

**Annual Program Report
Cover Page**

Program Name: **Adult Education Program**

Institution or Organization: **Central New Mexico Community College**

Address: **525 Buena Vista Dr. SE**

City: **Albuquerque**

County: **Bernalillo**

Zip: **87106**

Main Phone: **(505) 224-3000**

Website: <https://www.cnm.edu/programs-of-study/programs-a-z/adult-basic-education>

Social Media: <https://www.facebook.com/CNMuncats/>

Workforce Region(s) Served: **Central**

Submission Date: **8-24-21**

Program Director, Manager, or
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Tracy Hartzler

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8-23-21**Signature of the Chief Executive Officer or Designee****DATE****Tracy Hartzler, President****Typed Name and Title:**

Section I. Program Narrative Report

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

1. Describe your program. Include the services you provide under WIOA Title II, the student population you serve, and how you are using AEFLA funding in ways that are allowable under the statute.

The Central New Mexico Community College (CNM) Adult Basic Education (ABE) program, located in Albuquerque, New Mexico, provides educational services to the geographic area of Bernalillo County, New Mexico. According to the U.S. Census, the population of Bernalillo County on July 1, 2019, was estimated to be 679,121. Of Albuquerque's population of 560,513, 10% are foreign-born; this rate is second-highest of New Mexico cities (only Santa Fe's rate is higher at 14.6%). In addition, a language other than English is spoken in 28% of Albuquerque homes.

The New Mexico's Indicator-Based Information System, (NM-IBIS) 2012-2017 report (ibis.health.state.nm.us/indicator/view/NMPopDemoEduc.Sarea.html) indicates 11.5% of adults age 25+, have no high school diploma.

WIOA Sec. 203 specifically requires that Adult Education provide education services below the post-secondary level that "increase an individual's ability to read, write and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment" (WIOA p. 185).

CNM fulfills these requirements by providing free non-credit instruction with a modest \$10 registration fee for eligible individuals. Instruction is offered in basic reading, writing, math, science, social studies, and English as a Second Language (ESL). Students are provided with the skills they need to earn a High School Equivalency (HSE) diploma or improve their English. ESL students have the option of enrolling in I-BEST programs that lead to college certificates/degrees and employment. Instruction is offered in classroom, online, small-group and tutoring formats. HSE students are provided career pathways and integrated training to complete career and technical education programs while earning their HSE diploma.

Specifically, CNM's Adult Education program intends to provide services to eligible individuals in the following areas (defined in WIOA section 203): adult education; English language acquisition activities; and integrated education and training.

- **Adult Education.** CNM will provide instruction, including integrated education and training programs, through in-person classes, distance learning, tutoring and study groups to help participants increase their ability to read, write, speak English, and perform math to levels that are sufficient to enable them to attain high-school equivalency, transition to post-secondary education/training, and obtain employment.
- **English language acquisition.** CNM will continue to offer English language instruction, including integrated education and training programs, to help participants who are English language learners attain high school equivalency (if necessary), transition to post-secondary education, and attain employment.
- **Workforce preparation activities.** CNM will provide activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:
 - o Utilizing resources;
 - o Using information;

- o Working with others;
- o Understanding systems;
- o Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- o Other employability skills that increase an individual's preparation for the workforce.
- Integrated Education and Training. CNM will provide adult education and literacy activities concurrently with workforce preparation activities and workforce training for specific occupations and occupational clusters based on the needs of our region.

The Adult Education and Family Literacy Act (AEFLA) (Sec. 202 of WIOA) provides for Adult Education and Literacy activities to assist adult participants in several ways including “to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency”; “to obtain skills that lead to sustainable improvements in the economic opportunities for their family;” to “attain a secondary school diploma...and transition to postsecondary education and training, including through career pathways.” In addition, AEFLA requires Adult Education to “assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English (WIOA, p. 185).

All funds previously awarded to CNM ABE for Adult Education have been spent on salaries and benefits for instructors, an achievement coach, the program director, and on staff providing the education services.

CNM’s use of funds will remain consistent with the requirements of WIOA Title II, sections 202 and 203, in that Title II funded activities will support adults as they strive to become literate and gain the skills and knowledge necessary for success in education and employment.

2. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Please specify degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.)

CNM ABE coordinates activities with a number of education, training, and social service resources in Albuquerque, both internal to CNM, and external. Below is a partial list of partners.

Lutheran Family Services’ (LFS) refugee program partners with CNM ABE to provide adult education and I-BEST training for our participants who are their clients. We have an arrangement with LFS case managers whereby we provide them with our class schedules, access to educational records (via waivers signed by the students), and in some cases appointment times for them to bring several refugee students to our office for registration. Some of their refugee clients come to the US with high levels of training and education from their home countries, including medical professionals; at least nine LFS refugee clients have completed our Nursing Assistant I-BEST program. (informal agreement)

CNM has a Memorandum of Understanding (MOU) with NM TESOL to host the Professional ESL Resource Center (PERC) at the Montoya Campus. The PERC houses an extensive array of commercial and custom-developed ESL teaching materials, accumulated and created by the donors Catherine and Mac Lewis. The materials range from pre-K to adult and offer a broad variety of resources to help students learn, practice and improve their English skills. Three of NM TESOL Board members, who are full-time ABE instructors at CNM, take turns in helping ESL teachers from around the state check out materials from the PERC.

Tres Manos Child Development Center provides low-cost, high-quality child care to parents who are CNM students, including CNM’s Adult Education students. This partnership enables CNM ABE students, many

of whom are parents of young children, attend school while their children are being cared for at a facility located adjacent to the CNM Main Campus. (informal agreement)

New Mexico Child Advocacy Network (NMCAN): This organization helps support youth who are aging out of the foster-care system. CNM ABE provides services, academic coaching, and other resources as needed. (informal agreement)

NA Clinical Training Providers: Through CNM's School of Health, Wellness and Public Safety, CNM's Nursing Assistant I-BEST program coordinates with 16 local health care organizations to provide clinical training to our ABE I-BEST Nursing Assistant students. Sites include La Vida Llena, Rehabilitation Center of Albuquerque, and Kaseman Presbyterian Hospital. (informal agreement)

CNM post-secondary training programs: Since the inception of I-Best programs at CNM in 2012, CNM ABE has been partnering with CNM's career technical training programs to offer technical training programs in integrated basic education and training to CNM's ABE students. ABE has partnered with for-credit programs including:

- Early Childhood Multicultural Education (2012 to present) (informal agreement)
- Nursing Assistant (2013 to present) (informal agreement)
- Customer Service Training (2017 to present) (MOU)
- Retail Management (2020 to present) (MOU)
- Hospitality and Tourism (2020 to present) (MOU)
- Automotive Service Fundamentals (2020 to present) (MOU)
- Unmanned Aircraft Systems (2020 to present) (MOU)

CNM ABE's program director is a member of the Central Region Workforce Board. Following the Central Region Workforce Board's plan, the ABE program will partner with CNM's postsecondary certificate and degree programs to focus on the top projected growth occupations in our region, expanding our current offerings.

CNM ABE has an MOU with the Workforce Connection of Central New Mexico (WCCNM). WCCNM provides resources and services through the local "One-stop" operator. These resources and services are described in details in the attached MOU at the end of this report.

3. Please describe the impact of the COVID pandemic on your program. How were goals, timelines, and collaborative arrangements affected? Describe any substantial changes your program made to both general service delivery and to specific policies or procedures, including testing.

The demand for ABE ESL classes and ESL I-BEST programs at CNM dropped during the pandemic, but is expected to grow once we return to more face-to-face classes. CNM ABE is planning additional career pathways and I-BEST options to serve the need in our community.

As we quickly moved from the in-person to online environment, all of our ABE faculty have completed distance-learning coursework to become CNM-certified distance-learning instructors. This represented a huge effort on the part of CNM to offer coursework and training, as well as a commitment from our faculty to prepare the way for our students to succeed.

Our mid-year report, submitted in February 2020, states the following goals. Along with a description of the goals, brief commentary is given on the impact of COVID-19.

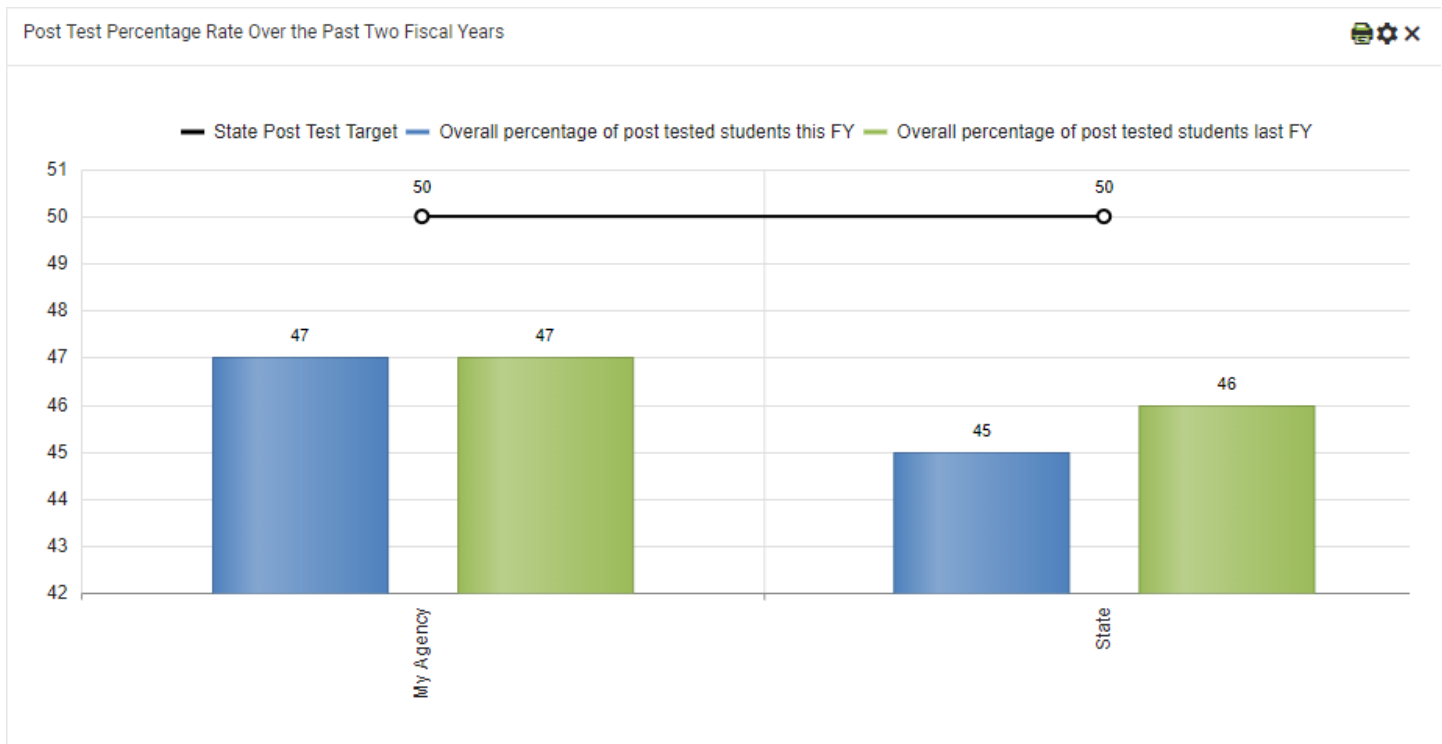
Goal #1: Improve our 40+ hours retention rate (This rate is defined as the number of students that have 40+ hours divided by the number of students with greater than, or equal to, 12 hours of instruction for the date ranges in consideration.)

	40+ hours	12-39 hours	40+ hours retention rate
FY 2018-2019	996	1002	$996/(996+1002) = 50\%$
FY 2019-2020	830	598	$830/(830+598) = 58\%$
FY 2020-2021	437	309	$437/(437+309) = 59\%$

Although the overall number of students decreased during the pandemic, the rate of students with 40+ hours of instruction did not seem to significantly change. In light of all the changes that occurred in the past year, this data can be viewed as showing a commitment by our faculty to help students understand the value of working through the program to attain their educational goals.

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

	Percent Achieving Measurable Skill Gain (NRS Table 4)	Post-Test Rate (LACES DASHBOARD)
FY 2019-2020	26% (382/1460)	47%
FY 2020-2021	24% (171/710)	47%



No significant changes are shown, as compared to the previous year. This can be considered a positive sign as all in-person courses shifted to exclusively online instruction, in addition to changes in testing processes for both students and staff. Additional notes on testing are given below, following the next goal.

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

	College Course Enrollment	Completed Credit Course with C or higher	College Course Completion Rate
FY 2019-2020	103	91	88%
FY 2020-2021	172	158	92%

69 more students enrolled in college level courses, as compared to the previous year, representing a 67% increase (69/103). We anticipate more enrollment in college-level courses in the next year as additional career pathway offerings open. Furthermore, the college-level completion rate was higher, of those that took college-level courses.

Impact on Testing: our Assessment Supervisor reports

- Our program transitioned to entirely remote testing in May 2020. In September 2020, we were able to open our assessment center with some limited in person testing again. We continue to do the bulk of our testing remotely, with an option for students to do in person testing on a limited basis if they do not have the required computer technology. While our posttest rates have improved slightly this FY over the previous FY, we were only able to reach 47% post-test rate... [just shy] of the minimum 50% requirement.
- We have been unable to offer any paper testing. All testing is on computers. We may have a paper testing option again in the fall on a limited basis in our Assessment Center.
- We are unable to offer any in class testing due to all classes being remote since the pandemic began. While we are going to offer some in person classes in the fall [40%], testing time requirements make in class testing no longer a viable option. This has impeded our ability to get over 50% posttest rate for our program.
- Overall enrollment is down for our program. ESL/IBEST enrollment was negatively impacted more than HSE, as many ESL students don't have access to technology requirements to do remote testing/learning. As a result, our program has started loaning laptop computers to our students.
- Remote testing has gone fairly smoothly, but sometimes students have issues with slow internet connectivity or computers that can't be used for CASAS testing such as Chromebooks.
- Scheduling students to test remotely with a trained remote proctor is time consuming for ABE staff and requires diligent tracking. We are working with our Assessment Center to use their scheduling software to potentially help with this issue.
- Some students with visual or hearing impairments were negatively impacted by the closing of our Disability Resource Testing Center. The center has recently reopened, so we are getting some students back into our program.
- All students are taking online orientations and filling out the state intake form online as well. We are no longer using any paper intake forms. This change to our process has required some staff in CNM Enrollment Services to need access to, and training with, Laces to ensure application integrity and to register students for classes. It has also required CNM staff to assist students with completing the application online.

In addition to the impact on testing, we experienced a 52% *decrease* in total participants served, as shown in the "Statewide and Local Performance Report - By Participant Characteristics" in LACES, using NRS data by fiscal year, comparing FY 2020-2021 to FY 2019-2020. The proportion of this decrease due to the pandemic is uncertain, but certainly warrants further study.

4. As the state comes out of the pandemic, please describe your program's plan for re-opening. Include how you intend to incorporate distance learning into your program practices moving forward.

CNM's overall plan, including the ABE program, is to offer 40% of our courses in-person, while retaining 60% online, during the Fall 2021 term. In Spring 2022, course offerings will initially shift to 60% in-person and 40% online. In-person or online courses will be added to meet public demand.

Coming through the pandemic to where we are today, all the active instructors, during the Summer 2021 term, were certified to teach online. As we move to 40% in-person instruction in the fall, then to 60% in-person for Spring 2022, we are actively encouraging all our faculty to be prepared to pivot from in-person to online, should the need arise. To meet this need, and to be better prepared for the future, several of our key courses are going through an internal Quality Matters review to ensure they meet a high-quality national standard in distance education.

The CNM ABE program will offer courses and work schedules consistent with the overall plan at CNM. Stated in a regular meeting of CNM leadership:

“CNM Flexible/Hybrid Campus: We offer students and employees the opportunity to choose how and when (in-person, virtual, asynchronous, real-time) to access support services to accommodate their learning and working needs. A significant percentage of our faculty and staff schedules are a mixture of in-person and remote workdays, but still many, because of preference and job roles, are working fully in-person. All employees have some in-person requirements and critical student and faculty support is available evenings, during the weekend and over breaks.” (*What is Next in Creating A Flexible & Hybrid Campus*, CNM President's Council, 7-27-21)

Section II. Student Data 2020-2021

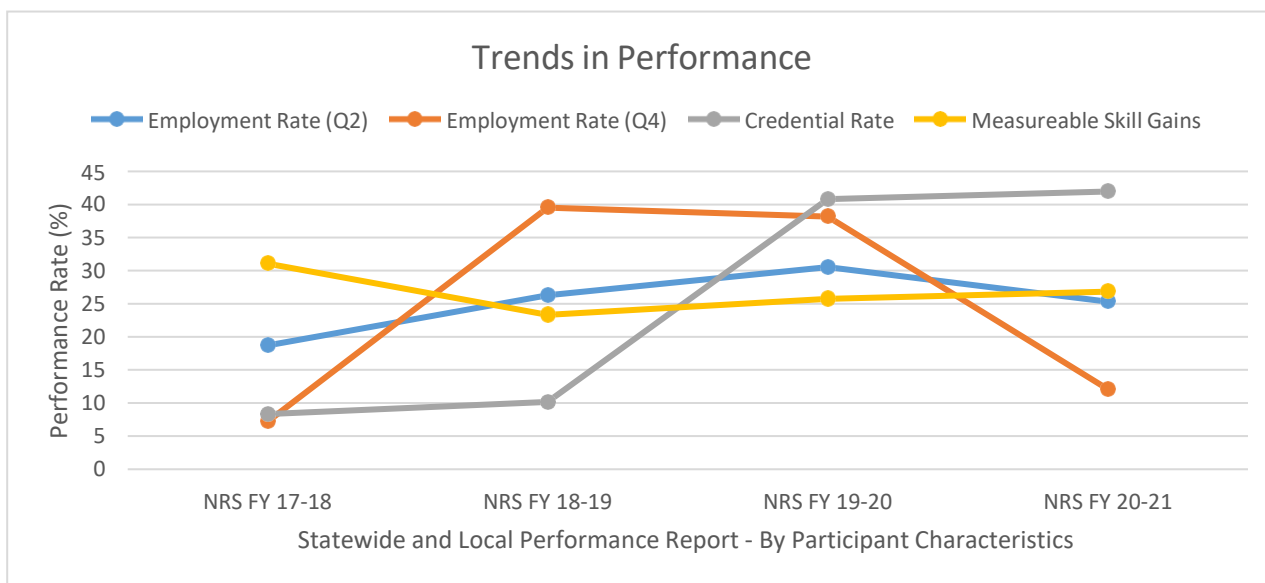
Please enter the following student data *for your total program* for program year 2020/2021.

Total count of students with fewer than 12 hours (Table 2A)	664
Total count of students with 12 + hours (LACES: Hours Attended Search)	712
Total contact hours for students with 12 + hours (LACES: Hours Attended Search)	48425
Average contact hours for students with 12 + hours (LACES: Hours Attended Search)	68
Average contact hours for students with 12 + hours experiencing level gains	120
Count of all HSE graduates with 12 + hours	24
Percentage of total number of students achieving a measurable skill gain (NRS Table 4)	27%
Percentage of total number of students achieving employment second quarter after exit (NRS Table 5)	25%
Percentage of total number of students achieving employment fourth quarter after exit (NRS Table 5)	12%
Median earnings for former students in the second quarter after exit (NRS Table 5)	\$4,033
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	

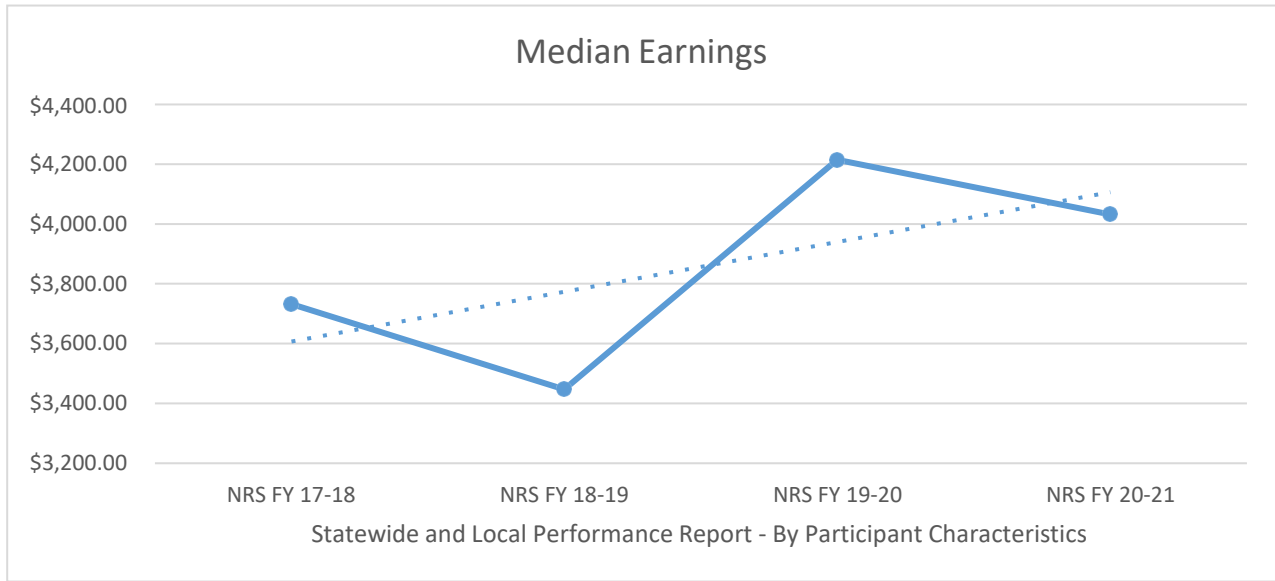
Section III. Evaluation of Program Effectiveness

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

- 1. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.**



The trend in credential attainment is encouraging. This trend suggests that we conduct a review of the program changes leading to this trend in an effort to bolster our success. Measurable skill gains show slight increases since FY 2018-2019. Course curriculum will continue to be a central focus to continue to improve our measurable skill gains. Employment data is likely due to overall downward trends in employment throughout the pandemic.



Median earnings show an overall upward trend from FY 2017-2018 to FY 2020-2021. These data suggest increased marketing for the program as earnings are increasing on exit.

2. When you look at your program data, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data. In your response, please discuss how your program's outcomes compare with the state-adjusted levels of performance in the state plan. They are:

State Adjusted Levels of Performance	
Performance Measure	Expected Level of Performance
Measurable Skill Gain (MSG)	40%
Credential Attainment Rate	22%
Employment (Second Quarter After Exit)	24%
Employment (Fourth Quarter After Exit)	26%
Median Earnings (Second Quarter After Exit)	\$3,750.00

Our program has made strides in credential attainment. Credential attainment in our program has increased significantly since FY 2017-2018, topping out at 42% in FY 2020-2021, well above the state adjusted level of performance. This is an important metric and we hope to continue successes achieved in the last few years.

Employment, fourth quarter after exit, presents an opportunity for our program to more fully understand the key factors to contribute to this rate. Strategies for increasing this rate can be determined after a deep dive into these factors (including the pandemic). Additional commentary is given in the answer to question 5.

3. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?

Program performance is addressed during separate meetings of program leadership, faculty, and staff. Currently, leadership and staff meet weekly to discuss current issues as well as long term changes and vision for the future.

Technologies, such as Microsoft SharePoint and Office 365, are used to share files and information critical to the success of the program.

Some practices have been shared as part of the state's Career Pathways initiative, and through the monthly AE Director's meetings.

4. Describe in detail any program improvement initiatives you plan to pursue in the upcoming program year.

CNM ABE has made several program changes to reduce attrition and improve level gains. CNM faces a challenge, as shown in NRS Table 4 level gains rates, because many students do not complete enough hours in a fiscal year to be post-tested. The activities driving our program changes include: encouraging students to clearly define their own career and academic goals through orientation; offering courses in a 5-week intensive format, giving students the opportunity to attend sufficient hours of instruction to enable them to post-test and make a level gain; offering remote testing to improve post-testing rates, and increasing the number of I-BEST offerings since these have proven to motivate students to persist and complete programs of study. Before the pandemic, as a result of these changes, CNM ABE saw significant improvement in level gains for ABE/ASE students enrolled in intensive classes and has seen a steady rise in post-secondary entry with more I-BEST programs.

CNM ABE will employ several organizational processes and instructional approaches that support meeting performance indicators:

- CNM ABE will continue to use the CASAS assessments until updated and improved assessments become available. Other key performance indicators will be tracked by the state through Social Security Number data-matching. Since up to 30% of our participants do not provide us with SSN's, we will also collaborate with CNM's institutional research department to track our students' postsecondary attainment with CNM Banner ID numbers.
- In addition to standardized assessments, student progress will also be measured with teacher-developed assessments. CNM ABE faculty are currently working on a set of common assessments for in-class use to help instructors gauge whether students are ready to post-test and make a level gain.
- CNM ABE will continue to offer participants the same level of supports and resources afforded to CNM college-credit students. These include a CNM ID card, full access to all campus resources (including the Disability Resource Center), free ABQ Ride bus passes, access to CNM computer labs and libraries, and access to CNM Achievement Coaches, among others.

- CNM ABE will continue to offer high-quality professional development for its faculty and staff so that they can help students meet performance indicators. In fiscal year 2019-2020, CNM ABE faculty also participated in distance learning training. All professional development activities (with the occasional exception of those funded by state “scholarships” to pay for conference registration fees) have been funded by CNM; grant funds have been used 100% for faculty and staff salaries and benefits and have not been used for professional development.
- CNM ABE will continue to review program data on a regular basis to analyze performance and to engage in future program planning. CNM ABE administrators will monitor program data related to performance indicators by analyzing LACES data with respect to students, class sections, and instructors, and by compiling staff and student feedback on process changes. The CNM ABE program director will also review National Reporting System for Adult Education tables, on at least a monthly basis, to gauge performance.
- CNM ABE will continue to evaluate and improve curriculum, teaching materials, teaching technologies, and teaching methods. New curriculum will be aligned with the CCRS.

In Addition to the items mentioned above, the CNM ABE program has entered into new agreements with the School of Applied Technologies (AT) and the School of Business and Information Technology (BIT) at CNM. These MOUs describe college credentials that can be attained while going through the ABE program. The introductory language for our MOU with BIT is given as an example below:

Purposes

1. To increase the rate of high school equivalency completion.
2. To increase certificate/degree completion.
3. To help students use the Ability-To-Benefit (ATB) as defined in the Federal Student Aid Handbook.

Understanding

Students who are working to obtain a high school diploma will be permitted to declare a major, and to register for eligible courses in the school of Business and Information Technology, for

- 1) any program such that beginning coursework does not include a Reading & Writing Skill or Math Skill pre- or corequisite requirement.

OR

- 2) any program such that beginning coursework pre- or corequisite requirements are satisfied by Adult Basic Education courses (as listed in the Adult Basic Education Prerequisite Crosswalks spreadsheet).

Another major shift in processes has been the move from a centralized service model to a decentralized and integrated model that includes CNM services. Specifically, the CNM Contact Center has replaced the ABE front desk (both literally and figuratively) as our spaces have changed on CNM’s main campus. The Contact Center now answers incoming calls for general questions about the ABE program. Callers requiring additional services are referred to our staff experts. We’ve also incorporated CNM Enrollment Services to cover applications, admissions, registration, and drops. Overall, we’re hoping these changes will have a positive impact on ABE students as they become more familiar with CNM as a whole. We hope these changes, in part, will help our

students realize the opportunity to take college courses while in the ABE program as part of a Career Pathway, or to transition to degree and certificate programs on exit from our program.

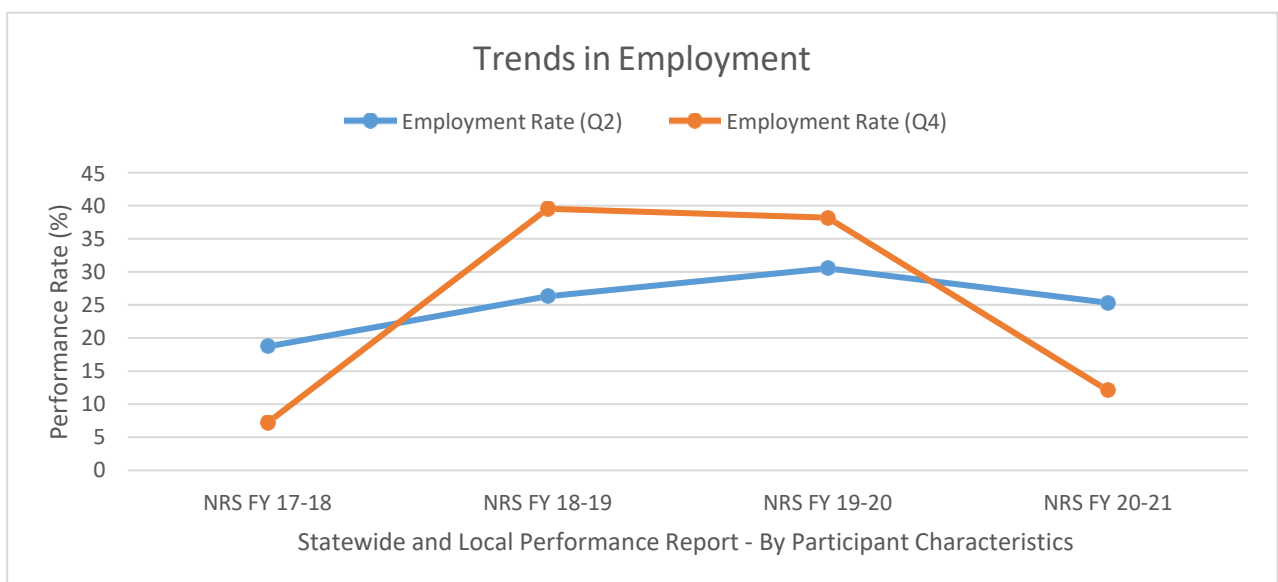
5. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.

The decrease in overall employment in New Mexico, throughout the Pandemic, is likely shown in our program's employment rates during the last fiscal year. The significant downturn in the data shown below from the US Bureau of Labor Statistics, during 2020, may be correlated with the data shown in our program's trends in employment (shown in the Excel chart below).

employment



Source: US Bureau of Labor Statistics: <https://www.bls.gov/eag/eag.nm.htm>
https://data.bls.gov/timeseries/LASST3500000000000005?amp%253bdata_tool=XGtable&output_view=data&include_graphs=true



Section IV. WIOA Partner Activities, Career Services, and Training Services

For this section we will be asking about working with WIOA Partners, alignment with LWDB plans, infrastructure agreements, one-stop responsibilities, and career and training services.

- 1. What is the total number of participants in your program who received career and training services, respectively, during the most recent program year?** *For definitions of career and training services and other information, please see the **appendix** to this report template.*

The total number of participants served by the One-stop provider was 22. See attached MOU.

- 2. What is the *average cost per participant* for those who received career services and training services, respectively, during the most recent program year?** *For definitions of career and training services, how to calculate these costs, and other information, please see the appendix to this report template.*

The average cost per participant served by the One-stop provider is \$281.02/22 participants = \$12.77/participant.

- 3. 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 the WIOA requirements, CNM will continue to serve eligible individuals and also to provide services for them through our collaboration with the LWDB and the local One-Stop. The central region LWDB plan identifies the individuals in the community who are most in need of adult education and literacy activities, and who need access to programs and pathways aligned with jobs and industries that are in demand and in high-growth occupations in the Central Area. These include youth who are in need of high school equivalency program services; youth who are in need of programs to help them transition to post-secondary education and training; and English language learners.

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

The LWDB plan calls for responding to the needs of these eligible individuals as listed below. CNM ABE is prepared to collaborate on each, as indicated.

- To provide adult education and post-secondary education curricula that are relevant to the needs of growing industry sectors, CNM ABE plans to collaborate more closely with the LWDB so that we can design curricula that will provide our participants with the support needed to secure good jobs in Albuquerque with self-sustaining wages.

- On collaborating with training providers to “integrate remedial material directly into occupational skills training to ensure post-secondary and adult education remedial coursework and curricula are relevant to the job market”, CNM ABE has over nine years’ experience in designing and delivering integrated and contextualized training in I-BEST programs, resulting in employment opportunities for students.

In addition, the ABE Director, David Valdés, serves on the WCCNM board. In this role he will advocate for policies and procedures that are mutually beneficial to WCCNM and the CNM ABE program.

- 5. Include a copy of your program’s MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. Please indicate the amount your program contributes in your IFA. If you do not have an MOU and/or an IFA, please inform of us of any efforts or discussions toward MOUs and IFAs in your local area. We want to get a sense of where you are in these activities, even if you do not have (or yet have) an MOU and/or IFA.**

Stated near the end of the attached MOU, the proposed contribution is \$281.02.

Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2020-2021 program year.

- 1. Please describe the extent of your program’s participation in the state-sponsored Career Pathways Institute this year (CPI Year 2) and note any significant developments and/or challenges in your program’s efforts to move toward a more pathways-oriented service delivery model.**

Our former director, Nora Nixon, attended several meetings led by Jeff Fantine, the facilitator of the Career Pathways Institute. Some of the information acquired in these meetings was transferred to activities within our program.

The significant development that was inspired by participation in CPI was the creation of new agreements between the School of Applied Technologies and the School of Business and Information Technology at CNM. In our MOUs with these schools, we’ve specified four certificate programs that can be integrated with our courses to provide a framework for seamless transition from our program, to HSE credential, to college-level credential. Students working through these career pathways will be able to use the Ability to Benefit from financial aid, as defined by WIOA.

- 2. Describe how your organization’s activities provide learning in context, including through integrated education and training (IET)*, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency. *If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)**

Our program has used materials from CPI to develop contextualized curriculum for all our new MOUs with the School of Applied Technologies and the School of Business and Information

Technology. In specific, the curriculum and outcomes of our GED Language Arts (GELA 0950) and GED Mathematics (GEMA 0950) courses have been aligned to certificates in Automotive Service Fundamentals, Unmanned Aircraft Systems, Retail Management, and Hospitality and Tourism.

In addition to the new career pathways, we also offer two I-BEST career pathways for ELLs which lead to state-recognized credentials: Certified Nursing Assistant (IBNA) and the Child Development Certificate (IBEC). These pathways are described below.

The I-BEST for Nursing Assistant (IBNA) program continues to provide an accelerated career pathway to a post-secondary, credit bearing and certificate-awarding program by allowing concurrent enrollment in ESL/ABE classes and the Nursing Assistant program and a waiving of some NA admission requirements. The class provides contextualized English language instruction within the context of the NA content and supports successful completion of that program. In 2020 the program was expanded to include some HSE/GED students. The NA program offers required training for the state certification exam which applicants must pass to be awarded the CNA certification credential. Exiting students receive a CNM NA certificate.

Pathway to Patient Care Technician: The NA class fulfills the basic patient care prerequisite for the Patient Care Technician program which enhances NA skills with instruction in urinary catheterization and IV insertion, EKG lead placement, venipuncture, sterile procedure, and point of care testing. This training allows students to access employment in acute care facilities which offer pay better wages for these extra skills.

Pathway to Surgical Technician and Radiology Technician Associate Degrees: NA serves as a prerequisite substitution for Basic Patient Care Skills (BPCS) requirements for these higher-level programs.

Transition to other health care programs: NA's complete Health 1001 Clinical Prep, a co-requisite for most other health care career programs at CNM. The basic anatomy, physiology, and medical terminology instruction in NA supports success in Anatomy and Physiology, a gateway course for higher level programs such as Nursing.

There are ongoing discussions about re-instating the LPN program at CNM. If this happens, the ABE department will explore ways to assist the transition from NA to LPN.

Career Assistance: IBNA helps students create NA-specific work search documents such as resumes, cover letters, thank you notes, and lists of references.

The I-Best for Early Childhood (IBEC) program offers students who are concurrently enrolled in ECED 1110 (Child Development), and ECED 1115 (Health, Safety, and Nutrition) in Spanish, the opportunity to improve their English skills while earning the state-recognized Child Development Certificate (CDC). CNM's Education Program recognizes the long-term value that this additional support provides by making participation in the IBEC ESL classes mandatory for their students. In this I-BEST partnership, the IBEC instructors plan coursework collaboratively with the Early Childhood instructors so English instruction is highly contextualized to the field, addressing key topics such as how a teacher uses written and spoken English to communicate effectively with parents. The CDC is a short-term training program, but all coursework is transferrable, so it is the first step towards an associate's or bachelor's degree in Early Childhood Education. The educational pathway from the CDC to a degree is explicitly taught in IBEC course content, as our students are not always familiar with credentialing in the U.S.

Completion of IBNA has enhanced employability as evidenced by former students who immediately acquired work in the field. The CNM NA program has links with 16 health care agencies which offer venues for required clinical practice. This includes Genesis, the largest

provider of long-term care in the area. Some students have even been offered employment soon after clinical practice. Estimates of average pay rates for Certified Nursing Assistants vary within this metro area, depending on the type of facility but most are well above minimum wage. Some former students are now employed by higher paying facilities such as UNM Hospital and Veteran's Hospitals. Others have completed higher level health care training and have become PCT's or RN's.

Employment skills are also fully embedded throughout the IBEC coursework. This includes both the skills that students need to obtain a job, such as preparing teacher resumes, and the skills that students need to be successful on the job, like resolving a parent's complaint. IBEC students also work in teams and learn how to give professional feedback to classmates and colleagues, which allows practice in the soft skills that employers require.

Within our ABE Program's integrated training efforts, the IBEC/Early Childhood collaboration is unique because there is no minimum English language level requirement. Since the ECED courses are delivered in Spanish, any Spanish speaker can participate. This collaborative effort reaches some ELLs at NRS High-Beginning ESL and supports them on a path to immediate employment opportunities. It is worth noting that these are the very individuals that WCCNM has called "hard-to-serve" clients (2020, p. 60). This program also offers a crucial pathway to allow immigrants with limited English to re-start the teaching careers they had in their previous countries, creating both positive economic benefits and a personal level of job satisfaction.

Citizenship rights and responsibilities clearly intersect with IBNA and IBEC course content, creating an opportunity to use English to investigate and better understand the U.S. health and educational systems. Specifically, students learn about the funding and governance of public K-12 education, with special attention given to how individuals have a voice in this system. IBEC lessons also reinforce ECED content regarding mandatory reporting, non-discrimination, community safety, and navigating local resources to support families.

3. If your organization is currently in the process of developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.

As stated in question 4 of Section III, the CNM ABE program has entered into new agreements with the School of Applied Technologies (AT) and the School of Business and Information Technology (BIT) at CNM. These MOUs describe college credentials that can be attained while going through the ABE program. The introductory language for our MOU with BIT is given as an example below:

Purposes

1. To increase the rate of high school equivalency completion.
2. To increase certificate/degree completion.
3. To help students use the Ability-To-Benefit (ATB) as defined in the Federal Student Aid Handbook.

Understanding

Students who are working to obtain a high school diploma will be permitted to declare a major, and to register for eligible courses in the school of Business and Information Technology, for

- 1) any program such that beginning coursework does not include a Reading & Writing Skill or Math Skill pre- or corequisite requirement.

OR

- 2) any program such that beginning coursework pre- or corequisite requirements are satisfied by Adult Basic Education courses (as listed in the Adult Basic Education Prerequisite Crosswalks spreadsheet).

To add more to this description, we have created four term by term plans to guide students, faculty, and staff through the associated integrated certificate programs. One example is shown below.

EXAMPLE

Automotive Service Fundamentals, Certificate of Achievement

TERM 1 (students will apply as a CNM student – with ABE attribute)

- GELA 0950 (0 credit-hours) (equivalent level to IRW 0980)
- AUTC 1110 (4 credit-hours)
- AUTC 1140 (4 credit-hours)

TERM 2 (student now has the ability to benefit from financial aid)

- GEMA 0950 (0 credit-hours) (equivalent level to MATH 0970, 0980, and 1110)
- AUTC 1120 (3 credit-hours)
- AUTC 1130 (3 credit-hours)
- *Pass HSE exam to obtain GED*
- *Receive certificate upon completion of the term*

Note: The credit-bearing courses shown in the above example may also be applied to the Automotive Technology, Certificate of Completion

(https://catalog.cnm.edu/preview_program.php?catoid=46&poid=10406&returnto=6447), and the

Transportation Technology (AAS), Automotive Technology Concentration

(https://catalog.cnm.edu/preview_program.php?catoid=46&poid=10526&returnto=6447)

We are currently working on creating a small cohort of students to begin moving through at least one of the four career pathways this fall.

4. If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.

CNM provides several work-based learning opportunities, as described here: <https://www.cnm.edu/depts/academic-affairs/work-experience-education>. At this website, you'll notice the following opportunity types:

Work Experience Education Options

Internship/Co-op Education

Externship/Job Shadow

Clinical

Practicum

Field Experience
Apprenticeship
Work-Study
Integrated Service Learning
Service Learning

CNM has also created a new division of Workforce and Community Success focused on employer outreach and coordination, student employment, and community partnerships. Work-based learning, apprenticeships, internships, and service learning will all be some of the particular areas of work for this new division. As such, the CNM ABE program will be happy to coordinate with this group.

In addition to CNM as a whole, and particular to the ABE program, in collaboration with the School of Applied Technologies, the Automotive Service Fundamentals, Certificate of Achievement, career pathway leads seamlessly into the Automotive Technology, Certificate of Completion, and the Transportation Technology (AAS), Automotive Technology Concentration degree. The certificate of completion, and the associate's degree, prescribe an automotive internship, AUTC 2198.

Section VI. Curriculum and Instruction

For this section, please describe your program's efforts to increasingly align curriculum and instruction with the 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.

ABE faculty understands that reading development is central to student-success. In remote learning, instructors use a variety of sites such as Readworks.org, which allows them to find appropriate passages based on reading-grade level, Lexile, topic or specific content (e.g. Text Structure). All passages include a set of questions, vocabulary, and short answer sections. In traditional classrooms, faculty use the Challenger Adult Reading Series (levels 5-8), which focuses heavily on skills development in the areas of comprehension, vocabulary building and critical thinking.

Formal writing instruction centers on content development (e.g. staying on topic), organization, and common errors such as run-ons, fragments and punctuation. Common mistakes with apostrophe usages, word choice (homonyms/homophones) and capitalization are also reviewed and reinforced throughout the courses. Additionally, faculty consistently use informal writing (e.g., journals and "quick writes") in order for students to practice and develop the skill. Finally, instructors overlap writing and reading strategies such as Cornell Notes, outlines and graphic organizers.

ABE faculty include opportunities for students to improve their speaking skills in, for example, short research-based presentations in which students must deliver their topic in a cohesive, formal manner. Instructors also include activities such as oral interviews (job, college admission, bank

loan). Emphasis is placed on the presentation's content, inclusion of class vocabulary, and students' use of academic/formal language. Daily class discussions based on readings and assignments are also utilized.

Within the social studies and science classes, there are numerous opportunities to continue working on reading, writing and math skills. For example, in social studies courses students look at correlation and causation, leaning heavily on math skills when calculating the Pearson Correlation Coefficient or the least-squares regression line. Furthermore, in both social studies and science, there are numerous short answer writing assignments, which reinforce writing instruction as well as provide experience and exposure to short answer questions like those found on the HSE exam.

ABE faculty have identified and adapted the following best practices (National Research Council, 2012) in the areas of reading and writing instruction. (Duke & Pearson, 2002)

Content and instruction in both should be:

1. Learner-centered
2. Consistent
3. Relatable (based on prior knowledge and experience)
4. Purposeful
5. Vocabulary Rich
 - Work/career related
 - Collaborative
 - Modeled by both instructor and student
 - Appropriate to reading level
 - Easily assessable

Using these guidelines, faculty select texts to create level-appropriate, interactive activities in which students are engaged, learning, and implementing essential strategies.

In both traditional and online courses, faculty deliver reading instruction within the frameworks of sheltering, scaffolding, Competency Based Education (skills mastery) and Targeted Reading Instruction (TRI) (Aiken, H.H., Bratsch-Hines, M., Amendum, S., & Vernon-Feagans, L., 2002). The selected texts are meaningful, consistent (each class), student-centered, and mixed with other strategies (above) to provide student success. Additional reading strategies such as SQ3R are also employed.

In addition, math courses are offered both in-person and online. Online delivery utilizes Brightspace as well as ALEKS (Assessment and Learning in Knowledge Spaces) and Khan Academy. In-person instruction includes contextualized written assignments and large and small group real-world problem-solving activities.

ABE faculty designed the mathematics curriculum based on the College and Career Readiness Standards (CCRS) for Adult Education, which are adapted from the Common Core State Standards (CCSS) for K-12 education, aligned with available information about CASAS Math Goals, and correlated to mathematics concepts assessed on the GED/HiSET.

The use of ALEKS, a scientifically proven, adaptive, personalized, mastery-based program aligned with the previously mentioned standards, allows students of all backgrounds to learn and retain the mathematics concepts and to progress through the material based on their learning needs in a particular class (www.aleks.com). Instant feedback and periodic knowledge check assessments engage students and reinforce learning. Khan Academy adaptive math exercises have been included in online math delivery for lower-level classes as exercises to focus on conceptual understanding, procedural fluency, and real-world applications. (<https://www.khanacademy.org/commoncore>)

The use of both ALEKS and Khan Academy are proven to close the equity gap and provide accessible opportunities for students to succeed at math. Instructors also assist students in connecting the real-life math vernacular language and experience with the universal language of math concepts, making math accessible.

ESL faculty have adopted the theory of cognitive constructivism which “views learning as the process of constructing meaning; it is how people make sense of their experience.” (Paradigms of Education) Faculty use a template of “learn, practice, do” in our classes. Students learn new vocabulary or grammar constructs, practice the new material, and then complete homework to reinforce the concepts learned and practiced in class.

ESL faculty are keen on professional development as evidenced by the faculty consistently attending and presenting at the international TESOL conference. Three of the six board members for NM TESOL, a TESOL affiliate, are CNM ABE instructors. In addition, we stay current in our research by attending workshops sponsored by NMAEA and NM TESOL, reading journal articles, and sharing ideas via our internal school website.

ESL faculty incorporate the Color Vowel® Approach, a brain-based approach to teaching oral skills, which bypasses Broca’s area and allows for new pathways to be made that lead to increased comprehensibility and success. (Barr 2020) Understandably, students falsely assume that English can be spoken with the sounds of their first language. The CV Approach utilizes kinesthetic, visual, and rhythmic techniques to teach the new sounds and stress patterns of English that are critical for comprehension and success.

ESL faculty value active learning techniques and the communicative approach which are the gold standards in the ESL field. As Richards and Rogers state “authentic and meaningful communication should be the goal of classroom activities” (p. 105). We recognize the goal of the WIOA for ESL learners which is to provide education “that leads to the attainment of a secondary school diploma or its equivalent and transition to postsecondary education and training or employment.” (WIOA, p. 9) We incorporate real-life activities into our lessons to simulate those situations that might be experienced in an academic or workplace setting.

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

CNM ABE provides computer and internet access to all students, and access to Learning Express Library, PLATO, ALEKS, and instructor-designed courses on CNM's learning management system, Brightspace. CNM has numerous computer classrooms and laptops available for students to check-out. These options allow students to access learning software while in class, complete courses and homework off campus, and also to access HSE practice tests online.

CNM ABE offers distance-learning (DL) options for ESL and HSE students. Students are taught by a DL-certified instructor, and courses cover all of the ESL and HSE topics. Students in the DL classes access their assignments, learning materials, and instructors through Brightspace. CNM DL courses follow nationally recognized Quality Matters (QM) standards (qualitymatters.org) to ensure course quality for students, regardless of who created the course. QM's mission is to "promote and improve the quality of online education and student learning" through "development of current, research-supported, and practice-based quality standards and appropriate evaluation tools and procedures". ABE DL courses are regularly observed for alignment to the QM standards. ABE faculty are encouraged to participate in QM professional development opportunities.

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

By offering students options to complete their learning online, removing disability barriers, and motivating them through the use of varying teaching methodologies, we are expecting to increase student level gains.

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

3. Describe your program's efforts to implement the CCRS and any challenges to the full implementation of the standards. Please include information on curricular resources used to support the implementation of CCRS.

As mentioned above, ABE faculty designed the mathematics curriculum based on the College and Career Readiness Standards (CCRS) for Adult Education, which are adapted from the

Common Core State Standards (CCSS) for K-12 education, aligned with available information about CASAS Math Goals, and correlated to mathematics concepts assessed on the GED/HiSET.

Also, our program has used materials from the Career Pathway Institute to develop contextualized curriculum, using the CCRS standards, for all our new MOUs with the School of Applied Technologies and the School of Business and Information Technology. In specific, the curriculum and outcomes of our GED Language Arts (GELA 0950) and GED Mathematics (GEMA 0950) courses have been aligned to certificates in Automotive Service Fundamentals, Unmanned Aircraft Systems, Retail Management, and Hospitality and Tourism, all in line with CCRS.

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

For this section, if your program received IELCE funding for 2020-2021, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

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

N/A

 served:
2. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
3. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
4. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

VIII. Programs for Corrections Education and the Education of Other Institutionalized Individuals

For this section, if the program served incarcerated or other institutionalized individuals as defined in WIOA Sec. 225, please describe the activities and services provided by the program this fiscal year.

(If your program did not provide these types of services in 2020-2021, just indicate N/A).

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1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served:

N/A

2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. Describe the relative rate of recidivism for criminal offenders served. Include the methods and factors used in calculating the rate for this reporting period.

IX. 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 2020-2021. *If you have your own program tracking system/spreadsheet, you may simply attach those in lieu of the sheet below.*

Please note that the following list is partial due to some faculty not working during the summer.

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Beres	Marilyn	Instructor	PT	M.Ed.	7	Keeping CNM Safe Online Teaching DL Brightspace Training for Instructors Course ITS General Technology Skills Brightspace Gradebook Best Practices 2021 Annual Harassment Prevention Training 21 Techniques to Maximize Learning	6/4/2020 6/30/2020 8/24/2020 10/1/2020 7/20/2021 8/11/2021 6/22/2021	Online Online Online Online Online Online
Christensen	Amy	Instructor	FT	M.A.in TESOL; B.S. in Business	30 years of ESL teaching experience	I continued to serve as Co-President of NM TESOL. Along with Laura McIndoo and David Williams, we hosted an online FlipGrid NM TESOL	Fall 2020-Summer 2021	

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			<p>workshop in the fall for the organization. Personally, I contributed a FlipGrid recording on using ReadWorks in the classroom for the fall conference.</p> <p>I presented at the online NMAEA conference in March on the “Joy of Using Nearpod in the Classroom”.</p> <p>I was sponsored by the State Department to join a Zoom group at the TESOL 2021 March conference to talk about being an English Language Fellow. I attended various workshops online and viewed webinars afterward.</p> <p>I started working in May with NMAEA and NM HED to organize regional meetings in the fall and a large conference in Spring 2022.</p> <p>I took an online Spanish class at CNM in the spring to experience our new learning platform</p>	<p>Fall 2020-Summer 2021</p> <p>Fall 2020-Summer 2021</p> <p>Fall 2020-Summer 2021</p> <p>Fall 2020-Summer 2021</p>	
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					<p>from the student perspective.</p> <p>I was selected by the State Department as an English Language Specialist to design and deliver six 2-hour online teacher training webinars for over 100 K-16 teachers in Vietnam. The webinars were focused on teaching the four skills, critical thinking skills, grammar and vocabulary, teaching with technology, materials development, and differentiated instructional strategies. In addition, I created supplementary online activities for each webinar that included chats, quizzes, wikis, videos, and lesson planning.</p> <p>I participated in the CTL online workshop entitled “Interactive/Engaging Teaching Ideas for RTO Classes”.</p>	<p>Fall 2020-Summer 2021</p> <p>Fall 2020-Summer 2021</p>	
Ehle	Mary	Instructor	IT PhD	8	NMAE Spring Conference 2021	Spring 2021	virtual

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						NM CPI/IET Training	Spring 2021	virtual
						Faculty Focus Day	August 27, 2020	virtual
						CNM Conference on Teaching and Learning	January 8, 2021	virtual
Kovarzina	Izabella	Instructor	PT	Ph.D.	15 years	RegisterBlast Training On-line tutoring using new technology tools IRB Zoom Series, UNM ESL volunteer tutoring ABQ Women Leaders - Zoom	3/1 - 4/1 1/1 - 8/8/2021 2/3/2021 1/1 - 1/8/2021 3/1/2021	Online Online Online and F2F Online
Kulas	Miles	Instructor	PT	Bachelor's	14	Webex Mtg. on Making Technological Tools More Accessible Brightspace Training for Instructors Online Tutoring Conference on Teaching and Learning Keynote: Effective Online Teaching: Best Practice Strategies to Excel in the Online Classroom Conference on Teaching and Learning Tips for Providing Quality Online Instruction While	May 14, 2020 Spring-Summer 2020 August 27, 2020 January 8, 2021 January 8, 2021	Online Online Online Online Online

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						Maintaining Work-Life Balance		
						Conference on Teaching and Learning	January 8, 2021	Online
						Recreating Tutoring Services Online		
						Conference on Teaching and Learning	January 8, 2021	Online
						Equity and Justice at CNM: A Listening Session		
						Conference on Teaching and Learning	January 8, 2021	Online
						Plenary Address: Building Resilience and Self Care Strategies for Educators		
Maez	Donald	Instructor	PT	Masters	22 years	Cyber Security Information Sharing Program	5/29/2020	Online
						FERC SoC Fairplay	6/29/2021	Online
						Engineers Week	2/26/2021	Online
						Trng/Ethics PDH		
						SEPA Utility Virtual Conference	4/12-14/2021	Online
						Solar Electricity for Homeowners	12/12/2020	Online
Malik	Tanvir	Instructor	PT	PhD	20 years	Advanced Placement Chemistry Institute	June 8 to 12, 2021	Online
						AVID Institute		

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				<ol style="list-style-type: none"> 1. Techniques to maximize learning (7/19) 1.3 hours 2. Teaching Live in Zoom (7/21) 1 hour 3. Nearpod for Synchronous Engagement (7/22) 1.3 hours 4. Engaging Students Before, During and After the class (7/26) 1 hour 5. Curriculum Development Oversight (7/27) 1 hour 6. Indepth Curriculum Design (7/28) 1 hour 7. Keeping the Real in Real Time Online (8/3) 1 hour 	<p>June 28 to July 1, 2021</p> <p>7/19</p> <p>7/21</p> <p>7/22</p> <p>7/26</p> <p>7/27</p> <p>7/28</p>	
McIndoo	Laura	Instructor	FT MATESOL 25	Brightspace Training for Instructors TLOL Fast Track Certification	Summer 2020 Summer 2020	Online Online

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						Conference on Teaching and Learning Keynote: Effective Online Teaching: Best Practice Strategies to Excel in the Online Classroom	1/8/2021	Online
						Conference on Teaching and Learning: Tips for Providing Quality Online Instruction While Maintaining Work-Life Balance	1/8/2021	Online
						Conference on Teaching and Learning: Engaging Students in Online Courses	1/8/2021	Online
						Conference on Teaching and Learning: How to Promote Instructor Presence Using Brightspace Tools	1/8/2021	Online
						Faculty Focus Day: BrightSpace: Building Content; BrightSpace Quizzes; BrightSapce Q&A; Online Teaching Best Practices	8/27/2020	Online
Morenike	Dmitri	Instructor	PT	Master's +48	8	2021 Annual Harassment Prevention Training Fall 2020-Summer 2021		

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						2021 Keeping CNM Safe: COVID 19 Training Fall 2020-Summer 2021 DL Brightspace Training for Instructors Course Spring 2020 CNM Annual Harassment Training Spring 2020 The Americans with Disabilities Act Title II and Section 504 Spring 2018		
Palmer	Jeanette	Instructor	PT	Master's +23	5	Brightspace Training for Instructors TLOL 1025		
Purkeypile	Nicole	Instructor	PT	Master's	14	National Career Development Association conference CNM Conference on Teaching and Learning 21+ Techniques to Maximize Learning	June 29-30, 2021 8-Jan-21 3/29/2021	Online Online Online
Sherry	Rebecca	Instructor	PT	MATESOL	22	Brightspace Training for Instructors Teaching Skills That Matter IDEAL 101 TLOL 1025	Summer 2020 Fall 2020-Spring 2021 Dec, 2020-Jan, 2021 March, 2021	CNM Online Online Online CNM Online

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					NMAEA Spring Conference - various sessions	March, 2021	Online	
Tovar	Jonice	Instructor	PT	Master's	20	Online Distance Learning Quality Matters Online Distance Learning TL1010 Online Distance Learning TL1015 Online Distance Learning TL1030	6/26/2015 November , 2014 January, 2015 January, 2020	Online Online Online Online
Barnett	Margie	Assessment Supervisor	FT	Bachelor’s	8	1. Zoom Meeting Training 2. CASAS Remote Testing Webinar 3. LACES Remote Training Webinar 4. NMAEA Conference Laces Training 5. CNM ITS Cyber Security Training 6. CASAS Remote Testing Webinars 7. Laces End of Year Closeout Processes Webinar 8. Annual Title IX Sexual Harassment Training	1. July 2020 2. July 2020 3. July/August 2020 4. Sept. 2020 5. Oct. 2020 6. Oct 2020 – May 2021 7. May 2021 8. June 2021	1. Remote 2. Remote 3. Remote 4. Remote 5. Remote 6. Remote 7. Remote 8. Remote
Martinez	Rebecca	Achievement Coach	FT	M.Ed	4	TLOL	Martinez	Rebecca

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Alvarado	Francisco	SAGE ABE technical assisstant	FT	Associate's	6 Years	CNM title ix sexual harassment training	11/2020	Online
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X. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	0

2. Please indicate FY 2020-2021 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	0

3. Please indicate FY 2020-2021 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	0

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

0

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

0

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

0

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
3303 [†]	\$22	\$72,666

[†] Classroom spaces are not included in this number as all classes were online for the duration of the fiscal year. Moreover, the spaces included were largely unused until late spring 2021 as our staff were working from home due to pandemic restrictions.

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

Please list other sources of support and their contributions for FY 2020-2021.

Source	Amount
None	

B. Program Income Activities

Please indicate the amount of PROGRAM INCOME generated from your program for the 2020-2021 fiscal year.

\$25,783.60

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
None.	N/A

C. Administrative Costs

Please provide the percentage of your federal allocation that you spent on administrative costs. WIOA provides specific definitions for administrative costs in section 3(1).

5% of the federal grant was allocated to indirect costs.

Student:

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

Select Reporting
System:

NRS FY 20-21



Agency: Central New Mexico Community College

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	0	2	0	1	0	0	4	3	0	0	1	0	0	0	11
ABE Level 3	4	7	0	2	0	2	21	51	0	0	3	7	1	1	99
ABE Level 4	5	15	1	3	2	1	32	109	0	0	11	20	1	2	202
ABE Level 5	2	6	1	1	0	0	23	54	0	0	2	8	1	3	101
ABE Level 6	0	1	0	0	0	2	8	20	0	0	3	1	0	1	36
ESL*** Level 1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
ESL Level 2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
ESL Level 3	0	0	0	7	0	1	2	12	0	0	1	0	0	0	23
ESL Level 4	0	0	4	6	0	1	6	32	0	0	1	5	0	2	57
ESL Level 5	0	0	4	13	1	0	7	50	0	0	4	8	0	0	87
ESL Level 6	0	0	2	10	2	3	11	60	0	0	0	3	0	1	92
Total	11	31	12	45	5	10	114	391	0	0	26	52	3	10	710

*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 20-21 ☐

Agency: Central New Mexico Community College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	5	1	0	1	0	21	29	0	0	10	10	1	2	80
19-24	5	8	2	5	2	3	31	79	0	0	4	14	1	4	158
25-44	6	17	4	22	2	6	52	220	0	0	11	16	1	2	359
45-54	0	1	3	12	0	1	6	41	0	0	1	10	0	1	76
55-59	0	0	1	3	0	0	3	10	0	0	0	1	0	1	19
60+	0	0	1	3	0	0	1	12	0	0	0	1	0	0	18
Total	11	31	12	45	5	10	114	391	0	0	26	52	3	10	710

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

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

Select Reporting
System:

NRS FY 20-21



Agency: Central New Mexico Community College

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	2	3	1	0	2	43	47	0	0	24	12	2	0	137
19-24	6	4	2	2	5	4	49	67	1	0	9	15	0	3	167
25-44	7	13	7	14	0	5	76	139	1	0	9	16	4	0	291
45-54	0	1	2	6	1	0	6	26	0	0	1	5	0	1	49
55-59	0	0	1	1	0	0	2	5	0	0	1	1	0	0	11
60+	0	0	0	0	0	1	1	5	1	0	0	1	0	0	9
Total	14	20	15	24	6	12	177	289	3	0	44	50	6	4	664

*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 I

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting
System:

NRS FY 20-21



Agency: Central New Mexico Community College

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	56	85	152	16	3	0	312
Integrated Education and Training Program	0	4	16	2	0	0	22
Adult Secondary Education***	19	50	60	5	2	1	137
Integrated Education and Training Program	0	2	6	0	0	0	8
English Language Acquisition****	5	23	147	55	14	17	261
Integrated Education and Training Program	1	6	44	12	2	3	68
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	80	158	359	76	19	18	710

*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 I.

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System:

NRS FY 20-21

Agency: Central New Mexico Community College

Measurable Skill Gains (MSG) 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 recognized equivalent, and periods of participation outcomes.

[illegible]

ABE Level 2	11	0	353.5	3	0	0	6	2	27.27	12	3	0	0	25
ABE Level 3	99	0	7073.7	24	1	0	49	25	25.25	104	24	1	0	24.04
ABE Level 4	202	0	13668.8	3 52	9	0	100	41	30.2	206	52	10	0	30.1
ABE Level 5	101	0	5246.8	14	6	0	62	19	19.8	101	14	6	0	19.8
ABE Level 6	36	0	1397.5	5	5	0	22	4	27.78	37	5	5	0	27.03
ABE Total	449	0	27740.5	3 98	21	0	239	91	26.5	460	98	22	0	26.09
ESL Level 1	1	0	134.5	1	0	0	0	0	100	1	1	0	0	100
ESL Level 2	1	0	40	0	0	0	1	0	0	1	0	0	0	0
ESL Level 3	23	0	1480.5	7	0	0	15	1	30.43	24	7	0	0	29.17
ESL Level 4	57	0	4427	16	0	0	31	10	28.07	58	16	0	0	27.59
ESL Level 5	87	0	7527.5	37	0	0	41	9	42.53	89	37	0	0	41.57
ESL Level 6	92	0	6615.2	13	0	0	54	25	14.13	94	14	0	0	14.89
ESL Total	261	0	20224.7	5 74	0	0	142	45	28.35	267	75	0	0	28.09
Grand Total	710	0	47965.8	8 172	21	0	381	136	27.18	727	173	22	0	26.82

- ♦ 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-I.
- 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.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H 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 I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are 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 periods of participation should be entered into columns K-N.
- Column L 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 L or column M or column N.
- Column M 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 L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. 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 L or column M or column N.
- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- 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 20-21



Agency: Central New Mexico Community College

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	3	1	33.33	2	66.67	0	0	0	0
ABE Level 3	24	12	50	13	54.17	0	0	0	0
ABE Level 4	56	35	62.5	35	62.5	0	0	2	3.57
ABE Level 5	15	5	33.33	12	80	0	0	1	6.67
ABE Level 6	5	0	0	1	20	0	0	4	80
ABE Total	103	53	51.46	63	61.17	0	0	7	6.8
ESL Level 1	1	1	100	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0
ESL Level 3	7	7	100	0	0	0	0	0	0
ESL Level 4	16	12	75	0	0	0	0	4	25

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Level 5	37	32	86.49	0	0	0	0	6	16.22
ESL Level 6	14	9	64.29	0	0	0	0	5	35.71
ESL Total	75	61	81.33	0	0	0	0	15	20
Grand Total	178	114	64.04	63	35.39	0	0	22	12.36

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting
System:

NRS FY 20-21 ☐

Agency: Central New Mexico Community College

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	4	247.5	3	0	1	75
ABE Level 3	44	5069.5	24	11	12	54.55
ABE Level 4	91	9312.58	55	19	20	60.44
ABE Level 5	35	2845.35	14	17	4	40
ABE Total	174	17474.93	96	47	37	55.17
ESL Level 1	1	134.5	1	0	0	100
ESL Level 2	0	0	0	0	0	0
ESL Level 3	10	1020	7	3	0	70
ESL Level 4	29	3515	12	13	5	41.38
ESL Level 5	46	6072	32	10	4	69.57
ESL Level 6	44	4485.25	9	19	16	20.45
ESL Total	130	15226.75	61	45	25	46.92
Total	304	32701.68	157	92	62	51.64

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

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

- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula: $G = \text{Column D} / \text{Column B}$

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

Student:

NRS Table 4C

Select Reporting System:

NRS FY 20-21

Agency: Central New Mexico Community College

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

[illegible]

ABE Level 2	11	0	353.5	3	0	0	6	2	27.27	12	3	0	0	25
ABE Level 3	98	0	7061.2	24	1	0	48	25	25.51	103	24	1	0	24.27
ABE Level 4	202	0	13668.8	52	9	0	100	41	30.2	206	52	10	0	30.1
ABE Level 5	101	0	5246.8	14	6	0	62	19	19.8	101	14	6	0	19.8
ABE Level 6	36	0	1397.5	5	5	0	22	4	27.78	37	5	5	0	27.03
ABE Total	448	0	27727.9	98	21	0	238	91	26.56	459	98	22	0	26.14
ESL Level 1	1	0	134.5	1	0	0	0	0	100	1	1	0	0	100
ESL Level 2	1	0	40	0	0	0	1	0	0	1	0	0	0	0
ESL Level 3	23	0	1480.5	7	0	0	15	1	30.43	24	7	0	0	29.17
ESL Level 4	57	0	4427	16	0	0	31	10	28.07	58	16	0	0	27.59
ESL Level 5	87	0	7527.5	37	0	0	41	9	42.53	89	37	0	0	41.57
ESL Level 6	92	0	6615.2	13	0	0	54	25	14.13	94	14	0	0	14.89
ESL Total	261	0	20224.0	74	0	0	142	45	28.35	267	75	0	0	28.09
Grand Total	709	0	47952.0	172	21	0	380	136	27.22	726	173	22	0	26.86

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- 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-I.
- 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.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H 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 I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are 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 periods of participation should be entered into columns K-N.
- Column L 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 L or column M or column N.
- Column M 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 L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. 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 L or column M or column N.
- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.

- **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 5

Select Reporting
System:

NRS FY 20-21



Agency: Central New Mexico Community College

Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	1363	348	25.53	1398	354	25.32
Employment Fourth Quarter after exit *	1546	178	11.51	1598	193	12.08
Median Earnings Second Quarter after exit **	348	4032.98		354	4031.75	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	66	0	0	66	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	66	6	9.09	66	6	9.09

Attained a Postsecondary Credential while enrolled or within one year of exit ****	45	39	86.67	47	41	87.23
Attained any credential (unduplicated) *****	110	45	40.91	112	47	41.96

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2

Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

***** Report in Column B (Attained any credential (unduplicated)) the unduplicated total number of participants who EITHER: (1) did not possess a secondary school credential or recognized equivalent and exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher) OR (2) were co-enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program; excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants who meet the requirements for inclusion in both the secondary and postsecondary credential cohorts would only be recorded once in Column B.

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 participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants who earn both a secondary and postsecondary credential would only be recorded once in Column C.

Column C, for median earnings, is the quarterly wage value for participants employed in the 2nd quarter after exit.

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 in which the outcome was achieved.

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 F, for Median Earnings, is the median value for quarterly wage values from all PoPs reported for participants employed in the 2nd quarter after exit. In cases where participants have multiple PoPs, there would be the same number of instances of a quarterly earnings value. Those values would all be included in the final matrix of values used to determine the median quarterly earnings value for a State.

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.

Student:

NRS Table 5A

Select Reporting
System:

NRS FY 20-21



Agency: Central New Mexico Community College

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	52	4	7.69	54	4	7.41
Employment Fourth Quarter after exit	3	0	0	3	0	0
Median Earnings Second Quarter after exit	4	1983.7		4	1983.7	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0

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

Instructions for Completing Table 5A

Include only participants who are counted as distance education participants. Distance education participants are also included in Table 5. Participant data for all periods of participation are included on this table, if the participant met the State’s definition of a distance education participant during the program year.

Follow instructions for completing Table 5.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting
System:

NRS FY 20-21



Agency:

Central New Mexico Community College

Participant Status on Entry into the Program (A)	Number (B)	
Employed	337	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	188	
Not in the Labor Force	185	
TOTAL	710	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	9	21
Grades 1-5	3	4
Grades 6-8	37	17
Grades 9-12 (no diploma)	349	128
Secondary School Diploma or alternate credential	7	16
Secondary School Equivalent	8	8
Some Postsecondary education, no degree	3	12
Postsecondary or professional degree	5	54
Unknown	21	8
TOTAL (both US Based and Non-US Based)	710	
Program Type**		
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	

Participant Status on Entry into the Program (A)	Number (B)
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 I.

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

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

Employment Status definitions:

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

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

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

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

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

Student:

NRS Table 11

Select Reporting
System:

NRS FY 20-21



Agency: Central New Mexico Community College

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	98	24	24.49	100	24	24
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	98	0	0	100	0	0
MSG via Secondary or Postsecondary Transcript	98	0	0	100	0	0
MSG via Progress Toward Milestones	98	0	0	100	0	0
MSG via Passing Technical/ Occupational Skills Exam	98	0	0	100	0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Employment Second Quarter after exit	137	21	15.33	144	21	14.58
Employment Fourth Quarter after exit	155	13	8.39	160	16	10
Median Earnings Second Quarter after exit	21	5395		21	5395	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	6	0	0	6	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	6	0	0	6	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	44	39	88.64	46	41	89.13

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

Memorandum of Understanding
School of Applied Technologies & the Adult Basic Education program in the School of Adult and General Education
Central New Mexico Community College

Purposes

1. To increase the rate of high school equivalency completion.
2. To increase certificate/degree completion.
3. To help students use the Ability-To-Benefit (ATB) as defined in the Federal Student Aid Handbook.

Understanding

Students who are working to obtain a high school diploma will be permitted to declare a major, and to register for eligible courses in the school of Applied Technologies, for

- 1) any program such that beginning coursework does not include a Reading & Writing Skill or Math Skill pre- or corequisite requirement.

OR

- 2) any program such that beginning coursework pre- or corequisite requirements are satisfied by Adult Basic Education courses (as listed in the Adult Basic Education Prerequisite Crosswalks spreadsheet).

Examples are shown on the following pages.

Term of Memorandum

- This memorandum will be effective November 9, 2020.
- This memorandum will be in effect as long as the Ability-To-Benefit is available.
- This memorandum will terminate at the will of either school within one academic term of written notification.

Signatures

 Digitally signed by Amy Ballard
Date: 2020.11.06 16:18:51 -07'00'

Amy Ballard
Dean of the School of Applied Technologies

 Digitally signed by LouAnne Lundgren
DN: cn=LouAnne Lundgren, o=CCM, email=llundgren1@ccm.edu, c=US
Date: 2020.11.06 12:01:12 -07'00'

LouAnne Lundgren
Dean of the School of Adult and General Education

 Digitally signed by Nora Nixon
Date: 2020.11.06 14:01:10 -07'00'

Nora Nixon
Adult Basic Education Director

Memorandum of Understanding
School of Applied Technologies & the Adult Basic Education program in the School of Adult and General Education
Central New Mexico Community College

EXAMPLE

Automotive Service Fundamentals, Certificate of Achievement

TERM 1 (students will apply as a CNM student – with ABE attribute)

- GELA 0950 (0 credit-hours) (equivalent level to IRW 0980)
- AUTC 1110 (4 credit-hours)
- AUTC 1140 (4 credit-hours)

TERM 2 (student now has the ability to benefit from financial aid)

- GEMA 0950 (0 credit-hours) (equivalent level to MATH 0970, 0980, and 1110)
- AUTC 1120 (3 credit-hours)
- AUTC 1130 (3 credit-hours)
- *Pass HSE exam to obtain GED*
- *Receive certificate upon completion of the term*

Note: The credit-bearing courses shown in the above example may also be applied to the Automotive Technology, Certificate of Completion (https://catalog.cnm.edu/preview_program.php?catoid=46&poid=10406&returnto=6447), and the Transportation Technology (AAS), Automotive Technology Concentration (https://catalog.cnm.edu/preview_program.php?catoid=46&poid=10526&returnto=6447)

EXAMPLE

Unmanned Aircraft Systems (UAS), Certificate of Completion

TERM 1 (students will apply as a CNM student – with ABE attribute)

- GELA 0950 (0 credit-hours) (equivalent level to IRW 0980)
- BCIS 1110 (3 credit-hours)
- GIS 1002 (3-credit-hours)

TERM 2 (student now has the ability to benefit from financial aid)

- GEMA 0950 (0 credit-hours) (equivalent level to MATH 0970, 0980, and 1110)
- UAS 1010 (3 credit-hours)
- UAS 1011 (1 credit-hours)
- UAS 1020 (1 credit-hours)
- UAS 1030 (2 credit-hours)
- *Pass HSE exam to obtain GED*

TERM 3 (student is now a regular CNM student for all intents and purposes)

- UAS 1031 (2 credit-hours)
- UAS 2010 (or UAS 2020) (3 credit-hours)
- UAS 1040 (or other program approved elective) (3 credit-hours)
- *Receive certificate upon completion of the term*

Memorandum of Understanding

School of Business and Information Technology & the Adult Basic Education program in the School of Adult and General Education
Central New Mexico Community College

Purposes

1. To increase the rate of high school equivalency completion.
2. To increase certificate/degree completion.
3. To help students use the Ability-To-Benefit (ATB) as defined in the Federal Student Aid Handbook.

Understanding

Students who are working to obtain a high school diploma will be permitted to declare a major, and to register for eligible courses in the school of Business and Information Technology, for

- 1) any program such that beginning coursework does not include a Reading & Writing Skill or Math Skill pre- or corequisite requirement.

OR


- 2) any program such that beginning coursework pre- or corequisite requirements are satisfied by Adult Basic Education courses (as listed in the Adult Basic Education Prerequisite Crosswalks spreadsheet).

Examples are shown on the following pages.

Term of Memorandum

- This memorandum will be effective November 9, 2020.
- This memorandum will be in effect as long as the Ability-To-Benefit is available.
- This memorandum will terminate at the will of either school within one academic term of written notification.


Signatures

 **Kalynn Pirkel**
Digitally signed by Kalynn Pirkel
DN: cn=Kalynn Pirkel, o=cnm.edu
Reason: I am the author of this document
Location: your signing location here
Date: 2020.11.09 16:47:43
Post Reader Version: 9.7.2

Kalynn Pirkel
Interim Dean of the School of Business and Infor...

 **LouAnne Lundgren**
Digitally signed by LouAnne Lundgren
DN: cn=LouAnne Lundgren, o, ou=GA08,
email=lundgren1@cnm.edu, c=US
Date: 2020.11.09 10:13:47 -0700

LouAnne Lundgren
Dean of the School of Adult and General Educati...

 **Nora Nixon**
Digitally signed by Nora Nixon
Date: 2020.11.06
10:31:28 -0700

Nora Nixon
Adult Basic Education Director

Memorandum of Understanding

School of Business and Information Technology & the Adult Basic Education program in the School of Adult and General Education
Central New Mexico Community College

EXAMPLES

Retail Management, Certificate of Completion

TERM 1 (students will apply as a CNM student – with ABE attribute)

- GELA 0950 (0 credit-hours) (equivalent level to IRW 0980)
- BCIS 1110 (3 credit-hours)
- BUSA 1130 (3 credit-hours)

TERM 2 (student now has the ability to benefit from financial aid)

- GEMA 0950 (0 credit-hours) (equivalent level to MATH **0970**, 0980, and 1110)
- BUSA 1180 (3 credit-hours)
- BUSA 1115 (3 credit-hours)
- MGMT 2110 (3 credit-hours)
- *Pass HSE exam to obtain GED*

TERM 3 (student is now a regular CNM student for all intents and purposes)

- ACCT 2110 (3 credit-hours)
- BUSA 2330 (3 credit-hours)
- BUSA 2220 (3 credit-hours)
- MKTG 2110 (3 credit-hours)
- *Receive certificate upon completion of the term*

Note: The credit-bearing courses shown in the above example may also be applied to the Business Administration (AAS), Retail Management Concentration. Source: https://catalog.cnm.edu/preview_program.php?catoid=48&poid=10832&returnto=6851

Hospitality and Tourism, Certificate of Completion

TERM 1 (students will apply as a CNM student – with ABE attribute)

- GELA 0950 (0 credit-hours) (equivalent level to IRW 0980)
- BIT 1005 (3 credit-hours) (program approved elective)
- BCIS 1110 (3 credit-hours)

TERM 2 (student now has the ability to benefit from financial aid)

- GEMA 0950 (0 credit-hours) (equivalent level to MATH 0970, **0980**, and 1110)
- BUSA 1115 (3 credit-hours)
- BUSA 1130 (3 credit-hours)
- HT 1101 (3 credit-hours)
- *Pass HSE exam to obtain GED*

TERM 3 (student is now a regular CNM student for all intents and purposes)

- HT 2215 (3 credit-hours) (program approved elective)
- HT 1111 (1 credit-hours)
- MKTG 2110 (3 credit-hours)
- HT 2201 (3 credit-hours)
- HT 2235 (3 credit-hours)
- *Receive certificate upon completion of the term*

Note: With the exception of BIT 1005, the credit-bearing courses shown in the above example may also be applied to the Hospitality and Tourism, Associate of Applied Science. Source: https://catalog.cnm.edu/preview_program.php?catoid=48&poid=10933&returnto=6851

Authority and Signature

CNM School of Adult & General Education (SAGE)

Please note: One completed, signed, and dated **Authority and Signature** page is required for each signatory official.

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

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

☒ The Memorandum of Understanding (MOU) July 1, 2020-June 30, 2023

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

☒ The Memorandum of Understanding (MOU) July 1, 2020-June 30, 2023

☒ The Infrastructure Funding Agreement (IFA) PY20/FY21

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

- In three years,
- Upon amendment, modification, or termination, or
- On June 30, 2023, whichever occurs earlier.



12/17/2020

Signature

Date

Wanda Helms, Comptroller

Printed Name and Title

Central New Mexico Community College

Agency Name

Nora Nixon, nnixon@cnm.edu, 224-4000 x50233

Agency Contact Information

Memorandum of Understanding (MOU)

Between

Workforce Connection of Central New Mexico (WCCNM)

And

New Mexico Workforce Connection (American Job Centers)

Partners

July 1, 2020 – June 30, 2023



New Mexico
Workforce Connection

A Proud Partner of the American Job Center Network

CNM CONTRACT #21-1-1171-MOU-E2006

LEGAL AUTHORITY

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

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

PURPOSE

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

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

The Workforce Connection of Central New Mexico (WCCNM) oversees the workforce partner network and federally funded employment and training programs and services in the four-county region including Bernalillo, Sandoval, Torrance, and Valencia counties. The WCCNM directs the planning, oversight, policy guidance, and design of services in five New Mexico Workforce Connection Centers (American Job Centers) located across the region. The programs and services help job seekers gain sustainable employment and connect businesses with a qualified and accessible workforce.

Vision

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

Mission

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

SYSTEM STRUCTURE

WCCNM New Mexico Workforce Connection Centers (American Job Centers)



Five Convenient Centers to Serve the Central Region		
Bernalillo County Center 501 Mountain Road NE Albuquerque, NM 87102 Phone: (505) 843-1900	Torrance County Center 712 Old US Route 66 Moriarty, NM 87035 Phone: (505) 832-6774	Valencia County Center 428 Los Lentes Rd SE Los Lunas, NM 87031 Phone: (505) 212-9115
Sandoval County Center 4061 Ridge Rock Rd SE Rio Rancho, NM 87124 Phone: (505) 771-2160	Sandoval County Center 301 Piedra Lisa Bernalillo, NM 87004 Phone: (505) 771-2305	

Within the Central Region, there is one WIOA comprehensive one-stop center in Bernalillo County, and four affiliate centers in Sandoval, Valencia and Torrance counties. These centers were established under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act. All centers offer WIOA Title I.B Adult, Dislocated Worker, and Youth Services, Title III Wagner-Peyser services, and provide for both staff assisted and self-directed services and access to Unemployment Insurance via the telephone or through the resource center facilities with staff assistance available.

Resources available at each WCCNM New Mexico Workforce Connection Center (American Job Center) includes, but are not limited to: computers with internet access, fax and copy machines, online job search and career exploration resources, online filing for Unemployment Insurance benefits, labor market information and literature pertaining to careers, job search, and training. Staff assisted career services are available to customers who require some staff assistance to include job referral, job development, workshops, resume review, and other reemployment services support.

Office hours for all New Mexico Workforce Connection Centers (American Job Centers) within the Central Region are Monday through Friday 8:00 AM to 5:00 PM. In addition to the business hours in the centers, customers, including individuals and businesses, can contact the New Mexico Workforce Connection Centers (American Job Centers) by phone or by email (nmworkforceconnection@wccnm.org). The WCCNM also has a social media presence on Facebook, Instagram, Twitter, and YouTube.

WCCNM PARTNERS

Below is also a list of all partners within Central Region's New Mexico Workforce Connection (American Job Center) system pursuant to the Workforce Innovation and Opportunity Act (WIOA) of 2014.

Co-located partners in the New Mexico Workforce Connection Centers (American Job Centers) across the four-county region:

1. WIOA Title I.B Adult & Dislocated Worker (SER Jobs for Progress)
2. WIOA Title I.B Youth (YDI)
3. WIOA Title II (UNM Valencia Accelerated College & Career Education-Adult Education Program)
4. WIOA Title III (NM Department of Workforce Solutions)
5. WIOA Title IV (NM Division of Vocational Rehabilitation)
6. Trade Adjustment Assistance (TAA) Program (NM Department of Workforce Solutions)
7. Reemployment Services and Eligibility Assessments (RESEA) Program (NM Department of Workforce Solutions)
8. Veterans' Services Program (NM Department of Workforce Solutions)
9. TechHire New Mexico (Mid-Region Council of Governments)
10. Graduate! ABQ (United Way)

Required External Partners

1. WIOA Title II (Albuquerque Adult Learning Center)
2. WIOA Title II (Catholic Charities)
3. WIOA Title II (CNM Adult Basic Education Program)
4. CNM Carl D. Perkins Grant
5. Five Sandoval Pueblos Inc. WIOA Program
6. SCSEP (Goodwill)
7. Help NM-Community Based Service Grant
8. Help NM - HELP NM-National Farmworker Jobs Program-Employment and Training Grant
9. TANF Program (NM Human Services Department)
10. Isleta Pueblo WIOA Program
11. Job Corps
12. SCSEP (NICOA)
13. NM Aging and Long-Term Services Department
14. Unemployment Insurance Program (NM Department of Workforce Solutions)
15. Santo Domingo Pueblo WIOA Program
16. Southwestern Indian Polytechnic Institute
17. National Indian Youth Council WIOA Program

Additional external community partners

- Innovate+Educate
- NMCAN
- HopeWorks LLC

TERMS AND CONDITIONS

Services

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

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

Job Seeker Services		
<i>Basic Career Services</i>	<i>Individualized Career Services</i>	<i>Training</i>
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs)
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), provided in combination with the training services described above
Job search and placement assistance (including provision of information on in-demand industry sectors and occupations and non-traditional employment	Referral to training services	On-the-Job Training (OJT)
Access to employment opportunity and labor market information	Group career counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the local workforce system	Individual counseling and career planning	Training programs operated by the public and private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individual in and out of area job search, referral, and placement assistance	Skill upgrading and retraining
Information for Unemployment Insurance claim filing	Work experience, transitional jobs, registered apprenticeships, and internships	Entrepreneurial training
Determination of potential eligibility for workforce Partner services, programs, and referral(s)	Workforce preparation services (e.g., development of learning skills, punctuality, communication skills, interviewing skills, personal maintenance, literacy skills, financial literacy skills, and professional conduct) to prepare individuals for unsubsidized employment or training	Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
Information and assistance in applying for financial aid for training and education programs not provided under WIOA		Other training services as determined by the workforce partner's governing rules
		Post-employment follow-up services and support

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

All Parties to this agreement shall comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016);
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352);
- Section 504 of the Rehabilitation Act of 1973, as amended;
- The Americans with Disabilities Act of 1990 (Public Law 101-336);
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor;

- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188;
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99);
- Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38);
- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603);
- all amendments to each; and
- all requirements imposed by the regulations issued pursuant to these acts.

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

Additionally, all Parties shall:

- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers; and
- Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of this agreement.

Chief Elected Official (CEO)

The CEO's for the WCCNM will:

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

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

Workforce Connection of Central New Mexico

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

The WCCNM will:

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

In collaboration with the CEO's, designate through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the one-stop operator(s);

- Determine the role and day-to-day duties of the one-stop operator;
- Approve annual budget allocations for operation of the New Mexico Workforce Connection Centers (American Job Centers) network;
- Assist the one-stop operator recruit operational Partners and negotiate MOUs with new Partners;
- Leverage additional funding for the WCCNM's New Mexico Workforce Connection Centers (American Job Centers) network to operate and expand one-stop customer activities and resources; and
- Review and evaluate performance of the WCCNM and one-stop operator.

One-Stop Operator

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

Responsibilities may include:

1. Community and Partnership Development
2. Establish and sustain relationships with WCCNM's New Mexico Workforce Connection Centers (American Job Centers) partners with a focus on creating opportunities to engage in shared planning, visioning, continuous improvement, and program outcomes and evaluation.
3. Ongoing identification and development of community partners to engage in workforce systems activities that lead to improvements in community awareness or engagement in workforce development strategies; and enhanced interest in organizations and businesses to use WCCNM's New Mexico Workforce Connection Centers (American Job Centers) services.
4. Support the implementation of continuous quality improvement approaches and methodologies to enhance the system effectiveness. Examples include, but are not limited to: adoption of change principles to directly enhance flow of service delivery, improve customer, and staff satisfaction; increased administrative efficiencies or improved funding leverage, youth friendly and youth engaged approaches, and inclusion of individuals with disabilities across all programs.
5. Identify and coordinate capacity-building activities to improve the effectiveness and performance of partners working with and within the WCCNM's New Mexico Workforce Connection Centers (American Job Centers); including youth services and programs for individuals with disabilities.
6. Facilitate opportunities for shared learning and training.
7. Promote the WCCNM's New Mexico Workforce Connection Centers (American Job Centers) programs broadly; educate local community, agencies, and organizations about the partners and programs available.
8. Convene regular meetings of all partner agencies and organizations to support full engagement and share leadership in the organizing and developing of ongoing activities and processes; including youth services and programs for individuals with disabilities.
9. Actively engage in opportunities to share leadership with all partners by creating opportunities to report, present, and share activities, such as through local board and committee meetings, community forums, and other appropriate settings.

10. Provide for conflict management and dispute resolution when issues arise between partner organizations.

Implementation and Compliance

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

Business Services

1. Coordinate with partner agencies/organizations on strategies to develop, offer, and deliver quality business services that assist specific businesses and industry sectors in overcoming the challenges of recruiting, retaining, and developing talent for the regional economy.
2. Address immediate and long-term skilled workforce needs of in-demand industries and critical skill gaps within and across industries.
3. Provide oversight for the job posting information from businesses to the statewide employment database and assist employers who prefer to enter data directly.
4. Coordinate a process with WCCNM's New Mexico Workforce Connection Centers (American Job Centers) staff on best practices to support effective screening and recruiting of candidates for job openings for area employers.
5. Implement effective activities to respond to employers' requests including the coordination of activities such as interview space, job fairs, and other services available within the WCCNM's New Mexico Workforce Connection Centers (American Job Centers).

6. Coordinate with partners to organize and implement local Rapid Response services for workers who have or will be dislocated from their jobs due to a business or plant closure, a major employer downsizing, or natural disasters.
7. Collaborate with system partners to facilitate and collectively participate in special projects such as job fairs, business driven workshops, and be responsible for communicating employers' needs to the WCCNM's New Mexico Workforce Connection Centers (American Job Centers) partners.

Specific activities include:

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

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

Partners

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

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

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

Data Sharing

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

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

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

- Customer PII will be properly secured in accordance with the WCCNM's policies and procedures regarding the safeguarding of PII;
- The collection, use, and disclosure of customer education records, and the PII contained therein, as defined under FERPA, shall comply with FERPA and applicable State privacy laws;
- All confidential data contained in UI wage records must be protected in accordance with the requirements set forth in 20 CFR part 603;
- All personal information contained in Vocational Rehabilitation records must be protected in accordance with the requirements set forth in 34 CFR 361.38;

- Customer data may be shared with other programs, for those programs' purposes, within the WCCNM's New Mexico Workforce Connection Centers (American Job Centers) network only after the informed written consent of the individual has been obtained, where required;
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations; and.
- All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d)).

All New Mexico Workforce Connection Center (American Job Center) and Partner staff will be trained in the protection, use, and disclosure requirements governing PII and any other confidential data for all applicable programs, including FERPA-protected education records, confidential information in UI records, and personal information in VR records.

Confidentiality

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

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

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

To the extent that confidential, private, or otherwise protected information needs to be shared amongst the Parties for the Parties' performance of their obligations under this MOU, and to the extent that such sharing is permitted by applicable law, the appropriate data sharing agreements will be created and required confidentiality and ethical certifications will be signed by authorized individuals. With respect to confidential unemployment insurance information, any such data sharing must comply with all of the requirements in 20 CFR Part 603, including but not limited to requirements for an agreement consistent with 20 CFR 603.10, payments of costs, and permissible disclosures.

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

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

Referrals

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

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the WCCNM New Mexico Workforce Connection Centers (American Job Centers) network;
- Develop materials summarizing their program requirements and making them available for Partners and customers;
- Develop and utilize eligibility determination, assessment, and registration forms / processes;
- Provide substantive referrals – in accordance with the WCCNM Referral Policy – to customers who are eligible for supplemental and complementary services and benefits under partner programs;
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
- Commit to robust and ongoing communication required for an effective referral process; and
- Commit to actively follow up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level.

Accessibility

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

Physical Accessibility

One-stop centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will meet the latest standards of accessible design. Services are available in a convenient and accessible location, and include adequate parking (including parking

clearly marked for individuals with disabilities). Indoor space is designed in an “equal and meaningful” manner providing access for individuals with disabilities.

Virtual Accessibility

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

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

Communication Accessibility

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

Programmatic Accessibility

All Partners agree that they will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran’s status, or on the basis of any other classification protected under state or federal law. Partners must assure that they have policies and procedures in place to address these issues, and that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues.

All Partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all WCCNM’s New Mexico Workforce Connection Centers (American Job Centers) programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs and assistive listening devices must be available to ensure physical and programmatic accessibility within WCCNM’s New Mexico Workforce Connection Centers (American Job Centers). The WCCNM utilizes the Governor’s Commission on Disability and the WCCNM Disability Standing

Committee for recommendations and assistance to define the best methods and products regarding assistive technology and compliance.

Outreach

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

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

Dispute Resolution

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

- All Parties are advised to actively participate in local negotiations in a good faith effort to reach an agreement. Any disputes shall first be attempted to be resolved informally;
- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the WCCNM Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days;
- The WCCNM Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a two-thirds majority consent of the Executive Committee members present;

- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies;
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure;
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties of the MOU; and
- The WCCNM Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution.

Monitoring

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

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

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

Non-Discrimination and Equal Opportunity

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

The Parties specifically agree that they will comply with Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule December 2, 2016), the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the Non-traditional

Employment for Women Act of 1991, titles VI and VII of the Civil Rights of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Age Discrimination Act of 1967, as amended, title IX of the Education Amendments of 1972, as amended, and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR Part 37 and 38.

Indemnification

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

Severability

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

Drug and Alcohol-Free Workplace

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

Certification Regarding Lobbying

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

Debarment and Suspension

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

Priority of Service

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

Buy American Provision

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

Salary Compensation and Bonus Limitations

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

Non-Assignment

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

Governing Law

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

Steps to Reach Consensus

1. Notification of Partners

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

2. Kickoff Meeting

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

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

3. Negotiations

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

4. Draft MOU

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

5. Review and Comment

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

6. Finalized Draft

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

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

MOU Modification Process

1. Notification

When a Partner wishes to modify the MOU, the Partner must first provide written notification to all signatories of the existing MOU and outline the proposed modification(s).

2. Discussion/Negotiation

Upon notification, the WCCNM Board Chair (or designee) must ensure that discussions and negotiations related to the proposed modification take place with Partners in a timely manner and as appropriate.

Depending upon the type of modification, this can be accomplished through email communications of all the Parties. If the proposed modification is extensive and is met with opposition, the WCCNM Board Chair (or designee) may call a meeting of the Parties to resolve the issue. Upon agreement of all Parties, a modification will be processed.

If the modification involves substitution of a party that will not impact any of the terms of the agreement, it can be accomplished by the original party and the new party entering into an MOU that includes the WCCNM, wherein the new party assumes all of the rights and obligations of the original party. Upon execution, the WCCNM Board Chair (or designee) presents the agreement as a proposed modification to the MOU, and the remaining steps are followed.

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

3. Signatures

The WCCNM Board Chair (or designee) must immediately circulate the MOU modification and secure Partner signatures within four (4) weeks. The modified MOU will be considered fully executed once all signatories have reviewed and signed.

The modification may be signed in counterparts, meaning each signatory can sign a separate document as long as the WCCNM Board Chair (or designee) acquires signatures of each party and provides a complete copy of the modification with each party's signature to all the other Parties.

Termination

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

- All Parties mutually agree to terminate this MOU prior to the end date;
- Federal oversight agencies charged with the administration of WIOA are unable to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this MOU succeeding the first fiscal period. Any party unable to perform pursuant to MOU due to lack of funding shall notify the other Parties as soon as the party has knowledge that funds may be unavailable for the continuation of activities under this MOU;
- WIOA is repealed or superseded by subsequent federal law;
- Local area designation is changed under WIOA; and
- A party breaches any provision of this MOU and such breach is not cured within thirty (30) days¹⁵ after receiving written notice from the WCCNM Board Chair (or designee) specifying such breach in reasonable detail. In such event, the non-breaching party(s) shall have the right to terminate this MOU by giving written notice thereof to the party in breach, upon which termination will go into effect immediately.

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

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

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

Effective Period

This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 2023, unless any of the reasons in the Termination section above apply.

One-Stop Operating Budget

The purpose of this section is to establish a financial plan, including terms and conditions, to fund the services and operating costs of the WCCNM's New Mexico Workforce Connection Centers (American Job Center) network. The Parties to this MOU agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:

- Establishes and maintains the Local workforce delivery system at a level that meets the needs of the job seekers and businesses in the local area;
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness);
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs; and
- Ensures that costs are appropriately shared by WCCNM's New Mexico Workforce Connection Centers (American Job Centers) Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received. This requires that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this one-stop operating budget the master budget that is necessary to maintain the WCCNM's New Mexico Workforce Connection Centers (American Job Centers) network. It includes the following cost categories, as required by WIOA and its implementing regulations:

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

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

The annual Operating Budget estimated costs will be developed on an annual basis and distributed to all partners for review and planning prior and to the beginning of each Program Year.

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

WCCNM One-Stop Operating Budget Infrastructure Funding Agreement

CNM School of Adult & General Education (SAGE)



809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

WCCNM ONE-STOP OPERATING BUDGET

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

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

- Establishes and maintains the local workforce delivery system at a level that meets the needs of the job seekers and businesses in the Central Area;
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among partners;
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs, and;
- Ensures that costs are appropriately shared by WCCNM's New Mexico Workforce Connection Center Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received, and requiring that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

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

Infrastructure / Facilities Cost

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

Additional Costs (allocated to participating partners)

Shared Costs:

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

Career Services Costs:

Welcome Desk Support

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

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

PY20 Bernalillo County – Operating Budget – Attachment A (PY20 – July 2020 thru June 2021)

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

Other partners designated as "Non-Participating Required Partners" – identified in the MOU, must contribute to the Infrastructure Funding Agreement. Partners identified as non-participating may provide access via the one-stop via automated online systems or telephone customer service with resources available within the one-stop Resource Room or dedicated telephone lines. The WCCNM's Welcome Desk staff are cross-trained on available online partner services or referred by program staff for client services.

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

CNM School of Adult & General Education (SAGE)

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

These services are utilized in direct benefit of the CNM School of Adult & General Education (SAGE) clients and costs are allocated using the method described below. The potential number of CNM School of Adult & General Education (SAGE) clients is based on the number of CNM School of Adult & General Education (SAGE) clients designated as job-ready for the prior fiscal year.

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

The following table provides IFA costs and other relevant information for PY20 – Period July 2020 thru June 2021.

Total Individuals Served at the WCCNM Comprehensive One-Stop	Total Infrastructure PY20 Estimated Costs:	CNM School of Adult & General Education (SAGE)
24,739	\$ 316,006.85	
	CNM School of Adult & General Education (SAGE) Clients (Annual)	22
	Percentage of total clients served	0.0889%
	Allocated Infrastructure Costs	\$ 281.02
	CNM School of Adult & General Education (SAGE) Annual Budget	\$457,915.00
	1.5% Limit	\$6,868.73
	Proposed Contribution	\$281.02

Total Sf=24000

		Allocated To															
Description/ Program	Office Sq Footage	WIOA Adult*	WIOA DW	WIOA Youth In*	WIOA Youth Out*	Wagner Peyser	Rapid Response	Apprenticeship Sector Strategies	Veterans Partner	WIOA Operator	TAA Partner	Benefits Advisor	RESEA Partner	NDWGs Grant	NM DVR Partner	Vacant Partner	Tech Hire Grant
Office #1	DWS Area Manager - Anthony Jenks	237.00				189.60	47.40										
Office #2	Operations Manager - Joy Forehand	237.00								237.00							
Office #3	Operations Admin Assistant - Common - Jo Ann Boru																
Office #4	Career Services Staff - Maniam Jiron	60.00				48.00	12.00										
Office #5	Career Services Staff - Vacant	60.00				48.00	12.00										
Office #6	Career Services Staff - Jose De La Rosa	60.00				48.00	12.00										
Office #7	Vets-David Inggs	109.00							109.00								
Office #8	Vets-Iamara Davis	104.00							104.00								
Office #9	Vets-Ernestine Padilla	104.00							104.00								
Office #10	Vets-Ray Pitts	104.00							104.00								
Office #11	Vets-Nicole Roa	104.00							104.00								
Office #12	WIOA Adult/DW-Anthony Aldaz	155.00	77.50	77.50													
Office #13	Career Services Staff-Lilianna Valadez	117.00				93.60	23.40										
Office #14	WIOA Adult/DW-Vacant	117.00	58.50	58.50													
Office #15	Career Services Staff - Karen Huladek	90.00				72.00	18.00										
Office #16	Career Services Staff-Stewart Shatz	90.00				72.00	18.00										
Office #17	WIOA Adult/DW-Victoria Perez	126.00	63.00	63.00													
Office #18	WIOA Adult/DW-Vacant	132.00	66.00	66.00													
Office #19	WIOA Adult/DW-Vacant	132.00	66.00	66.00													
Office #20	WIOA Supervisor Adult/DW-Patricia Georges	132.00	66.00	66.00													
Office #21	WIOA Operations (Program Manager) - Mona Koehle	100.00						100.00									
Office #22	Computer Room - Common	-															
Office #23	NM DVR-Rhonda Estrada	100.00													100.00		
Office #24	Veterans Program - Vacant	100.00							100.00								
Office #25	NM DVR- Vacant	100.00													100.00		
Office #26	NM DVR - Vacant	100.00													100.00		
Office #27	NM DVR - Vacant	100.00													100.00		
Office #28	Career Services Staff-Robert Hopper	80.00				64.00	16.00										
Office #29	Vets - Michelle Martinez	80.00							80.00								
Office #30	WIOA Adult/DW-Kristy Aragon	80.00	40.00	40.00													
Office #31	WIOA Adult/DW - Don Bartlett	80.00	40.00	40.00													
Office #32	WIOA Adult/DW-Hannah Gadri	80.00	40.00	40.00													
Office #33	WIOA Adult/DW - Bianca Gonzales	80.00	40.00	40.00													
Office #34	WIOA Adult/DW - Twila Sanchez	80.00	40.00	40.00													
Office #35	WIOA Adult/DW - Cristina Magallenes	80.00	40.00	40.00													
Office #36	WIOA Adult/DW -Maxine Baca	80.00	40.00	40.00													
Office #37	Career Services Staff - Robert Whittaker	80.00				64.00	16.00										
Office #38	Common Area	-															
Office #39	WIOA Youth - Vacant	80.00			20.00	60.00											
Office #40	WIOA Youth - Tiffany Rice	80.00			20.00	60.00											
Office #41	WIOA Youth - Tammy Chavez	80.00			20.00	60.00											
Office #42	NM DVR - Vacant	80.00													80.00		
Office #43	Common Area	-															
Office #44	WIOA Youth - Cristina Garduno	80.00			20.00	60.00											
Office #45	TAA - Tammy Gallegos	80.00									80.00						
Office #46	TAA - Ceanna Petis-Smith	80.00									80.00						
Office #47	Common Area	-															
Office #48	Common Area	-															
Office #49	TAA - Vacant	80.00									80.00						
Office #50	RESEA - Arlene Luchetti	80.00											80.00				
Office # 51	RESEA - Erica Martinez	80.00											80.00				
Office #52	RESEA - LuzElena Chacon	80.00											80.00				
Office #53	RESEA - Lucille Serrano	80.00											80.00				
Office #54	RESEA - Odelia Trujillo	80.00											80.00				
Office #55	RESEA - Chase Mascarenas	80.00											80.00				
Office #56	RESEA - Chris Lucero	80.00											80.00				
Office #57	WIOA Operations (Program Manager) - Nick Rinaldi	100.00						100.00									
Office #58	WIOA Youth Business- Anna McCord	110.00			27.50	82.50											
Office #59	NEDW Grant/Bene Adv- Kendra Morrison	110.00										55.00		55.00			
Office #60	TechHire Grant	700.00															400.00
Resource Room		1188.00	71.28	71.28	16.63	66.53	484.70	121.18	11.88	59.40	0.00	35.64	5.94	142.56	5.94	59.40	35.64
			6.00%	6.00%	1.40%	5.60%	40.80%	10.20%	1.00%	5.00%		3.00%	0.50%	12.00%	0.50%	5.00%	3.00%
Common Areas:																	
Common Area Sqft		17,222.00															
Total Office Space		6,778.00	748.28	748.28	124.13	389.03	1183.90	295.98	211.88	764.40	237.00	275.64	60.94	702.56	60.94	539.40	435.64
Pct of Total			11.04%	11.04%	1.83%	5.74%	17.47%	0.04	0.03	11.28%	3.50%	4.07%	0.90%	10.37%	0.90%	7.96%	6.43%
Common Area Share			1,901.28	1,901.28	315.40	988.47	3,008.14	752.04	538.36	1,942.24	602.19	700.36	154.84	1,785.11	154.84	1,370.54	1,106.90
Total Allocation Cost (sqft)=		24,000.00	2,649.56	2,649.56	439.53	1,377.50	4,192.05	1048.01	750.24	2,706.64	839.19	976.00	215.78	2,487.67	215.78	1,909.94	1,542.54
Check-Verify		7,078.00															
		0.00															
Telephone		56.00	6.50	6.50	4.00	1.00	7.20	1.80	2.00	7	1	3	0.5	7	0.5	5	3
Internet Connections		80	24														
Internet Connections with Proportionate Share of Resource Room			7.94	7.94	4.336	2.344	16.992	4.25	2.24	8.2	1	3.72	0.62	9.88	0.62	6.2	3.72
FTE		56	6.50	6.50	4.00	1.00	7.20	1.80	2.00	7.00	1.00	3.00	0.50	7.00	0.50	5.00	3.00

NM Workforce Connection-Bernalillo County
PY20 Infrastructure Funding Agreement-Operating Budget

Attachment "A"

Revised 082020

Effective 07/01/2020 Total Square Footage = 24,000							Allocated Area		WIOA Adult*	WIOA DW*	WIOA Youth In*	WIOA Youth Out*	Wagner Peyser	Rapid Response	Apprenticeship Sector Strategies	Veterans Partner	WIOA Operator	TAA Partner	Benefits Advisor	RESEA Partner	NDWGs Grant	NM DVR Partner	Vacant Partner	Tech Hire Grant	Total									
Unit Percentage Internet									9.93%	9.93%	5.42%	2.93%	21.24%	5.31%	2.80%	10.25%	1.25%	4.65%	0.78%	12.35%	0.78%	7.75%	0.00%	4.65%	100.00%									
Unit Percentage Telephone & Facilities Mgmt									11.61%	11.61%	7.14%	1.79%	12.86%	3.21%	3.21%	12.50%	1.79%	5.36%	0.89%	12.50%	0.89%	8.93%	0.00%	5.36%	100.00%									
FTE Percentage									11.61%	11.61%	7.14%	1.79%	12.86%	3.21%	3.57%	12.50%	1.79%	5.36%	0.89%	12.50%	0.89%	8.93%	0.00%	5.36%	100.00%									
Served Percentage									9.61%	2.40%	1.80%	5.39%	43.26%	10.82%	0.81%	5.35%	0.00%	2.57%	0.20%	12.13%	0.20%	5.25%	0.00%	0.20%	100.00%									
Square Footage							6,778.00		748.28	748.28	124.13	389.03	1183.90	295.98	211.88	764.40	237.00	275.64	60.94	702.56	60.94	539.40	0.00	435.64	6778.00									
Assigned SF Allocated Percentage									11.04%	11.04%	1.83%	5.74%	17.47%	4.37%	3.13%	11.28%	3.50%	4.07%	0.90%	10.37%	0.90%	7.96%	0.00%	6.43%	100.00%									
Common Area Allocated							17,222.00		1901.28	1901.28	315.40	988.47	3008.14	752.04	538.36	1942.24	602.19	700.36	154.84	1785.11	154.84	1370.54	0.00	1106.90	17222.00									
Common Area Percentage									11.04%	11.04%	1.83%	5.74%	17.47%	4.37%	3.13%	11.28%	3.50%	4.07%	0.90%	10.37%	0.90%	7.96%	0.00%	6.43%	100.00%									
Total Square Footage							24000.00		2649.56	2649.56	439.53	1377.50	4192.05	1048.01	750.24	2706.64	839.19	976.00	215.78	2487.67	215.78	1909.94	0.00	1542.54	24000.00									
							Allocable		Cost Basis			Annual Cost			QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	Total Shared								
							Y	N	Sq Ft	Served	Unit	COST													COST	COST	COST	COST	COST	COST	COST	COST	COST	Costs
INFRASTRUCTURE COST ITEMS																																		
Facilities Cost:																																		
Building Lease							X		X			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -							
Utilities/refuse							X		X																									
Electric							X		X			\$ 35,000.00	\$ 8,750.00	\$ 965.99	\$ 965.99	\$ 160.25	\$ 502.21	\$ 1,528.35	\$ 382.09	\$ 273.52	\$ 986.80	\$ 305.95	\$ 355.84	\$ 78.67	\$ 906.96	\$ 78.67	\$ 696.33	\$ -	\$ 562.39	\$ 8,750.00				
Gas							X		X			\$ 14,500.00	\$ 3,625.00	\$ 400.19	\$ 400.19	\$ 66.39	\$ 208.06	\$ 633.17	\$ 158.29	\$ 113.32	\$ 408.82	\$ 126.75	\$ 147.42	\$ 32.59	\$ 375.74	\$ 32.59	\$ 288.48	\$ -	\$ 232.99	\$ 3,625.00				
Water							X		X			\$ 8,700.00	\$ 2,175.00	\$ 240.12	\$ 240.12	\$ 39.83	\$ 124.84	\$ 379.90	\$ 94.98	\$ 67.99	\$ 245.29	\$ 76.05	\$ 88.45	\$ 19.56	\$ 225.45	\$ 19.56	\$ 173.09	\$ -	\$ 139.79	\$ 2,175.00				
Building Maintenance**							X		X			\$ 31,830.00	\$ 7,957.50	\$ 878.49	\$ 878.49	\$ 145.73	\$ 456.73	\$ 1,389.93	\$ 347.48	\$ 248.75	\$ 897.42	\$ 278.24	\$ 323.61	\$ 71.54	\$ 824.82	\$ 71.54	\$ 633.27	\$ -	\$ 511.45	\$ 7,957.50				
Property Contents Insurance**							X		X			\$ 1,500.00	\$ 375.00	\$ 41.40	\$ 41.40	\$ 6.87	\$ 21.52	\$ 65.50	\$ 16.38	\$ 11.72	\$ 42.29	\$ 13.11	\$ 15.25	\$ 3.37	\$ 38.87	\$ 3.37	\$ 29.84	\$ -	\$ 24.10	\$ 375.00				
Security Cameras & monitors(alarm)							X		X			\$ 4,500.00	\$ 1,125.00	\$ 124.20	\$ 124.20	\$ 20.60	\$ 64.57	\$ 196.50	\$ 49.13	\$ 35.17	\$ 126.87	\$ 39.34	\$ 45.75	\$ 10.11	\$ 116.61	\$ 10.11	\$ 89.53	\$ -	\$ 72.31	\$ 1,125.00				
Preventive Maintenance (HVAC,sprinklers,fire)							X		X			\$ 22,000.00	\$ 5,500.00	\$ 607.19	\$ 607.19	\$ 100.73	\$ 315.68	\$ 960.68	\$ 240.17	\$ 171.93	\$ 620.27	\$ 192.31	\$ 223.67	\$ 49.45	\$ 570.09	\$ 49.45	\$ 437.70	\$ -	\$ 353.50	\$ 5,500.00				
Internet							X				FTE	\$ 11,500.00	\$ 2,875.00	\$ 285.34	\$ 285.34	\$ 155.83	\$ 84.24	\$ 610.65	\$ 152.66	\$ 80.50	\$ 294.69	\$ 35.94	\$ 133.69	\$ 22.28	\$ 355.06	\$ 22.28	\$ 222.81	\$ -	\$ 133.69	\$ 2,875.00				
Telephone & Virtual Services							X				FTE	\$ 36,000.00	\$ 9,000.00	\$ 1,044.64	\$ 1,044.64	\$ 642.86	\$ 160.71	\$ 1,157.14	\$ 289.29	\$ 321.43	\$ 1,125.00	\$ 160.71	\$ 482.14	\$ 80.36	\$ 1,125.00	\$ 80.36	\$ 803.57	\$ -	\$ 482.14	\$ 9,000.00				
Supplies (janitorial - Maintenance)							X	X				\$ 13,000.00	\$ 3,250.00	\$ 358.79	\$ 358.79	\$ 59.52	\$ 186.54	\$ 567.67	\$ 141.92	\$ 101.59	\$ 366.52	\$ 113.64	\$ 132.17	\$ 29.22	\$ 336.87	\$ 29.22	\$ 258.64	\$ -	\$ 208.89	\$ 3,250.00				
IT Maintenance & Support (60%)							X				FTE	\$ 72,806.60	\$ 18,201.65	\$ 2,112.69	\$ 2,112.69	\$ 1,300.12	\$ 325.03	\$ 2,340.21	\$ 585.05	\$ 650.06	\$ 2,275.21	\$ 325.03	\$ 975.09	\$ 162.51	\$ 2,275.21	\$ 162.51	\$ 1,625.15	\$ -	\$ 975.09	\$ 18,201.65				
One-Stop Facilities Management (10%)							X		X			\$ 12,190.26	\$ 3,047.56	\$ 336.45	\$ 336.45	\$ 55.81	\$ 174.92	\$ 532.31	\$ 133.08	\$ 95.27	\$ 343.69	\$ 106.56	\$ 123.93	\$ 27.40	\$ 315.89	\$ 27.40	\$ 242.53	\$ -	\$ 195.88	\$ 3,047.56				
One-Stop Administrative/Infrastructure Support (20%)							X		X			\$ 12,480.00	\$ 3,120.00	\$ 362.14	\$ 362.14	\$ 222.86	\$ 55.71	\$ 401.14	\$ 100.29	\$ 111.43	\$ 390.00	\$ 55.71	\$ 167.14	\$ 27.86	\$ 390.00	\$ 27.86	\$ 278.57	\$ -	\$ 167.14	\$ 3,120.00				
Janitorial-MaintenanceService							X		X			\$ 40,000.00	\$ 10,000.00	\$ 1,103.98	\$ 1,103.98	\$ 183.14	\$ 573.96	\$ 1,746.69	\$ 436.67	\$ 312.60	\$ 1,127.77	\$ 349.66	\$ 406.67	\$ 89.91	\$ 1,036.53	\$ 89.91	\$ 795.81	\$ -	\$ 642.73	\$ 10,000.00				
Total Facilities Cost:												\$ 316,006.85	\$ 79,001.71	\$ 8,861.62	\$ 8,861.62	\$ 3,160.53	\$ 3,254.71	\$ 12,509.86	\$ 3,127.46	\$ 2,595.28	\$ 9,250.63	\$ 2,179.02	\$ 3,620.81	\$ 704.84	\$ 8,893.10	\$ 704.84	\$ 6,575.32	\$ -	\$ 4,702.07	\$ 79,001.71				
Less Contribution by Non-Participating Partners:												\$ 237,010.56	\$ 59,252.64	\$ 6,646.37	\$ 6,646.37	\$ 2,370.45	\$ 2,441.09	\$ 9,382.61	\$ 2,345.65	\$ 1,946.50	\$ 6,938.13	\$ 1,634.30	\$ 2,715.67	\$ 528.64	\$ 6,669.98	\$ 528.64	\$ 4,931.60	\$ -	\$ 3,526.64	\$ 59,252.64				
NL Partners Prior Reimbursements												\$ 12,993.35	\$ 11,222%			4.00%	4.12%	3.96%	3.29%	4.58%	0.89%	11.26%	8.32%		0.00%	5.95%	100%							
													\$ 1,457.46	\$ 1,457.46	\$ 519.81	\$ 535.30	\$ 2,057.49	\$ 514.37	\$ 426.84	\$ 1,521.44	\$ 358.38	\$ 595.51	\$ 115.92	\$ 1,462.64	\$ 115.92	\$ 1,081.44	\$ -	\$ 773.35						
ADDITIONAL COSTS													ACTUAL																					
Shared Costs:																																		
Security Guard							X				FTE	\$ 45,000.00	\$ 11,250.00	\$ 1,305.80	\$ 1,305.80	\$ 803.57	\$ 200.89	\$ 1,446.43	\$ 361.61	\$ 401.79	\$ 1,406.25	\$ 200.89	\$ 602.68	\$ 100.45	\$ 1,406.25	\$ 100.45	\$ 1,004.46	\$ -	\$ 602.68	\$ 11,250.00				
Software							X				FTE	\$ 5,000.00	\$ 1,250.00	\$ 145.09	\$ 145.09	\$ 89.29	\$ 22.32	\$ 160.71	\$ 40.18	\$ 44.64	\$ 156.25	\$ 22.32	\$ 66.96	\$ 11.16	\$ 156.25	\$ 11.16	\$ 111.61	\$ -	\$ 66.96	\$ 1,250.00				
Postage Meter Rental							X				FTE	\$ 500.00	\$ 125.01	\$ 14.51	\$ 14.51	\$ 8.93	\$ 2.23	\$ 16.07	\$ 4.02	\$ 4.46	\$ 15.63	\$ 2.23	\$ 6.70	\$ 1.12	\$ 15.63	\$ 1.12	\$ 11.16	\$ -	\$ 6.70	\$ 125.01				
Office Supplies							X				FTE	\$ 8,500.00	\$ 2,125.00	\$ 246.65	\$ 246.65	\$ 151.79	\$ 37.95	\$ 273.21	\$ 68.30	\$ 75.89	\$ 265.63	\$ 37.95	\$ 113.84	\$ 18.97	\$ 265.63	\$ 18.97	\$ 189.73	\$ -	\$ 113.84	\$ 2,125.00				
Printed Materials -(letter head , business cards,outreach							X				FTE	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
One-Stop Administrative Support (80%)							X				FTE	\$ 62,400.00	\$ 15,600.00	\$ 1,810.71	\$ 1,810.71	\$ 1,114.29	\$ 278.57	\$ 2,005.71	\$ 501.43	\$ 557.14	\$ 1,950.00	\$ 278.57	\$ 835.71	\$ 139.29	\$ 1,950.00	\$ 139.29	\$ 1,392.86	\$ -	\$ 835.71	\$ 15,600.00				
Copier Lease and Supplies							X				FTE	\$ 11,000.00	\$ 2,750.00	\$ 319.20	\$ 319.20	\$ 196.43	\$ 49.11	\$ 353.57	\$ 88.39	\$ 98.21	\$ 343.75	\$ 49.11	\$ 147.32	\$ 24.55	\$ 343.75	\$ 24.55	\$ 245.54	\$ -	\$ 147.32	\$ 2,750.00				
Postage (based on usage)								X				\$ 200.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
Total Shared Costs												\$ 33,100.01	\$ 3,841.97	\$ 3,841.97	\$ 2,364.29	\$ 591.07	\$ 4,255.72	\$ 1,063.93	\$ 1,182.14	\$ 4,137.50	\$ 591.07	\$ 1,773.21	\$ 295.54	\$ 4,137.50	\$ 295.54	\$ 2,955.36	\$ -	\$ 1,773.21	\$ 33,100.01					
Career Services Costs:																																		
Welcome Desk Support							X			X		\$ 49,576.80	\$ 12,394.20	\$ 1,191.17	\$ 297.79	\$ 222.69	\$ 668.08	\$ 5,361.89	\$ 1,340.47	\$ 100.20	\$ 663.32	\$ -	\$ 319.14	\$ 25.05	\$ 1,503.00	\$ 25.05	\$ 651.30	\$ -	\$ 25.05	\$ 12,394.20				
Interpretive Services							X			X		\$ 10,000.00	\$ 2,500.00	\$ 240.27	\$ 60.07	\$ 44.92	\$ 134.76	\$ 1,081.53	\$ 270.38	\$ 20.21	\$ 133.80	\$ -	\$ 64.37	\$ 5.05	\$ 303.17	\$ 5.05	\$ 131.37	\$ -	\$ 5.05	\$ 2,500.00				
Career Services Costs												\$ 59,576.80	\$ 14,894.20	\$ 1,431.44	\$ 357.86	\$ 267.61	\$ 802.84	\$ 6,443.42	\$ 1,610.85	\$ 120.41	\$ 797.12	\$ -	\$ 383.51	\$ 30.10	\$ 1,806.16	\$ 30.10	\$ 782.67	\$ -	\$ 30.10	\$ 14,894.20				
Total Additional Costs:												\$ 197,176.80	\$ 47,994.21	\$ 5,273.41	\$ 4,199.83	\$ 2,631.90	\$ 1,393.91	\$ 10,699.13	\$ 2,674.78	\$ 1,302.55	\$ 4,934.62	\$ 591.07	\$ 2,156.72	\$ 325.64	\$ 5,943.66	\$ 325.64	\$ 3,738.03	\$ -	\$ 1,803.32	\$ 47,994.21				
TOTAL COSTS												\$ 513,183.65	\$ 126,995.92	\$ 14,135.03	\$ 13,061.45	\$ 5,792.43	\$ 4,648.62	\$ 23,208.99	\$ 5,802.25	\$ 3,897.83	\$ 14,185.25	\$ 2,770.09	\$ 5,777.53	\$ 1,030.48	\$ 14,836.76	\$ 1,030.48	\$ 10,313.34	\$ -	\$ 6,505.39	\$ 126,995.92				
With contribution of Non-participating partners												\$ 434,187.36	\$ 107,246.85	\$ 11,919.78	\$ 10,846.20	\$ 5,002.35	\$ 3,835.00	\$ 20,081.74	\$ 5,020.43	\$ 3,249.06	\$ 11,872.75	\$ 2,225.37	\$ 4,872.39	\$ 854.28	\$ 12,613.64	\$ 854.28	\$ 8,669.63	\$ -	\$ 5,329.95	\$ 107,246.85				
Customers Served:							24,739																											
Participating Partners Customers Served:																																		
																								</										

Customers Served:	24,739																	Attachment "A"
			CNM Carl Perkins	CNM Adult Basic Education	ABE ABQ Adult Learning Center	ABE - SIPI (EXEMPT)	ABE - Catholic Charities	ABE - Santa Fe Community College (EXEMPT)	Job Corps	Goodwill Industries of NM SCSEP	NM Aging and Long-Term Services	National Farmworker Job Programs - Help NM (EXEMPT)	CSBG Grant - Help NM	NICOA National Indian Council on Aging (EXEMPT)	Unemployment Insurance	Human Services	WIOA National Indian Youth Council (EXEMPT)	
Non-Participating Partners (served or potential to serv)																		
Program Clients				22	12		94		225	71	5		366	0	10844	697	0	
Percent of Potential Customers Served			0.0000%	0.0889%	0.0485%		0.3800%		0.9095%	0.2870%	0.0202%		1.4794%			2.8174%		
Program's Federal Funding - Proportionate Share			\$ 1,445,623.33	\$ 457,915.00	\$ 251,397.00		\$ 347,590.00			\$ 663,850.00	\$ 54,384.00		\$ 245,744.41					
Allocated Costs (based on clients served):			\$ -	\$ 281.02	\$ 153.28		\$ 1,200.72	\$ -	\$ 2,874.07	\$ 906.93	\$ 63.87	\$ -	\$ 4,675.15	\$ -	\$ 39,242.67	\$ 8,903.22		
1.5% Limiting Factor:			\$ 21,684.35	\$ 6,868.73	\$ 3,770.96		\$ 5,213.85			\$ 9,957.75	\$ 815.76		\$ 3,686.17	\$ -	\$ 39,242.67	\$ 8,903.22		
Estimated Allocated Costs:			\$ 21,684.35	\$ 281.02	\$ 153.28	\$ -	\$ 1,200.72	\$ -	\$ 2,874.07	\$ 906.93	\$ 63.87	\$ -	\$ 3,686.17	\$ -	\$ 39,242.67	\$ 8,903.22	\$ -	

KEY
Data request sent. Estimation will be used for Q1.
Organization Exempt for Quarterly Contribution.
IFA Contribution Amount Complete.

TOTAL	\$	78,996.30
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