



**State of New Mexico
Higher Education Department
Adult Education Division**

**Program Annual Report
Preparation Guidelines and
Reporting Template**

2020-2021

Please email reports to:

adult.education@state.nm.us

AND

amy.anderson@state.nm.us

Adult Education Division
New Mexico Higher Education Department
2044 Galisteo, Suite 4
Santa Fe, NM 87505

**Reporting Deadline
September 1, 2021**

(Please email your reports to adult.education@state.nm.us and amy.anderson@state.nm.us no later than 5 p.m. on the due date.)

Annual Program Report

2020-2021

Checklist:

- ☐ Complete Cover Page with Signatures
- ☐ Complete Section I (Program Narrative)
- ☐ Complete Section II (Student Data)
- ☐ Complete Section III (Evaluation of Program Effectiveness)
- ☐ Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)
- ☐ Complete Section V (Career Pathways Activities)
- ☐ Complete Section VI (Curriculum and Instruction)
- ☐ Complete Section VII (IELCE- Only Complete if Applicable)
- ☐ Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- Only Complete if Applicable)
- ☐ Complete Section IX (Staff and Professional Development).
- ☐ Complete Section X (Fiscal Survey)
- ☐ Attach all NRS Tables
- ☐ Attach MOUs and IFAs, if applicable

Introduction:

NMHED AE Division provides these guidelines for the Annual Report process for programs to supply 2020-2021 program year information. Please take this opportunity to identify areas of program improvement and request technical assistance from NMHED AE. The process also helps the NMHED AE Division to aggregate program information for reporting to OCTAE at the U.S. Department of Education. Please be sure to contact the NMHED AE Division with any questions.

General Instructions:

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

This section includes:

- Section I (Program Narrative Report)
 - Section II (Student Data)
 - Section III (Evaluation of Program Effectiveness)
 - Section IV (WIOA Partner Activities, Career Services, and Training Services)
 - Section V (Career Pathway Activities)
 - Section VI (College and Career Readiness Standards)
 - Section VII (IELCE Activities- Only Complete if Applicable)
 - Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- Only Complete if Applicable)
 - Section IX (Staff and Professional Development)
 - Section X (Fiscal Survey)
3. Attach all NRS Tables
 4. Attach MOU and IFA

(Please remove these instructional pages when submitting your final report.

Your submitted report should begin with the signed cover page.)

**Annual Program Report
Cover Page**

Program Name: **UNM-Gallup Adult Basic Education**

Institution or Organization: **UNM-Gallup**

Address: **705 Gurley Hall**

City: **Gallup, New Mexico**

County: **McKinley**

Zip: **87301**

Main Phone: **505-863-7644**

Website: www.gallup.unm.edu/aec

Social Media: **None**

Workforce Region(s) Served: **Region 5**

Submission Date: **08/27/2021**

Program Director, Manager, or
Coordinator Name and Title: **Tonya Thacker, Program Manager**

Contact Information: Phone(s): **505-863-7644**

Email: thackert@unm.edu

Alternate Contact Name and
Title: **Sabrina Ezzell, Division Chair**

Contact Information: Phone(s): **505-863-7570**

Email: sezzell@unm.edu



Signature of the Chief Executive Officer or Designee

August 31, 2021
DATE

Dr. James Malm, Chancellor

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.

Gallup, New Mexico is located in the northwestern New Mexico region on the New Mexico/Arizona state line. This geographic location nestles the community between the Navajo and Zuni Indian reservations. The most recent population statistic is 21,493 and it shows a diverse community: 36.5% White, 1.7% Black, 44.1% Native American, 3.1% Asian, and 33.2% Hispanic or Latino (United States Census, 2021). University of New Mexico-Gallup Adult Education provides services to students mostly from McKinley County. Due to the size and expansive geographic boundaries of the Navajo Reservation, we have a large number of students from Apache County in Arizona and also a few from Cibola County.

UNM-Gallup ABE provides services to residents of Gallup, the Navajo Nation, the Zuni Nation, and a large number of English Language Learners. Gallup presents data that categorizes it as having a significant population who are low-income: 41.9% are unemployed, 28.4% live in poverty, and \$48,065 is the median household income. Also, the high school graduation rate for McKinley County is 67.6% (NM-IBIS, 2021). This data provides evidence that we provide services to students who may receive public assistance, designate as low-income individuals, and others who are basic skills deficient. We will also make a concerted effort to recruit veterans and their spouses, should they need our services for adult education or making connections to the local one-stop WIOA office.

The current services provided by UNM-Gallup Adult Education are:

- **Adult Education:** We offer year-round courses and tutoring to assist adults with basic literacy and numeracy skills, critical and creative thinking, cooperation and communication in a curriculum that utilizes the CCRS and HiSet teaching standards. The curriculum provides instructors with a framework to design project-based, culturally relevant instruction that prepares students to pass the HiSet equivalency test to earn their high school equivalency certificate, prepare for college, prepare for work, and improve family and community involvement. Since March 2020, all instruction has been transitioned to online and distance learning.
- **Literacy:** Literacy permeates all teaching subject areas. The Reading/Writing courses provide a heavy focus on literacy, but it is also addressed in the math, science, and social studies courses. The coursework provides formal literacy instruction, functional literacy promotion, and informational literacy practice. Our program provides opportunities for students to increase their literacy through embedded and scaffolded instruction, with a focus on real-world connections to assist the student with transitions from the classroom to the workplace, college, community, and their families.
- **Workplace Adult Education & Literacy Activities:** The program has provided workshops on communication and problem solving at our campus. In collaboration with Navajo Nation Department of Self-Reliance (NNDNR), we offer courses in workplace literacy training. We have offered a bilingual version (Navajo/English) version of the training for students who identified as English Language Learner.
- **Family Literacy:** Our instructors design their literacy instruction to be utilized as a tool the student can use outside of the classroom. A significant percentage of our students have children or promote the practice of intergenerational relations. Our program encourages our students to foster their literacy skills at home with their families. This includes activities such as reading and homework help with their children, reading doctor

orders or medication instruction with elderly relatives, and our previous partnership with 4th World ATD saw our students facilitate reading activities at the Gallup Flea Market on weekends.

- **ELA Activities:** Gallup has a population that reflects a significant number of students in our program who are English Language Learners (ELL). Our enrollment includes students who are fluent in their Native speaking languages. They may be Native American or immigrants. Eighty percent of our students are Native American. Our program promotes instruction to help these students improve their spoken and written English skills.
- **Workforce Preparation Activities:** Our program promotes opportunities for students to prepare for the workforce. This includes networking with current partners, offering trainings to address resume writing, interview skills, and mock interviews.

The current student population includes:

- **Race**
 - 81% Native American
 - 12% Hispanic
 - Less than 1% Black/African American
 - Less than 1% Native Hawaiian/other Asian Pacific Islander
 - Less than 1% White
- **Gender**
 - 37% Male
 - 63% Female
- **Highest level of education completed**
 - Grades 6-8: 8%
 - Grades 9-12 (No diploma): 89%
 - High School Equivalency Certificate: 3%

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.)

Key Initiatives and Partnerships:

- **Northern New Mexico Work Force:** The local one-stop assists students with access to job-training opportunities, job searches, and resume building. Before COVID, the job training coordinator visited the campus to make presentations and assist students. Since COVID, they have provided info sessions on available services via Zoom. We also promote the dates of their offered Zoom sessions to students and encourage them to attend. Discussions are in progress on how we can resume our working partnership in person when distancing restrictions are lifted. MOU attached.
- **National Indian Youth Council:** This new partnership was initiated in Fall 2020. They have referred clients to our program and also host info sessions with our students for recruitment purposes. Their program offers financial support for students who are enrolled in a adult education program. Discussions have been ongoing to initiate a mutually beneficial MOU between them and UNM Gallup adult education.
- **Navajo Headstart:** Our program has had a partnership with Navajo Headstart. We provide info sessions to their clients during their Parent Information Day. We both promote the parents to enroll if they do not have a high school diploma. Discussions have been ongoing to initiate a mutually beneficial MOU between them and UNM Gallup adult education.

- Gallup Adult Detention: Before COVID, we had an instructor who provided face-to-face instruction to the detainees at the center. Since COVID, this has been interrupted. Also, efforts are underway to establish a more developed partnership between both programs.
- Navajo Nation Department for Self-Reliance: We have offered integrated education and training for Navajo Nation caseworkers. Since COVID, dialogue has been through email. We have provided our info session dates so they could promote these to their clients. Discussions are moving forward to plan for how this partnership can be strengthened after distancing restrictions are lifted.

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.

COVID affected the UNM-Gallup ABE program in various ways:

Administrative:

I began my role as Program Manager for UNM-G ABE on June 1, 2020. At this time, UNM-Gallup was under full campus closure. All staff and instructors were completing work duties from home. Administratively, our program was challenged because COVID affected the transition and orientation of a new administrator. I oriented to ABE through email, Zoom, and phone conversations. This hampered the efficiency of how I was able to learn, reflect, and reorganize every aspect of the program. More so, COVID delayed meaningful interactions, conversations, and dialogue with the staff that would have been done when I first came on board.

Curriculum Design:

First, there was not a program-wide curriculum map that guided instruction and instructional levels. We created a master curriculum map in June that addressed all subject areas. Next, COVID forced our instructors to transition all learning online to the CANVAS instruction platform. All instructors had to orient, design, and create lessons that could be accessed online by our student population. This transition was stressful for ABE instructors, who at that time, were using a fragmented remote xerox packet type of curriculum. Then, we had to reflect on how to provide services to students who did not have either technology, internet, or both. We addressed this by utilizing Chromebooks provided by NM HED. Also, UNM-Gallup created internet hubs on the main campus that could be utilized by our students. Finally, we had to evaluate our lessons to ensure that they were assessing the lesson objectives outlined in the new curriculum map.

Delivery of Instruction:

This was the most difficult area and COVID affected it drastically. We could not offer instruction face-to-face. We offered students the opportunity to get a Chromebook that they could use to access the new online classrooms. However, there were several issues that hampered us throughout. These include: limited access to internet, unreliable internet access at home for both students and instructors, unfamiliarity of how to navigate online learning by students, and students giving up. COVID impacted student progress. All students struggled with the online learning platform. Most stalled and some did not finish. Our instructors tried to help some with a remote option with xeroxed binders, but this was also difficult because most students had transportation issues. They had difficulties finding a ride in to pick up the work or drop it off. Most were not able to scan or take pictures of their work to email, or did not have email. Overall, COVID proved to be very frustrating for all of our students and the instructors.

Testing:

This was difficult to navigate. Our program followed the COVID guidelines put forth by New Mexico and UNM. Unfortunately, although our testing companies offered remote online testing for students, none of our students could do this. Because of limited internet and the use of public internet hubs, this option was not available to them. So, we had to provide face-to-face testing in our building. Physically, it was stressful and exhausting. Considerable screening was done for each student before they could enter the building. After the testing session,

extreme measure were taken to disinfect the room, the furniture, and the testing booklets. Emotionally, our testing coordinator took considerable measures to ensure that she was not in close contact with students. She tested multiple times throughout the year. Our students did not test or progress well during 2020-2021. The new method of instruction hampered their ability to progress. Also, some students were hesitant to come in person to test and it delayed their enrollment or their progression to higher course levels.

Collaboration:

There was very limited collaboration among staff and instructors throughout the year. Although we had weekly staff meetings, instructor meetings, and one-on-one meetings, it was difficult to address some issues. For example, most of the meetings before Christmas were dominated by conversations regarding online content. Most meetings turned into tutorials on how to do something in CANVAS. One instructor did take the lead on this and provided amazing professional support to her colleagues. The collaboration between the Program Director and other directors across the state were consistent and provided valuable information that addressed foundational knowledge of how ABE operates.

Goals and Timelines:

When the new 2020-2021 year began, we set attainable goals that addressed the new online learning environment. However, the timelines for completion were pushed back several times. For example, we wanted to have a complete class for each subject set up by the end of September. However, the instructors had difficulty getting this done. It got pushed back to the end of October, then November, and finally December. However, it seemed as if the students mirrored this pace. They had difficulty with the online lessons, and it was hard for them to complete the work in a timely manner. Another goal we had was to establish and launch a student advising component. I wanted to begin this new initiative in January, but we had to push it back to March, then April, because the online instruction and reaching out to students consumed most of our instructors' time. Another aspect of this areas was student contact. With all students online and remote, a lot of our instructors' time was spent trying to contact them via telephone or email.

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.

Administrative:

Our program has moved to the main UNM-Gallup campus. This move allows our students to access reliable internet and to learn in an environment that fosters student success and promotes lifelong learning opportunities. Our new location has reliable internet that allows us to utilize the new 35 student laptops for instructional purposes.

Our staff and instructors operate in the same physical space and are able to address administrative tasks more efficiently and effectively. The limitations set forth by email and Zoom are not an issue anymore. We have developed new document and tracking tools to observe progression trends across student enrollment.

We also developed an ABE Student Handbook that clearly outlines our program goals, expectations, and student expectations. It also communicates behavior expectations as they are defined by UNM main campus.

Curriculum Design:

During COVID, we re-designed our instructional foundation by creating a master curriculum map. Our curriculum map has afforded our instructors a guide on ensuring that their lessons reflect CCRS and HiSET learning objectives. Additionally, all lessons communicate to the students which learning objectives are being addressed and assessed. As we come out of the pandemic, our instructors will reflect on the map continuously to ensure that their lessons adapt to the new face-to-face instruction.

Delivery of Instruction:

Our program has created a complete online learning kit through CANVAS. Because of this, we are now able to offer online or hybrid classrooms. Our instructors will continue to utilize the assignments and assessments in CANVAS, but it will complement the face-to-face instructional lectures and activities in the physical classrooms.

We will offer students opportunities to access courses in person, online hybrid, or remote. However, because of our limited instructors, all classes will not be offered using all three options. Most courses will be offered in-person and online hybrid. Two classes will be offered remotely using hard copied binders.

Since the new fiscal year began, we have launched one course face-to-face during session one, to determine how to tweak the process for other courses that will launch face-to-face in our second session. We have made observations of the physical space, the number of students, and the disinfection methods after each class meeting. We will utilize these observations across all subject areas meeting face-to-face in session two to ensure that our instructors are following safety protocols in an efficient and safe manner.

Testing:

Our new space affords us a dedicated testing room with access both online and paper testing. Our testing sessions have seen a robust uptick and we are adding students to our enrollment.

Collaboration:

Staff and instructor collaborations have been meeting face-to-face. Professional dialogue and planning sessions have made significant progress toward setting monthly and annual goals with timelines and measurable outcomes clearly defined. As before, we meet bi-weekly in a staff meeting, instructor meeting, and one-on-one meetings.

We have also have set up physical meetings with our state and community stakeholders including NM One Stop, NIYC, and Navajo Nation for Self Reliance.

Goals and Timelines:

At the end of fiscal year 2020-2021, each staff and instructor defined their goals for the next year. These included: administrative/teaching tasks, professional relationships, and professional development. For the program, we established Program Objectives that are communicated in our Student Handbook and on our website.

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)	60
Total count of students with 12 + hours	54
Total contact hours for students with 12 + hours	3,931
Average contact hours for students with 12 + hours	72.80
Average contact hours for students with 12 + hours experiencing level gains	155.47
Count of all HSE graduates with 12 + hours	1
Percentage of total number of students achieving a measurable skill gain	14.81%
Percentage of total number of students achieving employment second quarter after exit	0
Percentage of total number of students achieving employment fourth quarter after exit	0
Median earnings for former students in the second quarter after exit	0
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	N/A
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	N/A

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.

First, we have more students who have less than 12 hours compared to those who have more. This explains our observation that students struggled with the online and remote learning, often choosing not to continue with progress.

Next, the amount of hours needed by a student to make level gains is high. This could be attributed to the difficulties they had with the online instruction. They needed more instructional time with online delivery to make any sort of gain. For ABE students especially, they benefit more with instruction that is face-to-face and offers opportunities to ask questions or engage.

There was only 14% who made any level gains. This is not what a program wants to hear, but I am confident that that number will rise with the new fiscal year as we resume face-to-face instruction.

Finally, the number of students achieving employment reflects COVID and the limitations placed on anybody's ability to work during lockdown.

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 students and program data are far below the state adjusted levels of performance. For 2020-2021, our program was not effective. COVID can account for most of it, but it can also be attributed to the re-building of the program from its foundational level and also a historical trend of student progression at UNM-Gallup ABE.

Our strengths include professional collegiality, committed and ongoing communication efforts, positivity in creating online classrooms, and the ability to revamp the program's curriculum, website, program objectives, student objectives, and student handbook. We were also able to re-classify two employees to a new job title that better reflected their academic accomplishments and job duties.

The challenge this year was COVID. Complimenting COVID was new program leadership and revamping many foundational elements of the program. Communication was hindered and reaching out to students was difficult. All of these challenges prevented us from providing the best learning experience for our students.

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

First, we have qualified instructors who are experts in their subject matter. They have developed lessons to align with a curriculum map that utilizes CCRS and HiSet teaching standards. The curriculum map provides a framework that fosters quality teaching goals and objectives. Instructors are trained to deliver content, provide activities to strengthen skills, and administer an assessment to gauge mastery of the content. All lessons scaffold on each level to utilize prior learning mastery. Instructors have been directed to include contextualized learning connections for each lesson. During COVID, instructors have transferred all lessons online, creating lesson modules. Each instructor has created an assessment to exit each module, the assessment providing evidence that the skills for that lesson module have been mastered. Throughout each module, instructors utilize informal assessment checks to gauge individual student understanding of lesson content. Further, during COVID, instructors held an instructor meeting every week to check for lesson validity, bouncing teaching ideas and strategies off each other. The meeting also allowed them to check in with other instructors on individual student performances and progress.

Our adult education curriculum map and lessons utilize the andragogy teaching framework for adult learners. Developed by Malcolm Knowles, it promotes six assumptions of adult learners (Knowles et al, 2012):

- The need to know: Adult learners want to know why they are learning something. For adult learners, time is a valuable commodity. Often, they are working full-time or have families, so they need to know that their time spent on a lesson is valuable and important for their success. Our instructors will introduce each lesson with learning objectives, explaining why it is important for them to master the skill.
- The learner's self-concept: Adult learners want to be responsible for their learning. Our instructors will help our students bridge the gap between dependent learning and self-learning, by helping them develop a skillset that promotes educational independence. Currently, this theory is called a 'flipped classroom', where the learner takes charge of their learning outcomes.
- The role of the learner's experience: Adult learners bring a wealth of life experiences to the classroom. Our instructors will promote this as a valuable asset, encouraging our students to share their experiences, when appropriate.
- Readiness to learn: Adult learners who enroll in our program do so because they have acknowledged that they are at a point in their life where adult education is necessary. This acknowledgement of being ready to learn places them at an advantageous position. By being ready to learn, they will come to class prepared and with an engaged mindset. Our instructors will take advantage of this assumption by ensuring that all lessons are accessible to students and to encourage them to finish the program in an efficient manner.
- Orientation to learning: Adults' orientation to learning is life-centered. This means that they are motivated to learn when they know that their learning will help them accomplish a task or deal with

a problem. Our instructors will present contextualized information that promotes real-life learning situations, showing the students how lesson concepts will extend outside of the classroom.

- Motivation: Adults find motivation internally. Self-esteem, job satisfaction, and quality of life are examples of such. Our instructors will create lessons to promote how mastery and awarding of a HiSet certificate will increase the student's level of these internal motivators. The program will support this by utilizing two new employee reclassifications: program coordinator for onboarding and assessment will meet with each student to welcome them into the program and place them in appropriate classes. The new Adult Educator has an embedded role as program advisor, allowing her to meet with each student to determine their end goal and to provide support as they work their way through the program.

Our reading/writing instructors are highly qualified to teach reading instruction. They are endorsed to teach ELA in elementary, middle, and high school grade levels. Our curriculum map has divided the reading/writing courses into three learning levels: elementary, middle, and high school concepts. Thus, although we may get students who have very low literacy levels, our elementary level instructor has prepared instruction to address low reading concepts such as decoding, letter identification, phonics, phonemic awareness, pronunciation, developing fluency, and raising comprehension. The middle school level builds on those foundational reading skills to improve fluency and comprehension. Writing skills are also developed to compliment and strengthen reading skills. Finally, the high school reading/writing course gives students the final tool skillset needed to master the reading assessment administered by HiSet.

References:

Knowles, M. S., Holton, I. E. F., & Swanson, R. A. (2012). *Adult learner*. ProQuest Ebook Central
<https://ebookcentral.proquest.com>

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

At UNM Gallup Adult Education, instruction is delivered using three modalities: face-to-face, online, and remote instruction. Pre-COVID, all instruction was delivered face-to-face. Since COVID, all instruction was moved online and remote through learning packets, supported by Zoom or telephone tutoring sessions with an instructor. The math learning track has five learning levels, divided into elementary, two middle, and two high school courses. All three math courses utilize the same curriculum program and workbooks. The reading/writing track is divided into three tracks, elementary, middle, and high school levels. The instructors for these courses developed their own course content using differentiated curriculum resources. However, they are actively working together now to select a common curriculum resource to use across all three levels. There is one science course and one social studies course, both taught by one instructor who is utilizing a HiSet inspired curriculum course book. All coursework reflects the teaching objectives and standards outlined in our program curriculum map.

As stated above, our instructors have attended and participated in professional development on best practices to deliver instruction in their subject area. The andragogy learning theory framework promotes the following best practices for adult learners:

- Plan some activities where students can direct their own learning
- Use active participation and groups for social interaction.
- Use a variety of teaching and learning methods, including hands on learning.
- Make the learning relevant to what students will be doing when they leave the classroom.
- Spend less time lecturing and let students work on solving problems.

- Provide a supportive learning environment with multiple resources, breaks, and opportunities to ask questions and correct mistakes.

Rasmussen (2015) suggests that instructors of adult learners utilize the following methods of instruction to promote positive engagement: case studies, simulation, games, problem solving, self-assessments, quizzes, reflection, and lecture. She also suggests that instructors utilize and promote the following styles of learning, as students are stronger learners in one of the styles: visual, auditory, or kinesthetic.

To teach reading, writing, and speaking, our instructors are developing lessons that fall under the andragogy framework. Specifically, they are creating lesson topics that are familiar to adult learners and their life experiences. Reading and writing instructors will utilize online professional development created by Literacy Information and Communication System (LINCS) to guide their instructional development or to strengthen the lesson modules that have already been created. LINCS has created a PowerPoint series promoting how to link reading/writing lessons in adult education to the CCRS teaching standards.

To teach math, Ginsburg & Gal (2010) promote the following thirteen strategies in their research: address and evaluate attitudes and beliefs regarding both learning math and using math; determine what students already know about a topic before instruction; develop understanding by providing opportunities to explore mathematical ideas with concrete or visual representations and hand-on activities; encourage the development and practice of estimation skills; emphasize the use of “mental math” as a legitimate alternative computational strategy and encourage the development of mental math skills; view computation as a tool for problem solving, not an end in itself; encourage use of multiple solution strategies; develop students’ calculator skills and foster familiarity with computer technology; provide opportunities for group work; link numeracy and literacy instruction by providing opportunities for students to communicate about math issues; situate problem-solving tasks within meaningful realistic contexts in order to facilitate transfer of learning; develop students’ skills in interpreting numerical or graphical information appearing within documents and text; and assess a broad range of skills, reasoning processes, and dispositions, using a range of methods. These research-based strategies complement our commitment to utilize the andragogy theoretical framework.

To teach English Language Acquisition, our instructors will continue to seek out and participate in professional development opportunities regarding literacy and ELL teaching strategies. Instructors will include SEI teaching strategies for their lessons, when applicable. We will purchase an online literacy curriculum program that complement our current teaching classrooms to provide a complimentary opportunity for students to further develop and strengthen their literacy skills. We will provide the physical space and technology for students to come in and complete their reading/writing work on student laptops available for in-house check out and offer tutoring support with our full-time teaching staff on site. We will hire qualified instructors who are certified in reading/writing and will hire a qualified ELL instructor who possesses the ESL (English as a Second Language), ELL (English Language Learner), SEI (Structured English Immersion), or TESOL (Teaching English as a Second Language) endorsement. At enrollment, our program coordinator who is our onboarding and testing specialist will use the intake assessment forms to determine if a student may be a low level literacy student or an ELL learner. This student will be referred to the Director, who possesses an SEI teaching endorsement, for further assessment and placement.

References:

- Ginsberg, L., & Gal, I. (2010). Instructional strategies for teaching adult numeracy skills. National Center on Adult Literacy.
https://www.researchgate.net/publication/2821862_Instructional_Strategies_for_Teaching_Adult_Numeracy_Skills

Rasmussen, C. (2015). Adults as learners: Effective teaching strategies.

https://www.leadingagemn.org/assets/docs/15_Workforce_103_CreatingEffectiveOrientationPrograms-CRasmussen.pdf

Literacy Information and Communication System. (2021). Professional development units for CCR standards in ELA/Literacy. <https://lincs.ed.gov/state-resources/federal-initiatives/college-career-readiness/ela>

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

COVID restricted our instructional delivery to online and/or remote learning. For our instructors, this created challenges in designing instructional activities and assessments. For students, it created challenges rooted in technology, internet access, and difficulties with online learning platform navigation. This is reflected in the number of students with less than 12 hours, the number of graduates, and the percentage for measurable skill gain. Although we had a consistent number of students enrolling into the program, they stopped earning contact hours and making gains in their progression.

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.*

We had 4 students who were enrolled in the National Indian Youth Council. They received career services from NIYC.

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.*

We did not provide any funding for the costs for our students to participate in the NIYC program.

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.

NIYC receives funding from WIOA, but is not part of the Workforce Development Regions. During COVID, our partnership with NIYC was very limited. We were able to provide a Zoom platform for NIYC to connect with our students for recruitment. We also reached out to NM Workforce and they were able to provide 2 Zoom recruitment sessions during the year.

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.

We have finalized our MOU with Northern Region Workforce Board. We have reached out to them recently to try to set up a meeting to outline possible partnership activities, however, we have not heard back from them, yet.

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 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.

Please see attached MOU.

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.

For 2020-2021, UNM-Gallup participated in the Career Pathways Institute with Jeff Fantine. The Program Director was an active participant in the required PD trainings online. UNM-Gallup worked with NMSU Grants for the partner activity and was also teamed with other programs in Northern New Mexico for the final regional activity. These trainings helped guide our program to develop a Program Objectives document, Student Learning Objectives document, and supplement our lessons with extensions that complimented the Career Services teaching strategies. Jeff and the NM HED staff also provided all programs with a document outlining the current programs that offer integrated education programs. This has provided an opportunity for us to network with a program who offers a similar IE program that we are looking at. We have also created a loose collegial partnership with NMSU Grants because they are similar to us in size and student population. They have provided valuable information about how they approached this task and we are utilizing their prior accomplishments to help us design our IE program.

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)

After the learning modules were created in Canvas, instructors were given direction to layer on additional teaching strategies. First, all learning modules had to include the CCRS standards framing that particular lesson. Then, instructors were directed to evaluate each learning module to determine if it could be contextualized with an extension project or assignment. The steps taken to guide instructors to this final product has been intense, with professional development offered throughout the process to assist instructors with teaching and learning strategies that are research-based and effective. For example, in math, geometry can utilize contextualized instruction related to building construction. In science, the module on the human body can have multiple extensions to health careers. In social studies, the module on civics and community engagement can have extensions to registered voting within the students' families. In reading/writing, the instructor can assign reading and writing assignments that link to the student's future goals. This can include writing a resume or a letter of interest. It can also include vocabulary that is career based. This piece is critical, because it is the foundation for the program's plans to create an integrated education and training program. Specifically, we would like to develop a dual enrollment program that allows students to complete their HiSet diploma and earn a training certificate at the same time. As we transition back to face-to-face and hybrid learning, we will adapt our online content to include more contextualized instruction.

Contextualized instruction will help a student transition to postsecondary education and training due to the higher order thinking required to complete assigned tasks and projects. Also, the contextualized instructional assignments may be in a subject area the student is interested in pursuing as a career. Student

attrition at a college level can be attributed to several factors: academic preparation and rigor, financial support, academic support, lack of student engagement, and even lack of family support. For adult learners, another cause of attrition is trying to juggle multiple roles. These include student, employee, parent, and child. The juggling of multiple roles can cause role strain, which may lead a student to stop out of completing a higher education or job training program. Contextualized instruction will provide an incentive for the student to participate in academic engagement in a learning activity extension that may spark a career interest, or provide a foundational skillset that allows them to succeed academically, or within the andragogy learning theory, allows the adult learner to address assumption five, the motivation to learn. In addition to being motivated to learn and taking ownership of their learning, contextualized instruction will allow the student to narrow a career field that will provide them the opportunity to earn economic self-sufficiency. Further, research supports that people who have a career are more likely to participate in civil engagement and exercise their rights as a citizen of the community.

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.

We are in the process of submitting for the additional grant to develop a new IET program. Right now, we are focusing on Certified Nursing Assistant. We are in discussion with the Division Chair, Sabrina Ezzell, on the feasibility of this IET program.

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.

Currently, we do not have a collaborative arrangement with other entities to provide these type of opportunities. However, we are in discussion with NIYC to begin working with our students to explore career opportunities. They will be providing a Career Fair for our students on October 19. This organization is very active in trying to establish a mutual partnership with our program.

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.

At UNM Gallup Adult Education, instruction is delivered using three modalities: face-to-face, online, and remote instruction. Our instructors have attended and participated in professional development on best practices to deliver instruction in their subject area. The andragogy learning theory framework promotes the following best practices for adult learners:

- Plan some activities where students can direct their own learning

- Use active participation and groups for social interaction.
- Use a variety of teaching and learning methods, including hands on learning.
- Make the learning relevant to what students will be doing when they leave the classroom.
- Spend less time lecturing and let students work on solving problems.
- Provide a supportive learning environment with multiple resources, breaks, and opportunities to ask questions and correct mistakes.

Rasmussen (2015) suggests that instructors of adult learners utilize the following methods of instruction to promote positive engagement: case studies, simulation, games, problem solving, self-assessments, quizzes, reflection, and lecture. She also suggests that instructors utilize and promote the following styles of learning, as students are stronger learners in one of the styles: visual, auditory, or kinesthetic.

To teach reading, writing, and speaking, our instructors are developing lessons that fall under the andragogy framework. Specifically, they are creating lesson topics that are familiar to adult learners and their life experiences. Reading and writing instructors will utilize online professional development created by Literacy Information and Communication System (LINCS) to guide their instructional development or to strengthen the lesson modules that have already been created. LINCS has created a powerpoint series promoting how to link reading/writing lessons in adult education to the CCRS teaching standards.

Our reading/writing instructors are highly qualified to teach reading instruction. They are endorsed to teach ELA in elementary, middle, and high school grade levels. Our curriculum map has divided the reading/writing courses into three learning levels: elementary, middle, and high school concepts. Thus, although we may get students who have very low literacy levels, our elementary level instructor has prepared instruction to address low reading concepts such as decoding, letter identification, phonics, phonemic awareness, pronunciation, developing fluency, and raising comprehension. The middle school level builds on those foundational reading skills to improve fluency and comprehension. Writing skills are also developed to compliment and strengthen reading skills. Finally, the high school reading/writing course gives students the final tool skillset needed to master the reading assessment administered by HiSet.

References:

Rasmussen, C. (2015). Adults as learners: Effective teaching strategies.

https://www.leadingagemn.org/assets/docs/15_Workforce_103_CreatingEffectiveOrientationPrograms-CRasmussen.pdf

Literacy Information and Communication System. (2021). Professional development units for CCR standards in ELA/Literacy. <https://lincs.ed.gov/state-resources/federal-initiatives/college-career-readiness/ela>

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.

Since COVID, UNM Gallup Adult Education has had to move all instruction online. The COVID environment challenged our program to utilize technology on multiple levels to provide services to our students. This transition has also presented challenges for our students. For our geographic area and the community of Gallup, we discovered that many of our students do not have devices to access online instruction and a majority of our students do not have an internet provider at home. This caused issues regarding equity and access to our program's instructional delivery. Additionally, we have discovered that students are not fluent in digital literacy in regards to online

learning platforms and its associated online tools. This includes Canvas online classrooms, email and password set up, and Zoom.

To address this area of deficiency, we have created a digital literacy orientation. We require new students to attend the two-part series which introduces them to Canvas and how to complete the assignments and upload them for assessment. We have found that this mandatory orientation has addressed many issues facing our students' familiarity with Canvas. This has impacted their quality of learning in a positive manner. Instructors noticed that they did not have to spend the first couple of weeks providing individual tutoring sessions showing students how to use Canvas. They had been spending valuable time providing these sessions. Also, instructors are noticing that assignments are being posted in a timely manner and that it is being done correctly.

Since COVID restrictions have lifted, UNM Gallup Adult Education plans to offer face-to-face and online hybrid instruction. This will allow students who have other commitments such as work and family to still be able to earn their high school equivalency diploma certificate. We have received 25 Chromebooks from the state office that we have passed out to students for use at home. We purchased 30 laptops in Spring 2020 and will utilize these as check out laptops for student use in the adult education building.

Since COVID, we have also implemented a distance learning option. Our instructors have made copies of all the modules they created in the online classrooms. These include copies of the powerpoints, assignments, quizzes, and tests. They also provide two tutoring sessions each week through Zoom so that online and distance learning students can join for tutoring assistance. Instructors have also utilized telephone calls with students to do tutoring in this way. Some instructors have noted that some students who struggled with the online Canvas classroom performed successfully when they switched to distance learning packets. We have tried to be responsive to the different needs students have when face-to-face instruction is not an option.

Finally, we have moved our office to the main UNM-Gallup Branch campus. This move has provided consistent and adequate wireless internet that our students can use on campus. Before, our previous building did not have reliable wireless internet, often not allowing more than 4 users online.

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.

UNM Gallup has redesigned the curriculum map to ensure that College and Career Readiness Standards and HiSET teaching standards are being taught in each course. Using this new curriculum map, a progression model has been developed that has three subject learning tracks: reading/writing, math, science/social studies.

UNM Gallup Adult Education proposes to continuously revisit the curriculum map to ensure it meets current research regarding how to teach low level literacy and ELL learners. We will also offer different modalities of learning to students that include face-to-face, online, and remote to provide equitable access for all students. Our instructors will continue to seek out and participate in professional development opportunities regarding literacy and ELL teaching strategies. We will purchase an online literacy curriculum program that compliment our current teaching classrooms to provide a complimentary opportunity for students to further develop and strengthen their literacy skills. We will provide the physical space and technology for students to come in and complete their reading/writing work on student laptops available for in-house check out

and offer tutoring support with our full-time teaching staff on site. We will hire qualified instructors who are certified in reading/writing and will hire a qualified ELL instructor who possesses the ESL (English as a Second Language), ELL (English Language Learner), SEI (Structured English Immersion), or TESOL (Teaching English as a Second Language) endorsement. At enrollment, our program coordinator who is our onboarding and testing specialist will use the intake assessment forms to determine if a student may be a low level literacy student or an ELL learner. This student will be referred to the Director, who possesses an SEI teaching endorsement, for further assessment and placement. Further, our curriculum framework utilizes the andragogy learning theory, which is the adult learning theory. Using the andragogy theoretical framework, we are encouraging our instructors to embed literacy in all subject areas and to provide learning opportunities that utilize contextualized instruction. Contextualized instruction is a strategy utilized by instructors to embed functional literacy learning opportunities.

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) served:
N/A
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).

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.*

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Thacker	Tonya	Program Manager/Director	Full	MA	1	IDEAL	11-12/2020	Zoom
						Career Pathways	2020-2021	Zoom
Smith	Ashley	Program Coordinator	Full	BA	2	HiSET Webinar	10/2020	Zoom
Sice	Jacinta	Adult Educator	Full	BA	10+	UNM ULEAD Course	10-11/2020	Zoom
						UNM ABE Canvas PD	Monthly	Zoom
Laate	Laate	Tutor, Sr	Full	AA	10+	IDEAL	11-12/2020	Zoom
						UNM ABE Canvas PD	Monthly	Zoom
ALL	STAFF					COABE 2021	2021	Zoom
						NMAEA 2021	2021	Zoom
Tsethlikai	Adrienne	Program Coordinator	Full	AAS	9	None	NA	NA
Gorman	Autumn	Non Credit Instructor	Part	BA	1	None	NA	NA
Cox	Loretta	Non Credit Instructor	Part	MS	1	None	NA	NA
Bowannie	Bryston	Non Credit Instructor	Part	BA	1	None	NA	NA

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

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

Total hours contributed	Fair Market Value per Hour	Total
		0

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

Total hours contributed	Fair Market Value per Hour	Total
		0

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

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

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

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

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
5,699		

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	0

B. Program Income Activities

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

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
None	0

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).

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: adult.education@state.nm.us AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2021.

Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years.” WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table below.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs).

Please note that this is the first time the state office has requested cost calculations for career and training services in the Annual Report. As such, we do not expect you to calculate these costs for the three *preceding* program years, as stipulated by WIOA Section 116. For this report, *we ask you to calculate these costs only for Program Year 2020-2021.*

We fully recognize that calculating these costs may be difficult this year, as you may not have been aware that you would need to keep track of these expenditures separately. This year, please do your best to calculate these expenditures faithfully; we appreciate your efforts. Please plan to collect this information carefully in the current program year, as this reporting will be a part of the annual report going forward. We have plans to issue further guidance on tracking these costs in the near future; please contact the state office for assistance as needed. When you have questions, please send them to us. Those will help us craft the guidance.

The calculation for the average cost per participant of providing career services is:

Total expenditures for Career Services (excluding administrative costs*) / Total participants receiving career services** from your AEFLA-funded program.

The calculation for the average cost per participant of providing training services is:

Total expenditures for training services (excluding administrative costs*) / Total number of participants receiving training services from your AEFLA-funded program.

*WIOA provides specific definitions for administrative costs in section 3(1).

**Please note that because of the nature of career services (see table below), all or nearly all of the students in your programs receive career services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>

Career and Training Services Applicable to AEFLA	Category of Service
Outreach, intake, and orientation information	Career Service
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service

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Referrals to and coordination of activities with other programs and services.	Career Service
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service
Integrated Education and Training (IET) programs	Training Service

Source: Program Memorandum OCTAE 17-2, Appendix 7 – Table C

Student:

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

Select Reporting System:	NRS FY 21-22		▼		Agency:		UNM-Gallup											
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		M		M		(P)			
									M (B)	F (C)	(D)	F (E)	M (F)	F (G)		M (H)	F (I)	M (J)
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
ABE Level 2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2			
ABE Level 3	2	3	0	0	0	0	1	0	0	0	0	0	0	0	6			
ABE Level 4	0	3	0	0	0	0	0	0	0	0	0	0	0	0	3			
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			

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)
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	8	0	0	0	0	1	0	0	0	0	0	0	0	11

*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 4

Select Reporting
System:

NRS FY 20-21 ▼

Agency: UNM-Gallup

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.

First Period of Participation

All Periods of Participation

[illegible]

ABE Level 3	23	0	1520.6	3	1	0	9	10	17.39	23	3	1	0	17.39
ABE Level 4	4	0	294.2	0	0	0	2	2	0	4	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	54	0	3931	7	1	0	24	22	14.81	54	7	1	0	14.81
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	54	0	3931	7	1	0	24	22	14.81	54	7	1	0	14.81

- 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: UNM-Gallup

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	1	1	100	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0	0	0	0
ABE Level 3	2	1	50	2	100	0	0	0	0
ABE Level 4	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	3	2	66.67	2	66.67	0	0	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0

Entering Educational Functioning Level	Number of Participants	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting	Percentage Achieving ELA/Literacy or ELP EFL Gains	Number with EFL Gain for Mathematics by pre-posttesting	Percentage Achieving Mathematics EFL Gains	Number with EFL Gain by Carnegie Units/Credit	Percentage Achieving EFL Gain by Carnegie Units/Credit	Number with EFL Gain by Transition to Postsecondary Education	Percentage Achieving EFL Gain by Transition to Postsecondary Education
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
ESL Level 2	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0
Grand Total	3	2	66.67	2	66.67	0	0	0	0

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 4C

Select Reporting System:

NRS FY 20-21▼

Agency: UNM-Gallup

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.

First Period of Participation

All Periods of Participation

	Number of IET or Workplace Literacy Participants Who										Total Number of IET or Workplace Literacy Participants in Which Periods of Participation									
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)					
Enterin																				
g																				
Educational																				
Functional																				
Learning Level																				
(EFL)																				
(A)																				
ABE Level 1	1	0	159.5	1	0	0	0	0	0	100	1	1	0	0	100					
ABE Level 2	10	0	706.8	0	0	0	0	4	6	0	10	0	0	0	0					

ABE Level 3	8	0	707.9	2	0	0	2	4	25	8	2	0	0	25
ABE Level 4	2	0	155.7	0	0	0	0	2	0	2	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	21	0	1729.9	3	0	0	6	12	14.29	21	3	0	0	14.29
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	21	0	1729.9	3	0	0	6	12	14.29	21	3	0	0	14.29

- 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: $(\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- 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: UNM-Gallup

Primary Indicators of Performance

First Period of Participation		All Periods of Participation				
		Number of Participants who Exited Achieving Outcome or Median Earnings Value		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)
Primary Indicators of Performance	Number of Participants who Exited	Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter after exit *	5	2	40	5	2	40
Employment Fourth Quarter after exit *	3	0	0	3	0	0
Median Earnings Second Quarter after exit **	2	3537.55		2	3537.55	

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	1	0	0	1	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	1	0	0	1	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	1	0	0	1	0	0

Instructions for Completing Table 5

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

For the purposes of reporting on Employment 2nd Quarter, Employment 4th Quarter, Median Earnings, and the Credential 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.



UNM Gallup

New Mexico
Workforce Connection

A Proud Partner of the American Job Center Network

Memorandum of Understanding (MOU)
Between
Northern Area Local Workforce Development Board
And
American Job Center Partners

July 1, 2020 - June 30, 2023

**Memorandum of Understanding (MOU)
Between
Northern Area Local Workforce Development Board
And
American Job Center Partners**

LEGAL AUTHORITY

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

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

PURPOSE

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

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

The NALWDB collaborates with a wide variety of individuals, businesses, and organizations. The NALWDB views its mission as guiding a regionally recognized workforce development system that aligns with the economic and educational goals of the State of New Mexico resulting in a qualified workforce available to businesses across counties; our mission directly supports economic business growth. The vision is for a New Mexico where every person maximizes his or her career potential,

and businesses have access to the human capital they need to be successful. The collaborative development of this local plan is intended to create a foundational blueprint for local chief elected officials, economic development organizations, state agencies, community organizations, labor unions, local businesses, and WIOA adult and youth service providers to utilize in coordinating services for businesses, job training, and placement activities to meet the diverse, unique needs of both the mostly rural and also urban areas within the NALWDB service delivery area.

SYSTEM STRUCTURE

NALWDB American Job Centers

Within the Northern Region, there are two comprehensive one-stop centers (Santa Fe County and San Juan County), and four affiliate American Job Centers. These centers were established under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act. All centers offer WIOA 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 NALWDB 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 American Job Centers within the Northern 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 Northern Region American Job Centers by phone at (505) 776-4358, or request assistance at a dedicated website (www.nnmworkforceconnection.com).

NALWDB PARTNERS

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

Partner Program	Partner Organization	Authorization / Category
Co-Located Partners at One-Stop America's Job Centers		
Wagner-Peyser Employment Services	NM Dept. of Workforce Solutions	Wagner Peyser Employment Services (ES) program, authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as amended by Title III of WIOA, also providing the state's public labor exchange.
Jobs for Veterans State Grants	NM Dept. of Workforce Solutions	Jobs for Veterans State Grants (JVSG) authorized under chapter 41 of title 38, U.S.C.
Trade Adjustment Assistance	NM Dept. of Workforce Solutions	Trade Adjustment Assistance (TAA), authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)
WIOA Adult Dislocated Workers, and Youth Program	Help New Mexico	WIOA title I Adult Dislocated Workers, and Youth Program - WIOA Act of 2014

Partner Program	Partner Organization	Authorization / Category
Partners Not Co-located at One-Stop America's Job Centers		
NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services	State Vocational Rehabilitation (VR) program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), as amended by title IV of WIOA
Unemployment Insurance Reemployment Services and Eligibility Assessment	NM Department of Workforce Solutions	Budget Control Act, 2016 WIOA Act of 2014
Temporary Assistance for Needy Families (TANF)	NM Human Services Department.	Temporary Assistance for Needy Families (TANF)

Title V-Senior Community Services Employment	NM Aging and Long Term Services	Senior Community Service Employment Program (SCSEP), authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.)
Senior Community Service Employment Program (SCSEP)	Goodwill Industries of New Mexico	Senior Community Service Employment Program (SCSEP), authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.)
Adult Basic Education	Dine College Consortium, Luna Community College, NMSU Grants, Northern New Mexico College, San Juan College, Santa Fe Community College, UNM-Los Alamos, UNM-Gallup, UNM-Taos	WIOA Title II Adult Education and Family Literacy Act (AEFLA) Program. NNMC obligations are described in Appendix A., following the signature page.

TERMS AND CONDITIONS

Services

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

Business Services

Serve as a single point of contact for businesses, responding to all requests in a timely manner	Provide information 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
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:	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
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	
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate
Supportive services	Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
Follow-up services for not less than 12 months after the completion of participation, as appropriate	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate
Financial literacy education	Entrepreneurial skills training
Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services	Activities that help youth prepare for and transition to postsecondary education and training

Roles Responsibilities of the Partners

All Parties to this agreement shall comply with:

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

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

Additionally, all Parties shall:

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

Chief Elected Official

The CEO's for the NALWDB will:

- In Partnership with the NALWDB and other applicable Partners within the planning region, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by the NALWDB and their Partners, and that incorporates plans for each of the NALWDB local areas in the planning region;
- Approve the NALWDB budget and workforce center cost allocation plan;
- Approve the selection of the one-stop operator following the competitive procurement process; and
- Coordinate with the NALWDB to oversee the operations of the Northern Region's American Job Center network.

Northern Area Labor Workforce Development Board

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

The NALWDB will:

- In Partnership with the CEO's and other applicable Partners within the Northern Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by NALWDB and their Partners;
- In collaboration and Partnership with the CEO's and other applicable Partners within the planning region, develop the strategic regional vision, goals, objectives, and workforce-related policies;
- In cooperation with the Local CEO's design and approve the NALWDB American Job 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 American Job Centers network;
- Help the one-stop operator recruit operational Partners and negotiate MOUs with new Partners;
- Leverage additional funding for the NALWDB American Job Centers network to operate and expand one-stop customer activities and resources; and
- Review and evaluate performance of the NALWDB and one-stop operator.

One-Stop Operator

The Northern Area Local Workforce Development Board One-Stop Operations Manager will designate from Partner staff a Site Manager who will act as “functional leaders” for their designated office. As such, they will have the authority to organize and supervise Partner staff, to optimize and streamline service delivery efforts. Formal leadership, supervision, and performance responsibilities will remain with each staff member’s employer of record. The one-stop operator, through the Center Managers, will at a minimum facilitate daily operations, including but not limited to:

- Manage and coordinate Partner responsibilities, as defined in this MOU;
- Implement board policy;
- Manage hours of operation, including any possible once weekly extended hours of operation;
- Work with Partners to coordinate daily work schedule and ensure sufficient staff availability to ensure service coverage during all work hours;
- Assist the NALWDB in establishing and maintaining the American Job Center network structure. This includes but is not limited to ensuring that State requirements for center certification are met and maintained, ensuring that career services such as the ones outlined in WIOA sec. 134©(2) are available and accessible, ensuring staff are properly trained by their formal leadership organizations and provided technical assistance as needed, ensuring that NALWDB policies are implemented and adhered to;
- Provide guidance and leadership to ensure NALWDB American Job Centers policies and procedures are clearly communicated and followed;
- 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.
- Integrate systems and coordinate services for the center and its Partners, placing priority on customer service;
- Integrate Workforce Service Delivery, as defined by WIOA, means organizing and implementing services by function (rather than program), when permitted by a program’s authorizing stature and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts;
- Establish and sustain relationships with NALWDB American Job Centers partners with a focus on creating opportunities to engage in shared planning, visioning, continuous improvement, and program outcomes and evaluation;
- 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 NALWDB American Job Centers services;
- 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;
- Identify and coordinate capacity-building activities to improve the effectiveness and performance of partners working with and within the NALWDB American Job Centers; including youth services and programs for individuals with disabilities;
- Facilitate opportunities for shared learning and training;

- 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;
- 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 throughout the Northern Area;
- Assure the NALWDB American Job Centers comply with all required customer support and information as required under local, state and federal regulations;
- Collaborate with partners to facilitate and participate in special projects such as job fairs, business driven workshops, and be responsible for communicating employers' needs to the American Job Centers partners;
- Oversee and coordinate partner, program, and NALWDB's American Job Centers network performance, including but not limited to:
 - Providing and/or contributing to reports of center activities, as requested by the NALWDB
 - Providing input to the formal leader (partner program official) on the work performance of staff under the review
 - Identifying and facilitating the timely resolution of complaints, problems, and other issues
 - Collaborating with the NALWDB on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603)
 - Ensuring open communications with the formal leader(s) in order to facilitate efficient and effective center operations
 - Evaluating customer satisfaction data and propose service strategy changes to the NALWDB based on findings
- Manage fiscal responsibilities and records for the center. This includes assisting the NALWDB with cost allocations and the maintenance and reconciliation of one-stop center operation budgets;
- 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 NALWDB. The NALWDB is responsible for the negotiated performance measures, strategic planning, budgets, and one-stop operator oversight (including monitoring).

Partners

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

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

- Effective communication, information sharing, and collaboration with the one-stop operator;
- Joint planning, policy development, and system design processes,
- Commitment to the joint mission, vision, goals, strategies, and performance measures;
- The design 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 NALWDB's policies and procedures regarding the safeguarding of PII;
- The collection, use, and disclosure of customer education records, and the PII contained therein, as defined under FERPA, shall comply with FERPA and applicable State privacy laws;
- All confidential data contained in UI wage records must be protected in accordance with the requirements set forth in 20 CFR part 603;
- All personal information contained in Vocational Rehabilitation records must be protected in accordance with the requirements set forth in 34 CFR 361.38;
- Customer data may be shared with other programs, for those programs' purposes, within the NALWDB 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)).
- Release of information/referral forms for WIOA Adult programs (attached)

All one-stop center and Partner staff will be trained in the protection, use, and disclosure requirements governing PII and any other confidential data for all applicable programs, including FERPA-protected education records, confidential information in UI records, and personal information in VR records.

Confidentiality

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

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

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

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

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

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

Referrals

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

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the NALWDB American Job 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 NALWDB Referral Policy – to customers who are eligible for supplemental and complementary services and benefits under partner programs;
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
- Commit to robust and ongoing communication required for an effective referral process; 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 NALWDB American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the NALWDB network. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

Physical Accessibility

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

Virtual Accessibility

The NALWDB will work with all appropriate parties to ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires that federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually will be updated regularly to ensure dissemination of correct information. Partners should either have their own web presence via a website and/or the use of social media and must collaborate with the NALWDB 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 NALWDB 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 NALWDB American Job Centers. The NALWDB utilizes the Governor's Commission on Disability for recommendations and assistance to define the best methods and products regarding assistive technology and compliance.

Outreach

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

- Specific steps to be taken by each partner;
- An outreach plan to the region's human resources professionals;
- An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need;
- An outreach and recruitment plan for out-of-school youth;
- Sector strategies and career 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 NALWDB Board Chair (or designee) to coordinate the MOU dispute resolution to ensure that issues are being resolved appropriately. Any party to the MOU may seek resolution under this process:

- All Parties are advised to actively participate in local negotiations in a good faith effort to reach 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

NALWDB Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days;

- The NALWDB Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee, which is composed of the Chair of each NALWDB committee – (1) Executive Committee, (2) Workforce Consultation Performance Committee, (3) Youth Committee, (4) Finance Committee, (5) Rules Committee, for a total of five (5) individuals. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a two-thirds majority consent of the Executive Committee members present;
- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies;
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure;
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties of the MOU; and
- The NALWDB Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution;
- By law, third party disputes will be handled by the Governor's office.

Monitoring

The NALWDB, 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 NALWDB and the one-stop operator have no responsibility and/or liability for any actions of the one-stop center employees, agents, and/or assignees. Likewise, the Parties have no responsibility and/or liability for any actions of the NALWDB or the one-stop operator.

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

2. Negotiations

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

3. Draft MOU

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

4. Review and Comment

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

5. Finalized Draft

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

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

MOU Modification Process

1. Notification

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

2. Discussion/Negotiation

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

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

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

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

3. Signatures

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

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

Termination

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

- All Parties mutually agree to terminate this MOU prior to the end date;
- Federal oversight agencies charged with the administration of WIOA are unable to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this MOU succeeding the first fiscal period. Any party unable to perform pursuant to MOU due to lack of funding shall notify the other Parties as soon as the party has knowledge that funds may be unavailable for the continuation of activities under this MOU;
- WIOA is repealed or superseded by subsequent federal law;
- Local area designation is changed under WIOA; 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 NALWDB Board Chair (or designee)

specifying such breach in reasonable detail. In such event, the non-breaching party(s) shall have the right to terminate this MOU by giving written notice thereof to the party in breach, upon which termination will go into effect immediately.

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

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

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

Effective Period

This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 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 NALWDB 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 NALWDB 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 NALWDB 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.

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network



Authority and Signature

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

By signing my name below, I James Richard Malm, 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.

University of New Mexico Gallup Branch
Partner/Agency Name


Authorized Signature

April 8, 2021
Date

James Richard Malm, Chancellor
Printed Name and Title

Office of the Chancellor, University of New Mexico-Gallup, 705 Gurley Avenue, Gallup, NM 87301
malm@unm.edu (505) 728-2407
Agency Contact Information

Date

Joseph Weathers 
NALWDB Chair Printed Name and Title

4/22/21

Northern Area Local Workforce Development Board
525 Camino De Los Marquez, Santa Fe, New Mexico 87505, United States
(505) 986-0363 Mailing Address: 1000 Cordova Place PMB 810 Santa Fe, NM 87505

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

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

Total hours contributed	Fair Market Value per Hour	Total
		0

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

Total hours contributed	Fair Market Value per Hour	Total
		0

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

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

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

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

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
5,699	\$2.50	\$14,247.50

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)