between

**Northern Area Local Workforce Development Board
(NALWDB)**

And

American Job Center Partners

"Equal Opportunity Program"

COMMON WORKFORCE INNOVATION AND OPPORTUNITY ACT ACRONYMS

A

ABE	Adult Basic Education
AEL	Adult Education & Literacy
ASE	Adult Secondary Education

B

BLS	Bureau of Labor Statistics
BSU	Business Service Unit
BSR	Business Service Representative

C

CBO	Community-Based Organization
CCS	Child Care Services
CEO	Chief Elected Official Chief Executive Officer
CLF	Civilian Labor Force
CRT	Classroom Training
CTE	Career and Technical Education
CY	Calendar Year

D

DADS	Department of Aging and Disability Services
DFPS	Department of Family and Protective Services
DOE	Department of Education
DOL	Department of Labor (U.S. and Federal)
DOT	Department of Transportation
DVOP	Disabled Veterans Outreach Program
DW	Dislocated Worker

E

E&T	Education and Training
EA	Emergency Assistance
EAP	Employee Assistance Program
EGC	Executive and Governance Committee
EDC	Economic Development Corporation
EEO	Equal Employment Opportunity
EEOC	Equal Employment Opportunity Commission
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESP	Employment Services Program
ETA	Employment & Training Administration
ETPS	Eligible Training Provider System

F

FA	Fiscal Agent
FBO	Faith-Based Organization
FLSSA	Fair Labor Standards Act
FR	Federal Register
FY	Fiscal Year

G

GAAP

GED	General Equivalency Diploma
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H

HB-5	House Bill 5
HDJT	High Demand Job Training
HHS	U.S. Department of Health & Human Services
HS	High School

I

IEP	Individual Employment Plan
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ITA Individual Training Account

J

JET Jobs and Education for Texas

K

K-12 Kindergarten through 12th grade

KPI Key Performance Indicator

KSI Key Strategic Imperative

L

LEP Limited English Proficiency

LMI Labor Market Information

LNG Liquid Nitrogen Gas

LRGVDC Lower Rio Grande Valley Development Council

LWDB Local Workforce Development Board

M

MET Migrant Education and Training

MOU Memorandum of Understanding

MPR Monthly Performance Report

MSFW Migrant Seasonal Farm Worker

N

NAICS North American Industry Classification System

NAWB National Association of Workforce Boards

NCP Non-Custodial Parent

NEG National Emergency Grant

NBRI National Business Research Institute

NFA Notice of Fund Availability

O

OJT	On-The-Job Training
OMB	Office of Management and Budget
O*NET	Occupational Information Network

P

PA	Public Assistance
PY	Program Year

R

RESTEC	Rio South Texas Economic Council
RFP	Request for Proposal
RFI	Request for Information
RFQ	Request for Qualifications
RGV LEAD	Rio Grande Valley Linking Economic and Academic Development
RR	Rapid Response
RTAP	Regional Transportation Advisory Panel

S

SDF	Skill Development Fund
SEAL	Summer Earn and Learn
SSF	Self Sufficiency Fund
SNAP E&T	Supplemental Nutrition Assistant Program Employment and Training
SOC	Standard Occupation Classification
STEM	Science, Technology, Engineering and Math

T

TA	Technical Assistance
TAA	Trade Adjustment Assistance
TANF	Temporary Assistance for Needy Families
TEA	Texas Education Agency
TEGL	Training & Employment Guidance Letter
TIP	Texas Industry Partnership
TRS	Texas Rising Star

TSR	Texas School Ready
TWC	Texas Workforce Commission
TWIST	The Workforce Information System of Texas

U

UC	Unemployment Compensation
UI	Unemployment Insurance
USDOL	United States Department of Labor

V

VA	Veterans Administration
VRS	Vocational Rehabilitation Services

W

WARN	Worker Adjustment and Retraining Notification Act
WCCT	Workforce Career Center Traffic
WD	Workforce Development
W/E	Work Experience
WFS	Workforce Solutions
	Workforce Innovation and Opportunity Act
WIOA	Title I Adult Program
	Title I Dislocated Workers
	Title I Youth (age 14-24, in-out of school)
WIA	Workforce Investment Area
WIT	Work In Texas
WOTC	Work Opportunity Tax Credit

Y

YCE	Youth Career Expo
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Memorandum of Understanding (MOU)
Between
Northern Area Local Workforce Development Board (NALWDB)
And
American Job Center Partners

Legal Authority

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

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

Purpose

The primary purpose of this Memorandum of Understanding (MOU) is to create a partnership between the Northern Area Local Workforce Development Board (NALWDB) and the American Job Center Partners (Partners) within the counties of Santa Fe, Taos, Rio Arriba, Los Alamos, Colfax, San Miguel, Mora, McKinley, San Juan and Cibola.

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

The NALWDB collaborates with a wide variety of individuals, businesses, and organizations. The NALWDB views its mission as guiding a regionally-recognized workforce development system that aligns with the economic and educational goals of the State of New Mexico resulting in a qualified workforce available to businesses across counties; our mission directly supports economic business growth. The vision is for a New Mexico where every person maximizes his or her career potential, and businesses have access to the human capital they need to be successful. The collaborative development of this local plan is intended to create a foundational blueprint for local chief elected officials, economic development organizations, state agencies, community organizations, labor unions, local businesses, and WIOA adult and youth service

providers to utilize in coordinating services for businesses, job training, and placement activities to meet the diverse, unique needs of both the mostly rural and also urban areas within the NALWDB service delivery area.

System Structure

NALWDB American Job Centers

Within the Northern Region there is Two WIOA comprehensive One-Stops (Santa Fe County and San Juan County) and six affiliate American Job Centers. 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 NALWDB 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 Comprehensive sites within the Northern Area are Monday through Friday 8:00 AM to 5:00 PM.

Itinerate office hours in Colfax County Tuesday through Thursday 8:00 AM to 5:00 PM

Itinerate office hours in Cibola County Monday, Wednesday, Friday 8:00 AM-5:00 PM

One-Stop Operator

The NALWDB has hired Barney Trujillo as the one-stop operator. The NALWDB was designated as the one-stop operator by NMDWS, after an attempt to procure an operator through a competitive process in accordance with the Uniform Guidance, and Local procurement laws and regulations, however there were no responses to the RFP. The State requires that the one-stop operator is re-competed at least every three years and no later than every four years. Functional details are outlined in the Roles and Responsibilities of Partners section, under One-Stop Operator.

Partners

Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information
<i>Co-Located Partners at One-Stop America's Job Centers</i>				
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 celina.bussey@state.nm.us
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 celina.bussey@state.nm.us
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 celina.bussey@state.nm.us
WIOA Adult, Dislocated Worker, and Youth Programs	SER Jobs for Progress	WIOA title I Adult, Dislocated Worker, and Youth Programs WIOA Act of 2014	Alex Martinez	1596 Pacheco St Ste 109 Santa Fe NM 87505

<i>Partners Not Co-located at One-Stop - America's Job Centers</i>				
NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services	State Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C.720 et seq.), as amended by title IV of WIOA	NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services 2541 Camino Ortiz B Santa Fe NM 87505 505-827-3526
Unemployment Insurance Reemployment Services and Eligibility Assessment	NM Dept. of Workforce Solutions	Budget Control Act, 2016, WIOA Act of 2014,	Unemployment Insurance Reemployment Services and Eligibility Assessment	NM Dept. of Workforce Solutions
Temporary Assistance for Needy Families (TANF)	NM Human Services Dept,	Temporary Assistance for Needy Families (TANF)	NM Human Services Dept,	Temporary Assistance for Needy Families (TANF)
Title V- Senior Community Service Employment	NM Aging and Long Term Services	Senior Community Service Employment Program		2550 Cerrillos Rd Santa Fe NM 87505
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.)	Jeff Medina, Director	
National Farmworker Jobs Program Employment and Training Grants	Help -- New Mexico	National Farmworker Job Program (NFJP) WIOA Sec. 167	Michael Gutierrez, Chief Executive Officer	5101 Copper Ave NE Albuquerque, NM 87124 505-766-4918 Mike.Gutierrez@helpnm.com
Adult Basic Education	Dine College Consortium Luna Community College NMSU Grants	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Nick Evangelista Rock Ulibarri Tom McGaghie	nick@sagell.org ruibarri@luna.edu tjmcgagh@ad.nmsu.edu

	Northern New Mexico College		Liz Abeyta	liz.abeyta@nnmc.edu
	San Juan College		Jenny Lambert Beaty	lambertbeatyji@sanjuancollege.edu
	Santa Fe Community College		Letty Naranjo	letty.naranjo@sfcc.edu
	UNM - Los Alamos		Gabe Baca	gbaca@unm.edu
	UNM - Gallup		Laura Jijon	lbjijon@unm.edu
	UNM Taos		Judy Hofer	Judy@unm.edu

Terms and Conditions

Partner Services

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

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

Job Seeker Services		
<u>Basic Career Services</u>	<u>Individualized Career Services</u>	<u>Training</u>
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skill 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

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

Roles Responsibilities of the Partners

All Parties to this agreement shall comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016);
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352);
- Section 504 of the Rehabilitation Act of 1973, as amended;
- The Americans with Disabilities Act of 1990 (Public Law 101-336);
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor;
- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188;
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99);
- Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38);
- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603);
- All amendments to each; and
- All requirements imposed by the regulations issued pursuant to these acts.

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

Additionally, all Parties shall:

- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of

customers, maintenance of records, and other confidential information relating to customers; and

- Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of this agreement.

Chief Elected Official

CEO'S for the NALWDB will:

- In Partnership with the NALWDB 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 NALWDB and their Partners, and that incorporates plans for each of the Local areas in the planning region,
- Approve the NALWDB'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 NALWDB to oversee the operations of the Northern Region's Area's American Job Center network.

NALWDB

The Northern Area Local Workforce Development Board ensures the workforce-related needs of employers, workers, and job seekers in the Northern Area are met, to the maximum extent possible with available resources. The NALWDB will:

- In Partnership with the CEO's and other applicable Partners within the Northern Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by NALWDB 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 NALWDB - 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
- A competitively procured one-stop operator
- In collaboration with the CEO's, designee 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
- Help the one-stop operator recruit operational Partners and negotiate MOUs with new Partners
- Leverage additional funding for the NALWDB's American Job Center network to operate and expand one-stop customer activities and resources
- Review and evaluate performance of the NALWDB and one-stop operator

One-Stop Operator

- The Northern Area Local Workforce Development Board One-Stop Operations Manager will designate from Partner staff a Site Manager who will act as "functional leaders" for their designated office. As such, they will have the authority to organize and supervise Partner staff, to optimize and streamline service delivery efforts. Formal leadership, supervision, and performance responsibilities will remain with each staff member's employer of record. The one-stop operator, through the Center Managers, will, at a minimum:
- Manage daily operations, including but not limited to:
- Managing and coordinating Partner responsibilities, as defined in this MOU
- Managing hours of operation, including the once weekly extended hours of operation
- Coordinate daily work schedules and work flow based upon operational needs

- Coordinate staff vacations/unscheduled absences with the formal leader to ensure service coverage by center staff. Assist the NALWDB in establishing and maintaining the American Job Center network structure.

This includes but is not limited to:

- Ensuring that State requirements for center certification are met and maintained
 - Ensuring that career services such the ones outlined in WIOA sec. 134(c)(2) are available and accessible
 - Ensuring that NALWDB policies are implemented and adhered to
 - Adhering to the provisions outlined in the contract with the NALWDB and the NALWDB's Business Plan
 - Reinforcing strategic objectives of the NALWDB to Partners
 - Ensuring staff are properly trained by their formal leadership organizations and provided technical assistance as needed
- Integrate systems and coordinate services for the center and its Partners, placing priority on customer service
- Integrated Workforce Service Delivery, as defined by WIOA, means organizing and implementing services by function (rather than by program), when permitted by a program's authorizing statute and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts
- Functional alignment includes having one-stop center staff who perform similar tasks serve on relevant functional teams, e.g. Skills Development Team or Business Services Team
- Service integration focuses on serving all customers seamlessly (including targeted populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each program
- The services are seamless to the customer, meaning the services are free of cumbersome transitions or duplicative registrations from one program service to another and there is a smooth customer flow to access the array of services available in the workforce center
- Oversee and coordinate partner, program, and NALWDB's American Job Center network performance.

This includes but is not limited to:

- Providing and/or contributing to reports of center activities, as requested by the NALWDB
 - Providing input to the formal leader (partner program official) on the work performance of staff under their review
 - Notifying the formal leader immediately of any staff leave requests or unexcused absences, disciplinary needs, or changes in employee status
 - Identifying and facilitating the timely resolution of complaints, problems, and other issues
 - Collaborating with the NALWDB on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the

case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603)

- Ensuring open communication with the formal leader(s) in order to facilitate efficient and effective center operations
 - Evaluating customer satisfaction data and propose service strategy changes to the NALWDB based on findings
- Manage fiscal responsibilities and records for the center. This includes assisting the NALWDB with cost allocations and the maintenance and reconciliation of one-stop center operation budgets.

The One-Stop operator will not assist in the development, preparation and submission of Local plans. They cannot manage or assist in future competitive processes for selecting operators or select or terminate one-stop operators, career services providers, or Youth providers. The operator cannot negotiate local performance accountability measures or develop and submit budgets for activities. NALWDB 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 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
- 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 NALWDB's American Job Center network only after the informed written consent of the individual has been obtained.
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations
- 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))
- Release of information/referral forms for WIOA Adult programs (attached)

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

Partners should either have their own web presence via a website and/or the use of social media, or collaborate with the NALWDB 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 policy 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 NALWDB'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 NALWDB's American Job Centers. The NALWDB 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 NALWDB 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 pathway
- 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
- 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 NALWDB 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 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 NALWDB Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days
- The NALWDB Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee which is comprised of the Chair of each NALWDB committee -- (1) Executive Committee, (2) Workforce Connection Performance Committee, (3) Youth Committee, (4) Finance Committee, and (5) Rules Committee, for a total of five (5) individuals. 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 to the MOU
- The NALWDB Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution

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 NALWDB 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 NALWDB or the one-stop operator.

EXCEPTION CLAUSE: Indemnification does not apply to Adult Education partners who are prohibited from contractually creating a general obligation against such university(ies).

Severability

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

Drug and Alcohol-Free Workplace

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

Certification Regarding Lobbying

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

Debarment and Suspension

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

Priority of Service

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

Buy American Provision

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

Salary Compensation and Bonus Limitations

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

Non-Assignment

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

Governing Law

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

Steps to Reach Consensus

1. Notification of Partners

The NALWDB 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. Negotiations

Over the course of the four (4) weeks following the formal kickoff meeting, Partners must submit all relevant documents to the NALWDB 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.

3. Draft MOU

Within six (6) weeks of the kickoff meeting, the NALWDB Board Chair (or designee) must email a complete draft of the MOU to all Parties.

4. Review and Comment

Within three (3) weeks of receipt of the draft MOU, all Parties must review and return feedback to the NALWDB 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 NALWDB Board Chair (or designee) to ensure all American Job Center Partners to the MOU are aware of the comments and revisions that are needed.

5. Finalized Draft

The NALWDB 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 NALWDB 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 NALWDB 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 NALWDB 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 NALWDB, wherein the new party assumes all of the rights and obligations of the original party. Upon execution, the NALWDB 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 NALWDB Board Chair (or designee) must ensure that the process in the Dispute Resolution section is followed.

3. Signatures

The NALWDB 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 NALWDB 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
- A party breaches any provision of this MOU and such breach is not cured within thirty (30) days after receiving written notice from the NALWDB 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 NALWDB'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
- Ensures that costs are appropriately shared by NALWDB's American Job Center Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received, and requiring that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this one-stop operating budget the master budget that is necessary to maintain the NALWDB's American Job Center network. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Career services
- Shared services

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

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

DISCLAIMER (added by UNM-Taos)

It is our understanding that the general MOU we are signing with the NALWDB is a work in progress and it can be appropriately modified as the partnership grows. The goal of the MOU is to bring organizations together by networking and working effectively to deliver quality services. The partnership will provide the opportunity to deliver services to many individuals in our region with the intent to be results driven.

IN WITNESS WHEREOF, the parties have executed this Memoranda of Understanding as of the date of execution below and shall supersede all prior memoranda of understanding among the parties.

Partner Agency Name UNM-TAOS

Authorized Signatory 

Position Title CEO

Date 2/1/2018

Northern Area Local Workforce Development Board

NALWDB Board Chair Floyd E. Archuleta

Board Chair Signature 

Date 2/1/2018

IN WITNESS WHEREOF, the parties have executed this Memoranda of Understanding as of the date of execution below and shall supersede all prior memoranda of understanding among the parties.

New Mexico Department of Workforce Solutions

By: _____ **Date** _____
Celina Bussey, Cabinet Secretary

Approved for Legal Sufficiency

By: _____
Attorney
Office of General Counsel
Department of Workforce Solutions



The University of New Mexico

Office of University Counsel

April 7, 2006

TO WHOM IT MAY CONCERN:

This letter sets forth the reason why the University of New Mexico cannot indemnify entities with which it contracts.

The University of New Mexico is a state educational institution, created under Article XII, Section 11 of the New Mexico Constitution. As such, it is prohibited from contractually creating a general obligation against the University without submitting the question to the voters and creating a sinking fund, pursuant to Article IX, Section 8 of the New Mexico Constitution. Moreover, Section 23-1-5 NMSA 1978 prohibits the University from contracting any liability that might exceed authorized expenditures. Indemnification and save harmless clauses create potentially unlimited contractual liabilities and are therefore prohibited by the above provisions. Additionally, Article IX, Section 14 of the New Mexico Constitution prohibits the state from pledging or lending its credit, directly or indirectly. An indemnification clause could easily be construed as doing just that.

The New Mexico Attorney General has issued an opinion that such contractual indemnification provisions are not only unconstitutional for reasons explained above, but are also prohibited by the New Mexico Tort Claims Act, Sections 41-4-1 *et seq.* NMSA 1978, as amended ("NMTCA"). Op. N.M. Att'y Gen. 2000-04. According to the opinion, the NMTCA generally grants New Mexico governmental entities and their officers and employees immunity from liability from any tort, except as waived by the NMTCA, and is the exclusive remedy against a governmental entity or public employee for any tort for which immunity has been waived under the NMTCA. *Id.* A governmental entity has no authority to waive its sovereign immunity, assume tort liability for third parties, or otherwise expand its potential liability beyond what the legislature has permitted. *Id.*

The NMTCA also prohibits governmental entities from purchasing liability insurance other than as authorized by the NMTCA. Section 41-4-20. Under the NMTCA, the University is required to obtain its liability coverage from the Risk Management Division of the New Mexico General Services Department. The certificate of coverage issued by

Administration
MSC05 3310
Scholes Hall, Rm. 152
Phone: (505) 277-5035
Fax: (505) 277-4154

Employment Law
MSC05 3310
Scholes Hall, Rm. 152
Phone: (505) 277-5035
Fax: (505) 277-4154

General Law
MSC09 5300
815 Vassar NE
Phone: (505) 272-6638
Fax: (505) 272-3354

Health Law
MSC09 5300
HSSB, Rm. 318
Phone: (505) 272-2377
Fax: (505) 272-1938

Research & Technology Law
MSC04 2800
801 University Blvd. SE, #104
Phone: (505) 272-7696
Fax: (505) 272-7883

the Risk Management Division for the University specifically excludes any coverage for indemnification of third parties.

This is not to deny our tort obligations. Rather, the above constitutional and statutory provisions prevent us from converting potential tort obligations into potentially unlimited contractual obligations. The University Counsel's Office recommends the following alternative language:

Liability. As between the parties, each party acknowledges that it will be responsible for claims or damages arising from personal injury or damage to persons or property to the extent they result from the negligence of its employees. The liability of the University of New Mexico shall be subject in all cases to the immunities and limitations of the New Mexico Tort Claims Act, Sections 41-4-1 *et seq.* NMSA 1978, as amended.

I hope this provides the clarification you need. If you have questions, please call. Thank you.

Very truly yours,

A handwritten signature in cursive script, appearing to read 'Melanie P. Baise', written in dark ink.

Melanie P. Baise
Associate University Counsel

MPB:las

