Adult Education Local Program Annual Report 2020-2021

Annual Program Report
Cover Page

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

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Adult Education Local Program Annual Report 2020-2021

Section I. Program Narrative Report

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

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

The Taos Education & Career Center (TECC) @ UNM-Taos embraced the significant changes and challenges presented by the FY20-21 year with innovation, flexibility, and a willingness to pivot to online learning. We shifted our program and staff structure, our role within UNM-Taos, and our AEFLA-supported activities to ensure we could adapt to institutional and community change, as well as to the national pandemic that marked this year.

TECC now resides in a new department at UNM-Taos (Student Support Services), a shift that symbolizes the college's commitment to adult education as an essential college support program. For the first time in program history, we now have 2 full-time Co-Directors, Kylee Shipp and Erin Clark. This staffing model recognizes the necessity for the leadership of any small Adult Education program in our state to wear many hats, and to wear them well. Serving anywhere between 100-200 students a year, our Co-Directors manage all aspects of the program including: recruitment, enrollment, and instruction; grant writing, data management, reporting and budget oversight; staff and teacher supervision; testing, advising, and placement; career services and Integrated Education and Training (IET) development; and support to transfer to post-secondary. In addition, our current staff includes: a full-time administrative assistant, three part-time non-credit HSE Instructors, a .25 ESOL Coordinator, and two part-time ESOL instructors. Our ESOL instructors teach beginning and high intermediate/advanced ESOL classes. Our advanced ESOL students join our HSE students for a college and career readiness class in the second half of the year. This year we also added a .75 Americorp member to our staff to support student access to social and material supports, along with aiding in recruitment and enrollment. This current configuration marks a long-time goal for TECC to have a more robust staff, as well as merging more HSE and ESOL classes. Now all TECC students receive career contextualized instruction and preparation for post-secondary training. However, we still struggle to adequately meet our program needs with predominantly part-time staff.

As UNM-Taos implemented an almost entirely distance education policy during the pandemic, all of our courses were fully online with a blended synchronous and asynchronous model. Courses offered include: math, English, social studies, and science High School Equivalency (HSE) preparation; beginning and intermediate English Language for Career and College Readiness; and literacy tutoring. Digital literacy is offered as a stand alone course through UNM-Taos HIVE and is also embedded in our academic classes.

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 the degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.)

TECC's success has long been dependent upon our strong relationships with community partners. We invest in establishing and maintaining a web of support across our county:

NALWDB: In January 2021, we finalized a Memorandum of Agreement (MOA) between UNM-Taos, TECC, and the Northern Area Local Workforce Development Board (NALWDB). This MOA has proven to be very helpful in guiding our Workforce Innovation and Opportunity Act (WIOA) collaborative efforts, defining how we operate in collaboration with both our local One-Stop and Help NM, the Title 1 service provider..

Help NM: We also developed an informal agreement with Help NM revitalizing our *PowerUp* program, defining the benchmarks (session completion, level gains, graduation, career portfolio development, work experience, etc) that students must reach to obtain WIOA-funded financial incentives. We successfully implemented this program this past year, invoicing for cash incentives for four students. Through both this agreement and our MOA with the NALWBD, we have been able to develop and establish referral systems that we will continue to refine.

KCEC: As part of our work on the Rethink Adult Ed Pre-Apprenticeship competition, we entered into conversations with Kit Carson Electric Cooperative (KCEC), our local electricity and broadband provider. We identified opportunities to develop a pre-apprenticeship course leading to their internal lineman and meterman apprenticeships, and to develop a Registered Apprenticeship in Information Technology connecting UNM-Taos students to Tier 1 Helpdesk roles at KCEC. We obtained a letter of intent from KCEC's leadership outlining their interest in collaborating with us on the development of these programs.

Justice-involved Students: We have also continued to collaborate with our partners in the local criminal justice system, supporting referrals into our programming. In addition to our regular, informal contacts with local Substance Use Disorder (SUD) treatment providers, other social service providers, probation and parole, the Law Office of the Public Defender and the Eighth Judicial District Attorney's office, our UNM-Taos IET coordinator is the Educational Representative on the Taos County Adult Drug Court, offering those clients a clear point of contact if they are interested in returning to school. Our hope is to find additional funding for this critical program and to formalize other partnerships in the coming year.

Community Health Worker (CHW): Julianna Spotted Corn, our Americorps member, works in collaboration with both the newly hired CHW at UNM-Taos and a public health educator and mentor who oversees the clinical design of connecting students to supports. We hope to retain this position to serve as a liaison between the UNM-Taos CHW and TECC, so that TECC students are aware of and have access to the supports that will help them continue with their education.

Community Support Partners: We partner with the DreamTree Youth Shelter, which provides housing and compassionate support for youth in crisis, to enroll their clients as Distance Education (DE) students. Furthermore, we often receive referrals from and work in close coordination with mental health providers and family navigators. We have also partnered with Health Impact NM to offer a health literacy series to our students. TECC has also taken the lead in organizing a community-wide event of over 20 social service agencies demonstrating the efficiencies of working together, to avoid duplication of services and to meet shared needs.

Taos Municipal Schools: Our continued collaboration with the Taos Municipal Schools supports our work to remove the childcare barrier faced by many adult education students while simultaneously promoting parental involvement in their children's education. We house our evening programming at our local elementary school, where they offer concurrently scheduled free child enrichment classes (i.e childcare). To better ensure that high school "dropouts" do not fall through the cracks, TECC developed a FERPA-compliant referral system with Taos Municipal School district that allows information sharing.

SEL Community Catalysts: TECC serves as a lead in the county-wide training to build a common language for social-emotional learning across K12, adult education, post-secondary, the social sector, and other community partners.

Taos Project for Humanity: In response to the COVID-19 pandemic, TECC collaborated with other community partners, such as Enos Garcia Elementary School, Taos Immigrant Allies, Inspire Early Learning Center, Taos High School, Sin Fronteras Nuevo México, Taos School Zone, Saint James Episcopal Church, and Taos First Steps Home Visiting Program to provide information and resources to immigrant families. We connected families from our program, many of whom weren't familiar with these additional services, to these community partners. Our Program Specialist helped deliver resources, including: shopping cards, food bags, masks and hand sanitizer, flyers in English and Spanish to create awareness about services for families, and others. This collaboration, the Taos Project for Humanity, emerged as a robust response to needs identified during the pandemic.

ARC Literacy- Most of our students that were connected to a tutor before the pandemic have disengaged from services. The Literacy Aligned Regional Consortium (Literacy ARC) grant coordinator and the Center for Academic Success and Achievement (CASA) coordinator are working collaboratively to redesign an integrated approach to academic support through tutoring for both UNM-Taos and TECC students. This program includes giving all students access to the writing and math labs previously only available to enrolled UNM-Taos students. We are also working to bring back experienced tutoring volunteers and to provide ongoing training for them, based on established, research-based, and engaging adult-oriented literacy instructional materials. Victoria Henry, the ARC literacy program manager, has also established a library offering approximately 500 diverse books at TECC with appropriately leveled high-interest fiction and nonfiction reading materials, as well as children's literature, for students to check out for themselves and their families.

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

The pandemic impacted virtually every goal, timeline, and collaborative arrangement, as well as our overall service delivery and program policies and procedures, including testing.

Service Delivery: Our onboarding process was significantly extended from the perspective of our staff. Depending on the student, the path from initial contact to beginning classroom learning was about 3 to 4 weeks. Students often needed technology support, including acquiring appropriate devices and internet access. Despite our best attempts, many students required multiple follow-up conversations in numerous formats –Remind App, Google Voice texts, emails, phone calls– to clearly understand their next steps. While we felt like we refined these processes throughout the year, the additional student management, in our best estimation, required about 4 times the hours in human capital as it did when in-person.

Policies and Procedures (including testing): After the first semester, we reduced our class session lengths and loads from 6-8 weeks of two classes at a time to 4 weeks of one class at a time, to help reduce cognitive overload on students who were adjusting to online learning while dealing with stresses caused by the pandemic. In the fall, we continued with managed enrollment but TABE tested all students once they had finished an intake form and had a conversation with our administrative assistant about access to technology and devices. All students had to be tested individually online, which took approximately two hours per student. After testing, students proceeded to the onboarding class in Google Classroom. Midway through the year we realized students

were testing but not persisting in significantly higher numbers than pre-COVID years. We switched back to our pre-COVID procedure of having students finish the onboarding session before testing, so they first got a sense of TECC programming, online learning, Zoom, how to submit assignments, etc. and the learning management system. Once students finished the work in the Google Classroom in a specified time limit (one week), they were tested, met with an advisor, and started in a class. We saw an uptick in persistence although we still struggled to keep students engaged for the full 40 hours of the session, even with regular outreach from advisors and teachers. Also, before the pandemic, we worked closely with our college to develop an innovative strategy for enhancing post-secondary enrollments by co-enrolling our advanced students in the college's developmental math class, free of charge. If students successfully pass the course and wish to earn credit at the college, then they are required to pay for the course retroactively. We were only able to enroll one student during the year.

IET and Career Pathways Development: While our new hires focused specifically on IET made some progress in developing systems and processes, the switch to fully virtual operations not only at TECC but also at UNM-Taos Klauer campus made developing this innovative, collaborative programming a much slower process. Employer and other stakeholder outreach was challenging in an environment that relied heavily on Zoom rather than face-to-face meetings. Additionally, many of our most popular IET programs, including Certified Nursing Assistant, Culinary Arts, and Construction Technology, need live, in-person courses to most effectively serve students. While we were able to brainstorm many great ideas for improving these classes and for connecting to the broader community, the remote operations of the pandemic forced us to delay implementation - whether due to administrative challenges or low overall recruitment and enrollment. One example is our Solar Tech IET course. We received funding from the Cornerstones foundation to continue offering our co-taught Introduction to Renewable Energies class, which included support for both the content expert and the adult ed instructor, as well as additional funds for planning and curriculum development. Unfortunately we were unable to fill that course last Spring, and have had to delay until Spring 2022. However, this delay has given us the opportunity to think through the pipeline from TECC's science course into this course at Klauer, allowing us to plan a thoughtful and effective Pre-IET program.

Positives: On a positive note, we have strengthened our partnership with the Taos High School administration and counseling staff. Many high school students have separated from school since March 2020. They are not necessarily coming to us seeking a High School Equivalency, but rather just disengaging in general. We are united in the effort to re-engage these students. The counselors at the high school have been referring students to us regularly, about 2 students a month. These students are usually seniors who are struggling to complete all of their classes online and for whom it may be a faster path to career or college if they acquire their HSE. This "warm hand-off" assures that students are not leaving the K-12 system without a strong plan in place for success in our program. Of the 13 graduates from TECC this year, seven (54%) were students who had recently left high school and opted into adult education.

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.

TECC is following University of New Mexico guidelines for re-opening. The UNM Board of Regents formally endorsed the administrative mandate requiring all faculty, staff, and students to be vaccinated for COVID-19 as quickly as possible. Proof of vaccination will be required by September 30, 2021. UNM is offering limited exemptions to the mandate. Because TECC students do not have UNM student ID numbers that can be used to formally collect their vaccination status, they will be exempt from the vaccine mandate unless they are concurrently enrolled.

The University of New Mexico presently requires masks to be worn indoors by all individuals, vaccinated and unvaccinated. Masks must be worn in any indoor group setting, including classrooms. All students, faculty, staff, and visitors should wear their masks at all times in UNM buildings unless they are eating, drinking, or in an office alone.

TECC will provide a distance learning option to students who do not feel comfortable coming back to in-person learning at TECC or who can't commute to TECC due to transportation barriers. These students can enroll in an online, independent study course through Essential Education that will require a weekly check-in with a TECC teacher and assigned advisor, who will be following their progress and number of hours spent in the online system. There will be a minimum requirement that students complete 10 hours of coursework weekly; they will also be required to complete an online onboarding class before enrolling. Additionally, all in-person courses will include an online component, using Google Classroom as the learning management system, Burlington English and I-DEA for ESL students, and Ready to Learn! as a math curriculum. Students will engage with these in class and at home.

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)	47
Total count of students with 12 + hours	121
Total contact hours for students with 12 + hours	6104
Average contact hours for students with 12 + hours	50.44
Average contact hours for students with 12 + hours experiencing level gains	79
Count of all HSE graduates with 12 + hours	13
Percentage of total number of students achieving a measurable skill gain	36.36%*
Percentage of total number of students achieving employment second quarter after exit	25.49%*
Percentage of total number of students achieving employment fourth quarter after exit	11.76%*
Median earnings for former students in the second quarter after exit	1,835.34
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	18
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	14

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.

There is no doubt that our overall program effectiveness was heavily impacted by the pandemic, including shifts in policy and practice, modality upheavals, and staff shortages. For example, we did not have a data tech this past year to support effective data entry and tracking. This year, our MSG and employment rates show a sharp decline. Historically, our MSGs ranged between 45-65%. While this year's overall rate is 36%, it doesn't include the MSGs obtained through IET enrollment because we were unclear how to populate this in the system. If these gains are included, our MSG rate this year would stand at 49%, with 15 additional MSGs. Recognizing this important metric, we aim to improve and fix our data entry for our concurrently enrolled students in the coming year.

Due to the rural area we serve, we have always conducted employment follow-ups via the state-approved survey method. Our historic employment rates have been 60-80%. While we know that the pandemic heavily impacted employment, this year for the first time we did not conduct employment surveys and relied entirely on the state data match. It is difficult to assess if the hugely significant declines we see in employment rates were due to the pandemic or to the change in our data collection methods.

Our post-secondary enrollment shifted from 21% of graduates in FY18-19 to 44% in FY19-20. Enrollment numbers were significantly lower at the midpoint of this fiscal year, with no recent graduates enrolling in post-secondary degree or training programs by January 2021. However, there are currently seven 2020-21 graduates of TECC enrolled or in the process of enrolling at UNM-Taos for Fall 2021. Another student who started with TECC this year and finished the HiSET on his own in July 2021 is also enrolled. In spite of our small cohort of graduates, over 50% have enrolled in college, a promising trend we hope to continue in 2021-2022.

While enrollment numbers and student retention have been a challenge for TECC during the 2020-2021 program year, we have still had considerable successes with our adult literacy student population, those who tested at sixth grade or below on their initial TABE. 40% of literacy students who participated in literacy programming had an MSG, a figure on par with that of TECC's student population as a whole. Furthermore, nine literacy students obtained their HSE. Also of note is the fact that 41 out of the 42 literacy students who participated in programming this year received literacy support through an embedded literacy support model in their HSE or pre-HSE courses rather than through 1:1 tutoring. This data further suggests that moving toward an embedded literacy model across all HSE content areas, rather than relying solely on 1:1 volunteer tutoring, would be effective for our student population, providing greater intensity of instruction in line with their educational goals.

Another celebration is that we have two English Language Learners who spent 3+ years learning English at TECC–enroll in college courses. Increasing immigrant support and enrollment in postsecondary education is a goal of ours, and hiring Montserrat Oyanadel-Tolmo into a position to do so is already proving to have an impact.

WIOA referrals and enrollments are up as we now have a designated liaison between WIOA partners and UNM-Taos. We have quickly developed a strong relationship with Help NM and have used iterative processes to determine best practices for referrals and enrollment. This year we made 24 referrals to the revitalized PowerUp program, of which six (25%) were able to successfully enroll. Of the six PowerUp enrollees, four were able to complete one of the necessary benchmarks to obtain a financial incentive. We also made 11 referrals to Help NM for students enrolled in UNM-Taos' CTE programs, including Early Childhood Education and Commercial Drivers License, of which six (55%) successfully enrolled for WIOA supports. While we are pleased that we have been able to make many successful referrals despite the challenges of remote learning and working, one key learning from this past year is the importance of warm handoffs and of limiting barriers to access. For FY 21-22, we are inviting Help NM to have office hours at TECC during our orientation advising appointments, so interested students can connect and enroll directly without needing to take additional steps.

A continued challenge is our overall enrollment numbers and the pandemic has not helped. We anticipate a large, albeit slow re-entry into the workforce for many people. We will continue to capture those who wish to upskill and change career trajectories by marketing our program to community partners and on social media with a new marketing campaign we hope to launch in the next month.

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

MSGs: We discuss this impact in the question above, so here we will explore further insights:

Fewer students have opted into the online learning format. Our 13 graduates this past year are the fewest graduates since perhaps the earliest years of the program. The process for getting students registered for the online HiSET is lengthy and intense. MSG's have been more difficult for students to obtain. While

TABE testing EMT and ECED students in our IET models at the college was a big step forward, faculty are reluctant to post-test these students. Additionally, we were unclear how to record the MSGs from these programs, which significantly impacted our post-test and MSG rates.

On the bright side, MSGs for our ESL students remained high (50%). We attribute this success to heavy recruitment, hours spent advising students, a student population that has worked together for several years, a flexible course schedule, and the Burlington English software that students can access anytime from a laptop or mobile device.

MSG's are taking students on average 79 hours to obtain, which is lower than the previous two years, but persistence is low. Beyond motivation and access issues, we believe one factor in low persistence rates was our diminished ability, in the absence of in-person programming, to form a strong learning community that encouraged engagement.

IET post-testing was a challenge. We pre-tested 17 IET students in Early Childhood Education and Emergency Medical Services programs at UNM-Taos. We struggled to garner accurate attendance from UNM-Taos faculty and only 13 of those we tested showed 12+ hours and five had over 30 hours. As verifying attendance hours is not common practice in UNM-Taos classes, we suspect that many students did achieve more instructional hours that were not recorded. In addition, we were only able to post-test one of these students and there was no level gain.

Enrollment: TECC started classes late in FY 2020-2021, needing extra time to hire and train staff in the online environment. By mid-year, enrollment dropped by half from the previous year: we had 38 students with 12+ hours compared with 65 in FY 19-20, and only 20 students with 40+ hours compared with 42. However, our enrollment numbers at the close of the fiscal year were actually higher than the previous two years.

Retention:

Year	**Enrollment #**	**Retention Rate**
2020-2021	168	72%
2019-2020	107	78%
2018-2019	129	85%

While our enrollment rose in FY 2020-21, our retention rate was significantly impacted. And due to the lockdown in 2019-2020, our enrollment declined in the last semester, a time when TECC typically sees an increase in enrollment and graduates. The retention rate from 2018-2019 is noteworthy because it shows what our enrollment and retention rate historically looks like pre-pandemic.

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

While we don't have another program site, we have been working more closely with UNM-Taos staff and faculty to share principles of adult learning that will help all students in our program and in our community college. We continue to use the following 7 tenets as the primary model to guide our program improvement:

Internal and External Collaboration

Internal: We meet weekly as a student management team, administrative team, and as a full staff to foster healthy and productive collaboration. We also have retreats three times a year, this year virtual, to define our values and communication agreements; to build community and outline individual and collective goals, as well as measure progress toward those goals; and to work on our strategic plan.

External: We work with numerous partners in the community to support students as well as strengthen broader frameworks for Career Pathways in our community, discussed in more detail below.

Competencies

CCRS: TECC anchors curriculum design in the College and Career Readiness Standards (CCRS), providing a framework rooted in the "Key Shifts" of the Common Core: complexity, building of background knowledge, use of evidence, focus, rigor, and coherence of learning paths.

SEL: We use CASEL's Social Emotional Learning (SEL) competencies to guide our work in providing the "professionalism skills" aspect of IET. In addition, Erin Clark, our Co-manager, served as a lead in a community-wide SEL training initiative.

Brain-based Instruction: In addition to teaching with and collaborating around strategies for brain-based learning principles, we also strive to share the "why" with students, contextualizing why they are being asked to do what they are being asked to do. This commitment creates buy-in on the part of the student and makes the learning process more impactful.

Project or Community-based learning: While PBL/CBL was challenging to implement during the pandemic, it remains a priority at TECC. As instructors become more comfortable with distance learning we are working to integrate PBL in the online environment. Now that opportunities for in-person learning are opening up, we are exploring additional community-based opportunities, particularly in our Science courses.

IET and Pre-IET: Our IET programming is at the heart of our Career Pathways development. This model supports students to more efficiently move forward in their life and career goals. We adhere to the philosophy that enrolling in TECC is less about obtaining an HSE or improving English proficiency, but more about achieving the broader goal of creating a healthy and vibrant life.

Expanded Onboarding: We have been building out and improving upon our two week onboarding for the past three years. The onboarding process continues to serve as a means for students to pre-emptively identify supports and barriers to success, build a career plan, gain familiarity with the "why" behind our brain-based learning practices, and create a sense community that encourages achievement and persistence.

Intensive Advising: TECC continues our work of consistent, frequent, and intensive advising. We value getting to know our students well in order to create an atmosphere of support as they work to meet the goals they have set for themselves. Our new advisor completed the motivational coaching training offered by the state this year.

Marketing and (Re)Branding: We are excited to have completed our "rebranding" efforts and are now working to communicate our current "brand" to the community: that we provide opportunity and career pathways for the diverse population of adult learners in our community. This effort has been greatly enhanced by the contract with Media Desk that we were able to secure as a result of the state Career Pathways Phase II grant we received for this purpose in Spring 2020.

Professional Development: PD is at the core of our professional practice. We provide, fund, and encourage ongoing professional development, both from external and internal sources, for our instructors and staff. The onboarding process for our new instructors introduces them to the practices that we know are best for adult learners, including the 4 Cs, brain-based learning principles, and now using Google Classroom and Zoom for online instruction.

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

Development of Pre-IET Career Interest Cohorts: TECC continues to implement a Career Pathways model for rural programs, which groups students into broad interest groups due to the fact that we do not have large numbers of students interested in pursuing any one career. We have now aligned our previous five cohorts (STEM, Health, Business, Public Service, and Arts) with three more narrowly defined cohorts at UNM-Taos (STEM-Health, Trades & Industry (TI), and People, Arts, Culture (PAC)). These cohorts build team cohesion based on shared interests, serve as a means to quickly contextualize lesson plans based on career plans, and support streamlined pathways for concurrent post-secondary enrollment.

Concurrent enrollment in UNM-Taos IET programs: In Fall 2021 we are working to develop Pre-IET programming for our science classes that directly supports preparing students for three IET programs offered at UNM-Taos: Construction tech and solar energy; Healthcare, including Emergency Medical Technician and Community Health Worker; and Natural Resource Management. In addition, we are working to re-establish our practice of concurrently enrolling students in developmental math and/or English classes. We will use our fall programming to identify and prepare students to enroll in spring UNM-Taos coursework. We aim to concurrently enroll at least 15 students for the Spring 2022 semester.

Re-establish Community and Project-based Learning (CBL/PBL): We are developing CBL and PBL opportunities for our science students, giving them the opportunity to connect to local employers and hands-on, career contextualized learning. We will develop PBL/CBL lesson plans for our Science Pre-IET and use learnings from this process to continue to develop materials for Pre-IETs in other fields. We aim to have at least three opportunities in the fall semester with the return of career and community based learning weeks in which students will connect with community employers and/or to engage in project-based learning opportunities.

Pre-Apprenticeships: We aim to further our collaboration with Kit Carson Electric Co-op by developing a pre-apprenticeship program that will support our students' accessing identified career pathways within this organization, including line, meter, and IT support workers.

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

While it is impossible to address the impact of the pandemic in all responses in this report, here we touch on a few notable impacts:

Online Learning Shift: As our college early on adopted a strict 100% shift to online learning, we had to rapidly pivot from a program that relied entirely on face-to-face relationships (we even met often with our small cohort of Distance Education learners) to a state-of-the-art distance learning program in a rural community with poor access to technology and internet. We spent the first several months of FY20-21 working with students to access basic needs, including food, housing, employment, technology, and internet, along with training our staff to move services and classes online. Once we launched, it took significantly more outreach, effort, and time to keep students engaged at a precarious time when a single question about how to do an online assignment might cause a student to drop the course altogether. We found students needed equal or more time to navigate technology and other barriers as they did to complete the actual lessons. Our team did the work: observing, asking for student and instructor feedback, and making needed changes in order to individualize learning and make it most effective in circumstances that were not ideal. Orientation before testing, intensive advising with regular contact, 'learning to learn' instruction, more synchronous time on Zoom, and shorter sessions with only one class at a time were all changes we made to address our falling enrollment and persistence rates. These changes significantly shifted our focus, and because of our staffing levels, heavily impacted our capacity to tackle other program activities, such as curriculum development, bridging to UNM-Taos IET classes, data management, and general program oversight. In addition, having to use online platforms to TABE and HISET significantly impacted our post-testing and HSE attainment rates, as many students did not or could not follow through due to time constraints and/or technical barriers.

Persistence: It took students on average more than 79 hours to get an EFL and 81.5 hours to attain their HSE diploma. compared to 76 hours last year to show a MSG, which is a 3-5% increase. This difference is not as great as we would have predicted, but it also seems to indicate that we kept the students who had the skill set to thrive in an online learning environment and lost the students who may not have the technology skills or support to persist. Notably, we lost most of our tutoring students, our lowest NRS level learners, due to access barriers and the ability of volunteer tutors to engage in online instruction.

Opportunities for students unable to attend regular classes: With the transition to online learning, we lost some students who didn't want to participate in online classes. However, this transition also created new opportunities for students who couldn't attend our regular in-person courses, such as single parents who don't have access to child care, students who work late hours and can't make it on time, learners who have to travel due to work, students who have severe anxiety when they learn in a group or other mental health issues, among others. For example, our ESL program offered a beginner class for the first time. In the past we had one multilevel course because we had students with similar English levels. This year we had a group of lower English level students who were interested in learning online, so we created a new, separate

cohort. We also had our first remote U.S. Citizenship class, a success in terms of regular attendance. Lastly, we worked with tutors to deliver their instruction remotely, and we were able to match these tutors with students committed to that modality, who even preferred it. As a result, we served more ESL students. Those learners reached a significant number of hours of attendance, and we obtained a 50% MSG for the fiscal year. Lastly, another important impact to highlight is that students' digital literacy skills improved enormously, including their overall attitude when trying new technologies.

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.*

   Career Services:

Career and Training Services Applicable to AEFLA	Category of Service
Outreach, intake, and orientation information	168
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	168
Referrals to and coordination of activities with other programs and services.	POWER UP Referrals 24 POWER UP Enrollment 6 Concurrent enrollment 1
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	168
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)	121
Integrated Education and Training (IET) programs	13 enrollees*

*The 13 IET enrollees were referred from the Early Childhood Education and Emergency Medical Services programs at the Klauer campus to TECC for TABE testing. While we have several other students participating in an informal IET model, this number indicates those that were TABE tested and reached 12+ hours. As mentioned previously, we are not confident that our attendance collection practices were accurate.

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.*

Career and Training Services Applicable to AEFLA	Category of Service	Cost Per Participant
Outreach, intake, and orientation information	168	$52
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	168	$231
Referrals to and coordination of activities with other programs and services.	POWER UP Referrals 24 POWER UP Enrollment 6 Concurrent enrollment 1=25 Total	$996
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	168	$59
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)	121	$69
Integrated Education and Training (IET) programs	13 enrollees*	$1,150

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.

TECC provides services that are in direct alignment with our LWDA through our approach to designing and implementing programming. The local plan emphasizes the need for 'soft skills' (p. 31). It identifies four key industry sectors to target (Healthcare, Education, IT, and Hospitality) (p. 29). Our programming spans coursework, career coaching, and academic advising; IET programming in the above listed target industries; English Language courses; and comprehensive literacy supports. All of these offerings are contextualized in relevant career exploration and anchored in employability skills development, or what we term Social Emotional Learning (SEL), addressing the need for 'soft skills' described in the NALWDB plan - though internally we refrain from using this language as these are very difficult and critical skills to

obtain. Workplace preparation, including workforce training, is offered via concurrent enrollment in IET certificate programs.

The NALWDB plan also prioritizes coordination and collaboration among education, workforce, and employers (p. 30). We currently meet monthly with WIOA partners to collaborate around service delivery. With the support of Help NM, local employers, and UNM-Taos, our Career Pathways programming provides students with work experience opportunities and internships that develop essential workforce readiness skills and workplace experience. Our Career Pathways program builds the skills, self-efficacy, and resiliency necessary to achieve one's goals (Shechtman, et. al., 2013). We tailor this programming to meet the needs of youth just beginning their professional journey, as well as experienced adults/displaced workers who are looking to upskill or begin a new career chapter. We emphasize student leadership opportunities for youth and adults needing to build confidence and communication skills.

Increased and effective collaboration with our WIOA partners is an institutional priority, aligned with the NALWDB plan to strengthen their relationship with educational partners. In FY 2021 we revitalized our Taos Employment and Education Partner meetings bringing representation from multiple local One-Stop Partners to the table. These meetings support the effective implementation of our Memorandum of Agreement (MOA) with our Northern Board that delineates innovative practices for resource sharing. Through this collaboration and with the dedicated support of our local One-Stop we have established an incentive program, PowerUp, for eligible youth to receive incentives to engage in HSE preparation, career development, and youth work experience, supporting co-enrollment in WIOA partner programming and hopefully increasing persistence. We finalized the documentation outlining the program and began enrolling students in Spring 2021. This initiative is increasing youth engagement in WIOA services, another board-identified priority. All of the above facilitates smooth referral systems among all of our WIOA partners. Additionally, we are working closely with UNM-Taos to develop IET and Pre-IET programming, including apprenticeships and pre-apprenticeships, in the sectors identified as priorities by the board: Education, Healthcare, IT, and Hospitality. We have also engaged in meetings with our One-Stop Operator to support planning for increased outreach to individuals involved in the criminal justice system, sharing our experience to support a priority identified in the December 2020 meeting of the NALWDB.

WIOA referrals and enrollments are up with the hiring of a dedicated liaison between WIOA partners and IET programming at UNM-Taos. The increased collaboration with Help NM, in particular, has been beneficial to our program and our students. Through regular communication with frontline and administrative staff at Help NM, we have been able to establish procedures that ensure timely and effective referrals, with clear channels of communication for information sharing to facilitate enrollment, not only in tuition assistance programs but also for youth work experience. We successfully enrolled five students in the PowerUp program, four of whom attained benchmarks leading to financial incentives. We expect to continue to expand and refine our systems for referrals into WIOA-funded programs, as well as to collaborate with the One-Stop to design and expand our programming to align with identified needs. On the UNM-Taos side, we also referred 11 students for WIOA tuition support in FY 2021, of which five were successful enrollees. Much of the past fiscal year was about building the system, and we anticipate much higher numbers in the coming year - we are already on track for at least 15 ITA enrollments in Fall 2021.

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.

We have two established formal agreements with the NALWDB: the American Job Center Partners MOU between UNM-Taos, the Board, and other WIOA partners; and our program-focused MOA between the Board and TECC. Both were approved and finalized as of January 2021. The MOU outlines the process for sharing infrastructure costs among partners. Because TECC does not share office space with the One-Stop, we are not currently obligated to contribute to infrastructure costs under our existing MOU. This was confirmed with our Local One-Stop Operator in May 2021.

The MOA defines expectations around our work with the board, including increasing alignment with the legislation governing Integrated Education and Training Programming, incorporating SEL into our programs, providing student support in navigating federal funding sources such as WIOA and Ability to Benefit, and developing registered apprenticeships in collaboration with the board. Additionally, we established an agreement with Help NM outlining the PowerUp program. All are attached here.

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.

Both TECC managers, Kylee Shipp and Erin Clark, participated in the Career Pathways Institute this year. TECC was partnered with UNM-Los Alamos in the peer-to-peer coaching portion of the training. During the coaching session with Jane Clements and Carolyn Tuzel at UNM-LA, both programs identified a need to expand integration of the career pathways delivery model into English language instruction. Most advanced English language learners (ELLs) and HSE students are preparing for college and/or further career training. Thus, they should be combined into one class. TECC's ESOL coordinator and advanced ESL instructor developed a college and career readiness (CCR) class for English learners in spring 2020. In the second peer-to-peer coaching meeting, 2 advanced English language instructors from TECC and UNM-LA attended to share ideas about the curriculum and best practices for integrating the two groups into one class. In the last two sessions of spring semester 2021, TECC taught an integrated CCR class. Although classes were small due to COVID, the first session was 50% HSE students and 50% ELLs.

Additionally, TECC used the I-DEA curriculum, based on the I-BEST model, with high intermediate and advanced ELLs in the fall and spring. I-DEA "teaches English language skills in the context of college and careers for learners who face the largest language gaps. Unlike traditional approaches — in which learners are expected to learn English before pursuing college or job-training — I-DEA teaches English in tandem with college and career skills. Students quickly learn skills relevant to their lives and career." (https://www.sbctc.edu/colleges-staff/programs-services/i-dea/default.aspx)

TECC has 2 math instructors who started during the challenges of last year; they will continue with TECC in Fall 2021. To assist these instructors in integrating career pathways into math curriculum in a supported and consistent way, TECC purchased *Ready to Learn!* for the 2021-2022 academic year; each unit of this curriculum contextualizes math within high-demand career exploration.

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)

TECC aims to one day contextualize all HSE and ESL programming via an IET or Pre-IET model. In FY20-21, we provided career contextualized programming in the following areas:

HSE: This year, all HSE students had to complete a week-long onboarding class in Google Classroom, designed to help students think beyond just finishing their HSE. Assignments included career pathways exploration, an interactive slide show about programs and career pathways offered at UNM Taos, and contextualized skill-building like creating a study schedule and applying for the PowerUp program. Students were also invited to participate in a virtual UNM-Taos open house in April, choosing which career interest presentations to participate in: STEM-Health, People Arts & Culture, or Trades & Industry.

In spring semester the language arts class was a college and career readiness class as mentioned in paragraph one of this section. This class integrated career preparation skills, like resume building, email etiquette, speaking skills, and creating an elevator pitch. Students were also paired with mentors in the community who they met with a few times to discuss professional backgrounds and to improve their oral communication skills. Guest speakers from the community also presented to the class

ESL: We implemented the I-DEA curriculum that is a model based on I-BEST. I-DEA covers career management, collaboration/teamwork, critical thinking/problem solving, digital technology global/intercultural fluency, leadership, oral and written communication (including strong reading skills), and professionalism/work ethic. Burlington English embedded the same skills previously mentioned using gamification and simplified lesson plans to better support beginner ESL students. Lastly, two ELLs enrolled in the Community Health Worker (CHW) certificate and we match them with a tutor who uses contextualized content in her lessons to prepare students to succeed in the program. This content includes the book that students will use in classes, examples of assignments, vocabulary words, videos, and other instructional materials relevant to the career.

IET: We have expanded our collaboration and direct lines of communication with the credit-bearing side of UNM-Taos through the hiring of a designated Integrated Education and Training (IET) coordinator housed in the college's Professional Skills and Community Engagement department under the Office of Academic Affairs. This position coordinates the shared courses and services between TECC and the academic programming at the college. Our program continues to work to develop systems to support concurrent enrollment, making considerable progress. We are working closely with the admissions and financial aid teams at UNM-Taos to facilitate coordination of student services. Through this collaboration, we are discussing with UNM Main Campus how to implement Ability to Benefit, and aim to have everything in place to roll this program out in Fall 2021.

Our overall strategy includes building systems to support the identification of students who might be ready to and interested in co-enrollment significantly prior to the launch of the college semester. Early identification of students who qualify for WIOA supports makes the referral and enrollment process go as smoothly as possible, benefiting our students as well as our organization. Our program is working to connect our students to scholarship-funded opportunities for college-level work, including our Solar Tech courses and 1-credit academic and professional skills courses at UNM-Taos and the HIVE, to support students obtaining the six credit hours necessary for enrollment in Ability to Benefit for financial aid for credit-bearing work. A key component of our work for the coming years is to build and refine systems that support student access to and success in our IET programming, enabling them to find the necessary resources to complete schooling that leads to work with life-sustaining wages.

Additionally TECC has hired a part-time IET curriculum design specialist who supports CTE faculty at UNM-Taos in developing IET-aligned courses and projects. Both positions demonstrate the increased collaboration between adult education and community college, and show the college's commitment to implementing best practices represented by the IET model campuswide.

We are continuing to support the development of UNM-Taos' four existing formal IETs in Emergency Medical Technician (EMT), Solar Energy, Early Childhood Education (ECED), and Community Health Worker (CHW). While we have other examples of UNM-Taos programs that meet IET requirements (many in exceptional and highly successful models), we are not TABE testing in these programs and therefore cannot count them in our enrollments. All programs include options for enrollment in Help NM for work experience and on-the-job training. For a full list of our ETPL approved programs, along with those in process, see next question. The four programs that are TABE testing meet the IET requirements in the following ways:

EMT Basic:

- *Adult Education:* Embedded IBEST Adult Education instructor in coursework, along with development of a one credit supplemental academic strategies class. This instructor also provides 1:1 tutoring support.
- *Workforce Prep:* Both content and adult education instructors include explicit instruction in professionalism skills and social-emotional learning. Instructors maintain direct relationships with local employers for additional networking and professional development.
- *Workforce Training:* The content prepares students to obtain a nationally recognized industry credential and a UNM-Taos certificate.

Solar Energy:

- *Adult Education:* While historically taught in the IBEST model, currently the content instructor is coached by adult education instructors in best practices into lesson planning. In addition students receive 1:1 tutoring support.
- *Workforce Prep:* Instructor includes explicit instruction in professionalism skills and social-emotional learning. Instructors maintain direct relationships with local employers for additional networking and professional development.

- *Workforce Training:* The content prepares students to obtain Solar Energy International 100, OHSA 10, and Personal Protection Equipment (PPE) nationally recognized industry credentials.

ECED:

- *Adult Education:* Embedded IBEST Adult Education instructor in coursework, along with development of a one credit supplemental academic strategies class. This instructor also provides 1:1 tutoring support.
- *Workforce Prep:* Instructor includes explicit instruction in professionalism skills and social-emotional learning.
- *Workforce Training:* The content prepares students to obtain a 45hr industry recognized credential and a UNM-Taos degree or certificate. We are exploring apprenticeship models.

CHW:

- *Adult Education:* ELL tutor provides weekly supplemental instruction and tutoring support.
- *Workforce Prep:* Instructor includes explicit instruction in professionalism skills and social-emotional learning.
- *Workforce Training:* The content prepares students to obtain a Community Health Worker credential and UNM-Taos certificate.

In addition, our Education Specialist works with Career Technical Education (CTE)/Trades and Industry instructors to enhance internal and external collaboration practices in the institution. The goals are to provide contextualized learning opportunities; to implement culturally inclusive IET practices and strategies to prepare students to enter the workforce; and, most importantly, to increase access to stackable credentials. One example of this work, aligned with an NALWDB-identified priority sector, is the evolution of our Culinary Arts and Hospitality Certificates. We identified opportunities for students to obtain stackable certificates, including the Servsafe® certifications. We drafted easy-to-follow curriculum and program diagrams to increase outreach and marketing opportunities, not only for students but also for local employers. Then, we aligned instruction with real-life applications to prepare students to pass the certification exam. Our goal is to implement a similar process with other UNM-Taos CTE certificates, increasing enrollment and preparing our students to face the demands of the workforce.

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.

Our IET coordinator is working closely with NALWDB to develop UNM-Taos' current and future ETPL-approved programs:

Associates Degree in Nursing
Certified Nursing Assistant
Commercial Driver's License
Community Health Care Worker

Construction Technology Certificate
Culinary Arts Certificate
Digital Media Arts Associates
Early Childhood Education Associates
Early Childhood Education Certificate
Integrative Massage Therapy Certificate
Emergency Medical Technician – Basic
Emergency Medical Technician – Intermediate*
Associate of Science in Emergency Medical Services*
3D Printing Certificate*
Digital Graphic Design Certificate*
Information Technology Support Certificate*
Office and Business Technology Certificate*

* marks programs for future ETPL approval.

In fall 2021, TECC will develop a curriculum for a six-week HSE science course that aligns with UNM-Taos' existing science certifications in natural resource management (NRM), IT, health science, and construction technology. Lessons will include career contextualization, academic skill development, and advanced professionalism skills. The science instructor will also work with the IET Education Specialist at UNM-Taos to connect with local employers for more information on employment pathways and to create opportunities for community and project-based lessons, as well as work with the IET Curriculum Education Specialist at UNM Taos to strengthen the curriculum for the Spring 2022 Solar Tech IET course and encourage TECC students to enroll for the spring semester course.

TECC was recently selected as a finalist in the Re-Think Adult Ed challenge. This competition gave us the opportunity to connect with Kit Carson Electric Cooperative (KCEC), our local electricity and broadband provider. Through these conversations we identified multiple potential points of collaboration, including developing a pre-apprenticeship program that can feed into KCEC's existing lineman and meterman apprenticeships and a potential IT Registered Apprenticeship through UNM-Taos' IT Certificate program, currently in development. Our experience building this program will be used to develop pre-apprenticeships for other local in-demand occupations: Construction Technology, Early Childhood Education, Commercial Trucking, Hospitality, and Nursing. This work aligns with the priority sectors identified by the board (Hospitality, Education, IT and Healthcare).

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.

Students who enroll in the PowerUp program are connected with work experience through our collaboration with Help NM. None of our six successful enrollees in FY 2021 wished to take advantage of this opportunity, possibly because of the ongoing pandemic. In the coming year we hope to better refine our relationship with Help NM around work experience opportunities, to ensure that our students are connected to beneficial placements and are prepared to meet their host employer's expectations. Our

current good relationship with Help NM will support building a system that is effective and that meets the needs of both students and employers.

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.

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

Our use of managed enrollment (Povenmire, 2006) and short, intensive sessions–4-8 weeks in duration build strong student cohorts and effectively reduce the "turbulence" often associated with adult education classrooms (Beder, et al., 2001). Driven by the fact that frequent, intensive instruction has been proven to promote level gains (Young, 2007), our classes are generally scheduled two to three times per week with assignments and independent study in between, resulting in students completing 10 to 15 hours of instruction per week. This leads to 50 to 60 hours of instruction per cycle, well beyond the 40-hour threshold required for post-testing. Ongoing advising with students throughout encourages students to keep up with their coursework, as students do experience level gains when meeting the hour requirements within a course. We found that a one-class-at-a-time approach makes student learning more focused and has helped to reduce the cognitive load for students who have experienced increased levels of stress due to the pandemic. Lessons learned during this time will continue to influence our course structures moving forward.

TECC keeps classes small at 5 to 18 students, and frequent one-on-one advising sessions promote a safe and respectful environment, a prerequisite for learning especially in the context of trauma (Shechtman, 2013; Horsman, 2004). During onboarding, students are provided with the persistence research for what is required for their success, including data on the number of hours they need to invest to expect to make progress. By providing students with this research, we aim to strengthen students' "self-regulated learning," their capacity to become effective learners (Hilton et al, 2012). As adult learners need to understand why they are doing something, we make explicit the research and best practices that guide our programming and instruction.

Instruction at TECC has a three-pronged approach. We bring together academic skills, workplace training, and SEL competencies. With emotional intelligence being one of the best predictors of one's workplace success, academic success, health, socio-economic status, and goal attainment (CASEL 2006), we place high priority on modeling and explicitly teaching SEL beginning during onboarding and continuing throughout coursework. When students possess self-awareness, self-management, social awareness, strong

relationship skills, and responsible decision-making (CASEL), we see them succeeding in academic, life, and career goals.

TECC's research-based adult literacy instruction is based on the five components of effective reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension (Report of the National Reading Panel: Teaching Children to Read). Students' individual strengths and areas for growth in these five components are initially evaluated through the use of standardized assessments (e.g., the TABE test and the Diagnostic Assessment of Reading), formal assessments (e.g., writing samples, oral reading, and vocabulary assessment), and informal assessments (e.g., early student work samples, student self-assessment, and goal-setting conversations). Instructors use this data to tailor instruction, as well as to inform one-on-one tutoring, honoring that all students progress in unique ways rather than in a rigid progression (Dyson, 2015).

In order to promote phonemic awareness, the foundation of phonics knowledge and overall print literacy, reading instruction includes ample opportunity for oral language (Knapp & Schwanenflugel, 2015). Instructors incorporate interactive read alouds (simultaneously supporting fluency through strong language models), as well as frequent partner and whole group discussions. Early emergent readers are supported through explicit instruction in grapheme-phoneme correspondence (phonics instruction), the use of decodable texts appropriate to adult learners, and explicit vocabulary instruction. More advanced emergent readers also focus on multi letter graphemes and morphological awareness to support unitization (the automatic grouping of letter sets). All students study sight words as appropriate to their respective reading levels to promote reading fluency (Knapp & Schwanenflugel, 2015). Reading fluency is also supported through frequent opportunities to read texts aloud through shared reading activities, as well as through repeated readings. A strong focus on reading fluency is critical; as students' reading fluency improves (students are decoding with greater automaticity), working memory is freed up for the higher-level work of comprehension and meaning-making. However, comprehension and meaning-making are always prioritized within TECC's literacy instruction regardless of students' reading levels. For early emergent readers—those still working to acquire full alphabetic knowledge—ample opportunity for comprehension and meaning-making is provided through oral language and multimodal activities (Clyde, 1994), as well as through print. At all levels, readers are taught critical comprehension strategies such as monitoring for sense, self-questioning, and text structure analysis (National Reading Panel).

In the Math Foundations class at TECC students attended virtually for four weeks, twice a week. Students had 2 extra opportunities to learn each week in the form of office hours. Extra credit was also offered. Each week was focused on math topics that are relevant to students in their lives. For example: When teaching unit conversion and long division, the class focussed primarily on how to manipulate cooking recipes and real life job scenarios -- cutting wood to build a fence or plotting how much of a crop requires what amount of acreage. When introducing fractions, students first learned probability and how probability plays a large part in everyday life. Moving from whole numbers to how to calculate volume, each class was focused around a topic that students may experience in their everyday lives.

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.

With the abrupt shift to online learning in 2020, TECC has developed remote programming. Two essential frameworks to design effective remote learning experiences that have guided our work are the Community of Inquiry (CoI) (Garrison, Anderson, & Archer, 2000) and the Online Wisdom Community (WisCom) (Gunawardena, Frechette, & Layne, 2018).

TECC instructors have developed clear communication policies and class expectations for online learning. Instructors use multiple strategies to promote culturally inclusive learning and create safe spaces for students. Synchronous classes via Zoom are recorded for students to access later. Instructors are available via email, text, and Zoom. Additionally, instructors provide meaningful formative and summative feedback. Peer engagement and a sense of community are large factors in students' ability to persist with coursework; we have created Facebook and WhatsApp groups for peer support.

Instructors apply the 4C's framework (see section H) to the online learning environment. Learners activate prior knowledge, receive instructions in chunks, practice in multimodal ways, and communicate with other students in small groups via breakout rooms or on shared documents. Students are provided different means of demonstrating mastery through portfolios, presentations, and writing. As much as possible, classes use a project-based learning approach.

We use a wide range of technology that aligns with the learners' needs. The ESL I group uses Burlington English to prepare for the ESL II course that uses the Integrated Digital English Acceleration (I-DEA) curriculum. Both curricula have a focus on English for college and career readiness. For an upcoming Citizenship class, we are using USA Learns, Google Classroom, and lessons from the USCIS website. Our ESL and HSE instructors alike also use Nearpod, Wordreference Thesaurus, EdReady, Khan Academy, Google Workplace tools, Poll Everywhere, YouTube Videos, and TED Talks, among others. These tools work well across devices, supporting inclusion despite socio-economic barriers (Smith, 2015). We have also been able to lend computers to students through the pandemic. Our students have faced online learning challenges, yet are becoming successful digital natives.

Online learning has opened new opportunities for students that couldn't attend presential classes before. Therefore, this transition has helped TECC reach added potential learners. Distance Education has taken on a new meaning. No longer is it something that will be put to the side as the alternative for those who cannot physically get to our facilities or for whom class times do not work. Looking forward, we aim to create a program-wide blended learning model where students, regardless of their ability to be in our physical space, are explicitly gaining digital literacy skills and accruing "digital badges" within a competency-based model (Finkelstein, et al., 2013). Students will acquire 21st century academic skills, workforce training, and emotional intelligence to help them succeed in the workplaces in which they will be entering. Students who will never set foot in our physical space will receive quality "live" instruction with the careful guidance of a qualified instructor. We have the technology to reach across spaces to students in rural areas.

Mathematics as a subject can be difficult for students to conceptualize. For example, when talking about fractions and percentages it is usually very important to have physical objects the students can manipulate and use to represent the subjects we are discussing. This was difficult virtually but once a week the class would work with hand crafted manipulatives. The teacher would spend the first part of class detailing materials the students would need. For example, when teaching probability students started the class by

gathering a large amount of coins or creating coins on pieces of paper. Next the students would get a chance to see probability in real time using the manipulatives they had gathered or crafted. This attempt to mimic in person math strategies was to create a more engaging class. More attempts to improve performance online included (1) shortening math lectures to 10 minutes or less. (2) Using zoom in a way that allows space and freedom for students, for example students control their camera use and how they participate. (3) Using multiple mediums like YouTube, Nearpod, JamBoard, Kahoot, etc to create a different learning environment for all students. (4) Taking time to watch videos and discuss how the brain learns and how to have a growth mindset. (5) Using breakout rooms to have one on one interaction with a student, as well as to create interaction between a group of students.

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.

TECC will continue to refine and deliver curriculum and instruction that aligns with the CCRS by anchoring curriculum design and materials in the CCRS, providing a framework rooted in the "Key Shifts" of the Common Core: complexity, building of background knowledge, use of evidence, focus, rigor and coherence of learning paths. Curricular resources used at TECC that support the implementation of CCRS include Ready to Learn!, Essential Education, and Burlington English. Challenges we faced around full implementation particularly in 2020-2021 were new instructors who had to adjust to online teaching and supporting learners with that process. Professional development was focused on technology integration and social emotional learning to support instructors and to help instructors support students through a difficult year. However, we hope to re-establish ongoing professional development that includes the CCRS with this new cohort of instructors in 2021-2022.

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:

   TECC served 20 IELCE students for 2020-2021

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.

For the FY 20-21 year, despite the pandemic's challenges to our community and the world, our IELCE program had a successful year. TECC worked closely with the IET Education Specialist to make the transition to college more inclusive for our ESL students and create systems that effectively support this learner population. Currently, we have 2 ESL students enrolled in UNM-Taos for the Community Health Worker (CHW) IET certificate program. Therefore, this year we started a pilot model implementing a pre-IET model program to best support these two students. This model has the following components:

- Students meet with a tutor weekly to work using the content and curriculum of the CHW program. In the session, they work on contextualized vocabulary and activities. Also, they work on English communication and professionalism skills. The purpose of this session is to prepare students with the tools to attend the programs successfully. The tutoring sessions will be held concurrently with the CHW instruction.
- The CHW program coordinator collaborates with the Program Specialist to provide support curriculum and assistance, creating a fruitful cross-communication between the parties.

We also have another ESL student that enrolled in the CDL program to obtain the CDL license. We are in constant communication with the student to support him during the program.

TECC works closely with ELLs that have shown a desire to transition to college. Our goal is to continue to support students interested in this process to gain confidence and the necessary skills to thrive in college by infusing our classes with PRE-IET training for English Language Learners (ELLs). Our beginner class will continue using the contextualized curriculum that Burlington English offers, which includes career and civic education preparation. This year, the advanced course also used the I-DEA curriculum that is based on the I-BEST model.

Historically, our civic engagement activities largely centered on community-based learning projects, which we were not able to continue during the pandemic. We are looking towards adapting these practices in an online environment. We successfully transitioned our United States Citizenship to an online format, and enrolled a cohort of eight students that completed the session.

Lastly, one of our ESL alumni that obtained his CNA certification is enrolled in UNM-Taos to receive an Associate in Business Administration. He completed the semester and is now planning to change careers and get the requisites to enroll in the Nursing program.

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.
As mentioned in the beginning of this section, we are intentionally revamping our IELCE curriculum with college and career readiness, digital literacy, and social and emotional learning skills. Therefore, we implemented a new approach to our program last semester. We identified that beginner students were more interested in pursuing a career and improving their jobs than advanced students. Therefore, we created a new beginning class that focuses on strengthening students' English language skills to achieve their goals. Our Education Specialist also provides one-on-one advising sessions to our students in which they set up measurable goals and an action plan. On the other hand, ESL advanced students that are interested in transitioning to careers in in-demand industries will have the chance to join an eight-week bootcamp for College and Career Success in the spring. This advanced class helped to prepare students to transition to college, advance in their careers, or find a new career path. ESL students will also have the chance to be in a class with High School Equivalency (HSE) students as they would experience in any college classroom in the U.S. The purpose of that class is to provide students with an overview of the skills they need to succeed in the workplace and/or college, and more importantly, to give them the confidence to achieve their goals.

In addition, in order to best support our ESL students that are transitioning into college we are identifying systems that will help them succeed in college, such as finding tutors that will work with students on-one-on or in small groups to reinforce academic and professional skills, collaborating directly with instructors to obtain contextualized information from their class to prepare students before they enroll and during instruction, and collaborating with advisors at UNM-Taos to facilitate enrollment and advising processes. We are hopeful that we can encourage more ELLs to enroll into a certificate or degree program at UNM-Taos, and keep building bridges between TECC and UNM-Taos to best serve our students and meet their needs.

In conclusion, as a program we are committed to develop sustainable systems to equip our students to reach their academic, professional and personal goals. It hasn't been easy. However, collaborating closely with UNM-Taos advisors and instructors has been an essential component of the success of this initiative. We are hoping to help educate instructors at the college level to keep supporting ELLs and provide opportunities for them to thrive in their different programs and fields.

3. 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.

Currently, our goal is to develop more pre-IET models for the degrees and certificate programs at UNM-Taos. As we previously explained, our first pilot program is the collaboration between the CHW and TECC.

To connect ELLs with the workforce development system and/or other WIOA partner services, we will keep enforcing our one-on-one advising process. It is the first process we can assess and determine what students want and need to succeed in the path they want to follow. Therefore, we have been creating goal plans for each student. After that, we will determine what civic engagement activities can be embedded into our curriculum. Some of the ideas are connecting students with employers in the community by inviting guest speakers, facilitating workshops and meaningful conversations about workforce development and barriers to employment, intentionally infusing our curriculum with work preparation skills that will equip students to transition to work training opportunities, among others. As a program, we have been implementing these core skills through all the ESL levels by providing differentiated learning opportunities and tailored curriculum according to diverse groups of students that we serve.We are constantly evaluating how to improve this system and keep improving. Therefore, one of our goals is to work with the Education Specialist – Integrated Education and Training under the Professional Skills and Community Engagement Department to create internship opportunities that will happen concurrently with instruction. Our goal is to revitalize the community and civic engagement activities we had used in the past, as we couldn't implement them explicitly due to the pandemic. Lastly, we want to keep aiming to have student-centered instruction and develop our curriculum according to students' motivations and goals.We will continue to encourage more ELLs to transition into college and obtain better opportunities in our local workforce.

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. **N/A**

(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:
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
Gonzales	Nina	Program Operations Director, Student Support Services	Full	Master's Degree	21 yrs	Critical Race Theory in Advising	10/1/20	UNM Main Virtual
Shipp	Kylee	Program Manager	Full	Bachelor's	13 yrs	Resilience & Supporting Native American/Indigenous Students	10/1/20	Webinar
Shipp	Kylee	Program Manager	Full	Bachelor's	13 yrs	Teachers Institute	9/18/20	Hopin Web Platform
Shipp	Kylee	Program Manager	Full	Bachelor's	13 yrs	Career Pathways	Ongoing	Online
Oyanedel-Tolmo	Montserrat	Education Specialist	Part time	Master's Degree	8 yrs	Leading for Equity: Academic Development Through an Equity Lens	10/1/20	Online
Oyanedel-Tolmo	Montserrat	Education Specialist	Part time	Master's Degree	8 yrs	NM Dream Zone Training	10/6 10/9 10/18/20	Online
Oyanedel-Tolmo	Montserrat	Education Specialist	Part time	Master's Degree	8 yrs	Learning time - Managing Emotions in Times of Uncertainty & Stress	1/7/21	Online
Clark	Erin	Education & Development Manager	Full	Master's Degree	17 yrs	Adult Education's Teacher Institute	9/18/20	Online

Clark	Erin	Education & Development Manager	Full	Master's Degree	17 yrs	Tech Talk: Low Tech High Impact	11/13/20	Online
Clark	Erin	Education & Development Manager	Full	Master's Degree	17 yrs	Nearpod	11/19/20	Taos
Clark	Erin	Education & Development Manager	Full	Master's Degree	17 yrs	How micro learning increases student engagement in a distance learning environment	11/19/20	Webinar
Clark	Erin	Education & Development Manager	Full	Master's Degree	17 yrs	Career Pathways	Ongoing	Online
Schauermann	Jane Marie	Math Faculty, UNM Taos	Full	Master's Degree	5 yrs	Teacher's Institute- Presentation and Moderation	9/17/20 9/18/20	Hopin Conference Platform
Schauermann	Jane Marie	Math Faculty, UNM Taos	Full	Bachelor's Degree	5 yrs	Faculty Council Meeting	9/4/20	Zoom
Schauermann	Jane Marie	Math Faculty, UNM Taos	Full	Bachelor's Degree	5 yrs	Faculty Council Meeting	10/2/20	Zoom
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Building IETs That Work	8/24/20	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Adult Ed and Workforce Boards	8/31/20	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Los Alamos National Laboratory Community Conversation: Education & Workforce	9/2/20	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Northern Board IT Sector Strategy Meeting	9/9/20	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	SFCC Workforce Action Team (SFCC WAT)	9/21/20	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Rethink Adult Ed virtual information session	10/15/20	Online

Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	ETPL System Refresher	10/22/20	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	NM Career Pathways Dashboard	10/28/20	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	How to Unlock the Power of Prison Education	10/27/20	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Nearpod Training	11/19/20	Zoom
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Addressing Misconceptions About and Barriers to Medication-Assisted Treatment in Criminal Justice Settings	11/19/20	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Community Peer Education Program ProjectECHO	1/7/21	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Managing Emotions in Times of Uncertainty & Stress	12/12/20-2/12/21	Coursera
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Going Local: Drug Reform in New Mexico	12/9/20	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	"Job Quality Can't Wait: An Introduction to the Aspen Institute Job Quality Tools Library"	2/18/21	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Using CareerOneStop to Provide a Successful ReEntry Transition Inside & Outside of Correctional	3/3/21	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Restart NM RFA Technical Assistance Webinar	4/16/21	Online
Smith	Hannah	IET Education Specialist	Full	Master's Degree	4 yrs	Community Peer Education Project End of the Year Training	6/17/21	Abq., NM
Pond	Adrienne	Instructor	Part Time	Master's Degree	12 yrs	Nearpod	11/19/20	Zoom
Kennell	Leonor	Instructor	Part Time	Bachelor's Degree	5 yrs	NearPod	11/19/20	Zoom
Kennell	Leonor	Instructor	Part Time	Bachelor's Degree	5 yrs	Managing Emotions in Times of Uncertainty and Stress	Current	Online
Caref	Anita	Instructor	Part Time	Master's Degree	36 yrs	Nearpod Training	11/19/20	Zoom

Trujillo	Denise	Administrative Assistant III	Full Time	Bachelor's Degree	15 yrs	Nearpod training	11/19/20	Zoom
Trujillo	Denise	Administrative Assistant III	Full Time	Bachelor's Degree	15 yrs	NMAEA 2020 Virtual Teacher's Institute	9/18/20	Web
Trujillo	Denise	Administrative Assistant III	Full Time	Bachelor's Degree	15 yrs	Banner General Person Certification	2/26/21	Virtual
Trujillo	Denise	Administrative Assistant III	Full Time	Bachelor's Degree	15 yrs	NMAEA and NMHED Spring 2021 Adult Education Conference	3/11/21	Virtual
Henry	Victoria	Supervisor of Community Education Programs	Full-time	Master's Degree	1 year	Digital Literacy and Technology Support for Literacy Providers - Albuquerque Adult Learning Center	5/24/21	Virtual
Henry	Victoria	Supervisor of Community Education Programs	Full-time	Master's Degree	1 year	Redesigning Tutor Training - Rio Arriba Adult Literacy Program	5/10/21	Virtual
Henry	Victoria	Supervisor of Community Education Programs	Full-time	Master's Degree	1 year	Tutor Recruitment and Training Methods - Literacy Volunteers of Santa Fe	6/7/21	Virtual
Henry	Victoria	Supervisor of Community Education Programs	Full-time	Master's Degree	1 year	Columbia Teachers College Reading and Writing Project Saturday Reunion - Best Practices in Foundational Literacy Education	3/27/21	Virtual
	TECC Team + NCIs					Winter Planning Retreat	12/3, 12/10, 12/17	online
	TECC Team + NCIs					Managing Emotions in Times of Uncertainty & Stress	12/20-2/21	Online
	TECC Team + NCIs					Equity in Adult Education	2/19 and 2/23	online
	TECC Team + NCIs					Literacy Strategies and tools for adult learners	2/25/21 & 3/4/21	online

	TECC Team + NCIs		Engaging Learners Online	4/22/21	online
	TECC Team + NCIs		End of Year Retreat	5/13/21	online and Taos

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
1,071.5	$25	$26,788

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

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

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

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

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

5. Please indicate the total fair market value of donated equipment. N/A

6. Please indicate total fair market value of donated IT infrastructure and support. $3,600

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
1,346 sq ft	$150	$201,900

Alternate option:

Please indicate institution's building renewal and replacement allocation : $201,900

Source: **Jessica Sánchez-Romero** Project/Construction Manager | Facilities Management UNM Taos

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
Centinel Bank- remote proctor testing fees	$1500
TCF- Student Supports	$5,000
Individual Donors/Grocery Store Donations	$13,600
Chevron Environmental Management Corp	$20,000
Cornerstones	$16,714
Taos County- IET development	$30,000

B. Program Income Activities

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

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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).

4.7% or $4,337 of TECC's federal allocation was spent on administrative costs.

Adult Education Local Program Annual Report 2020-2021

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.

Adult Education Local Program Annual Report 2020-2021

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
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

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Student:

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

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
ABE Level 2	4	1	0	0	0	0	3	17	0	0	0	1	0	0	26
ABE Level 3	1	2	0	1	0	0	13	9	0	0	4	7	0	0	37
ABE Level 4	0	0	0	0	0	1	5	10	0	0	6	3	0	0	25
ABE Level 5	0	0	0	0	0	0	3	3	0	0	2	2	0	0	10
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	1	5	0	0	0	0	0	0	6
ESL Level 4	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
ESL Level 5	0	0	0	1	0	0	0	4	0	0	0	0	0	0	5
ESL Level 6	0	0	0	0	0	0	1	3	0	0	0	0	0	0	4
Total	6	3	0	2	0	1	27	55	0	0	12	15	0	0	121

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

Student:

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

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	5	1	0	0	0	1	15	13	0	0	9	9	0	0	53
19-24	0	1	0	1	0	0	5	13	0	0	1	3	0	0	24
25-44	1	1	0	0	0	0	5	22	0	0	2	2	0	0	33
45-54	0	0	0	0	0	0	0	3	0	0	0	1	0	0	4
55-59	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
60+	0	0	0	1	0	0	1	2	0	0	0	0	0	0	4
Total	6	3	0	2	0	1	27	55	0	0	12	15	0	0	121

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

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

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	3	0	0	0	0	7	4	0	0	0	1	0	0	16
19-24	0	0	0	0	0	0	3	4	0	0	1	1	0	0	9
25-44	2	0	0	0	0	0	6	8	0	0	1	2	0	0	19
45-54	0	1	0	0	0	0	0	1	0	0	0	0	0	0	2
55-59	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	3	4	0	0	0	0	17	17	0	0	2	4	0	0	47

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	50	18	18	1	0	0	87
Integrated Education and Training Program	0	1	4	0	0	0	5
Adult Secondary Education***	3	4	5	0	0	0	12
Integrated Education and Training Program	0	4	4	0	0	0	8
English Language Acquisition******	0	2	5	3	0	0	10
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*******	0	0	5	0	3	4	12
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	53	24	33	4	3	4	121

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.
The total in column H should equal the total in column P of Table 1.
**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) Programs (Sec. 203(11) of WIOA).
***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).
****Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).
*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs. It does not include those enrolled in ELA programs.

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

Student:

NRS Table 4

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Periods of Participation in Which Participants Achieved at Least EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	1	0	105	1	0	0	0	0	100	1	1	0	0	100

ABE Level 2	26	0	1265.7	6	1	0	14	5	26.92	26	6	1	0	26.92
ABE Level 3	37	0	1958.2	8	5	0	13	11	35.14	37	8	5	0	35.14
ABE Level 4	25	0	1021.2	4	5	0	9	7	36	25	4	5	0	36
ABE Level 5	10	0	288.05	2	2	0	6	0	40	10	2	2	0	40
ABE Level 6	2	0	32.5	0	0	0	2	0	0	2	0	0	0	0
ABE Total	101	0	4670.7	21	13	0	44	23	33.66	101	21	13	0	33.66
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	6	0	559.75	5	0	0	0	1	83.33	6	5	0	0	83.33
ESL Level 4	5	0	182.25	1	0	0	2	2	20	5	1	0	0	20
ESL Level 5	5	0	378	3	0	0	1	1	60	5	3	0	0	60
ESL Level 6	4	0	313.5	1	0	0	2	1	25	4	1	0	0	25
ESL Total	20	0	1433.5	10	0	0	5	5	50	20	10	0	0	50
Grand Total	121	0	6104.2	31	13	0	49	28	36.36	121	31	13	0	36.36

- 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: (Column J) = (Column E + Column F + Column G)/(Column B – 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: (Column O) = (Column L + Column M + Column N)/(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-Taos

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 Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	1	1	100	0	0	0	0	0	0
ABE Level 2	7	5	71.43	5	71.43	0	0	0	0
ABE Level 3	11	4	36.36	8	72.73	0	0	1	9.09
ABE Level 4	7	4	57.14	3	42.86	0	0	1	14.29
ABE Level 5	2	1	50	0	0	0	0	1	50
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	28	15	53.57	16	57.14	0	0	3	10.71
ESL Level 1	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0
ESL Level 3	5	5	100	0	0	0	0	0	0
ESL Level 4	1	1	100	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Level 5	3	3	100	0	0	0	0	0	0
ESL Level 6	1	1	100	0	0	0	0	0	0
ESL Total	10	10	100	0	0	0	0	0	0
Grand Total	38	25	65.79	16	42.11	0	0	3	7.89

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	1	105	1	0	0	100
ABE Level 2	11	903.5	7	2	2	63.64
ABE Level 3	20	1395.2	10	5	5	50
ABE Level 4	10	590.15	7	1	2	70
ABE Level 5	1	89	1	0	0	100
ABE Total	43	3082.85	26	8	9	60.47
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	6	559.75	5	0	1	83.33
ESL Level 4	3	143.25	1	1	1	33.33
ESL Level 5	3	332	3	0	0	100
ESL Level 6	2	262	1	0	1	50
ESL Total	14	1297	10	1	3	71.43
Total	57	4379.85	36	9	12	63.16

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

• Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.

• Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

• Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.

• Column D + E + F should equal the total in Column B.

• Each row total in Column G is calculated using the following formula: G = Column D / Column B

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

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NRS Table 4C

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Periods of Participation in Which Participants Achieved at Least EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	1	0	105	1	0	0	0	0	100	1	1	0	0	100

ABE Level 2	26	0	1265.75	6	1	0	14	5	26.92	26	6	1	0	26.92
ABE Level 3	37	0	1958.25	8	5	0	13	11	35.14	37	8	5	0	35.14
ABE Level 4	25	0	1021.2	4	5	0	9	7	36	25	4	5	0	36
ABE Level 5	10	0	288.05	2	2	0	6	0	40	10	2	2	0	40
ABE Level 6	2	0	32.5	0	0	0	2	0	0	2	0	0	0	0
ABE Total	101	0	4670.75	21	13	0	44	23	33.66	101	21	13	0	33.66
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	6	0	559.75	5	0	0	0	1	83.33	6	5	0	0	83.33
ESL Level 4	5	0	182.25	1	0	0	2	2	20	5	1	0	0	20
ESL Level 5	5	0	378	3	0	0	1	1	60	5	3	0	0	60
ESL Level 6	4	0	313.5	1	0	0	2	1	25	4	1	0	0	25
ESL Total	20	0	1433.5	10	0	0	5	5	50	20	10	0	0	50
Grand Total	121	0	6104.25	31	13	0	49	28	36.36	121	31	13	0	36.36

- 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: (Column J) = (Column E + Column F + Column G)/(Column B – 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: (Column O) = (Column L + Column M + Column N)/(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-Taos

Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	102	26	25.49	102	26	25.49
Employment Fourth Quarter after exit *	102	12	11.76	104	12	11.54
Median Earnings Second Quarter after exit **	26	1835.34		26	1835.34	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	88	20	22.73	90	21	23.33
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	88	24	27.27	90	24	26.67

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	88	35	39.77	90	36	40

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

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

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

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

Column C (except for Median Earnings) is the number of participants that achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants who earn both a secondary and postsecondary credential would only be recorded once in Column C.

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

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

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

Column F (except for Median Earnings) is the number of periods of participation in which the outcome was achieved.

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

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

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

Columns D and G are not applicable to Median Earnings.

Student:

NRS Table 5A

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	8	1	12.5	8	1	12.5
Employment Fourth Quarter after exit	2	1	50	2	1	50
Median Earnings Second Quarter after exit	1	476.04		1	476.04	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	2	0	0	2	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	2	0	0	2	0	0

Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Attained any credential (unduplicated) *****	2	0	0	2	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

Participant Status on Entry into the Program (A)	Number (B)	
Employed		68
Employed, but Received Notice of Termination of Employment or Military Separation is pending		2
Unemployed		35
Not in the Labor Force		16
TOTAL		121
Highest Degree Level of School Completed*	**US Based Schooling**	**Non-US Based Schooling**
No Schooling	0	0
Grades 1-5	0	3
Grades 6-8	8	5
Grades 9-12 (no diploma)	72	6
Secondary School Diploma or alternate credential	3	3
Secondary School Equivalent	1	1
Some Postsecondary education, no degree	8	0
Postsecondary or professional degree	2	6
Unknown	1	1
TOTAL (both US Based and Non-US Based)		120
Program Type**		
In Family Literacy Program		0
In Workplace Adult Education and Literacy Activities***		0
Institutional Programs (section 225)		
In Correctional Facility		0
In Community Correctional Program		0
In Other Institutional Setting		0

Participant Status on Entry into the Program (A)	Number (B)
TOTAL Institutional	0

* Enter the highest level of schooling or degree attained for each participant in US or non-US-based schooling. Provide *only one entry* per participant. The total number of participants reported here must be the same as the number reported in the Total row of Column P, Table 1.
** Participants counted here must be in a program specifically designed for that purpose.
*** The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Employment Status definitions:

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

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

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

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

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Student:

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

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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

Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome	
Increased Involvement in Children's Education	0	0	0	
Helped more frequently with school		0		
Increased contact with children's teachers		0		
More involved in children's school activities		0		
Increased Involvement in Children's Literacy Activities	0	0	0	
Reading to children		0		
Visiting library		0		
Purchasing books or magazines		0		
Left Public Assistance	0	0	0	

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Student:

NRS Table 9

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	12	8	66.67	12	8	66.67
Employment Second Quarter after exit	21	4	19.05	21	4	19.05
Employment Fourth Quarter after exit	12	1	8.33	12	1	8.33
Median Earnings Second Quarter after exit	4	4922.01		4	4922.01	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome	
Achieved Citizenship Skills	0	0	0	
Voted or Registered to Vote	0	0	0	
Increased Involvement in Community Activities	0	0	0	

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

Student:

NRS Table 11

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

Outcome Achievement for Participants in Integrated Education and Training Programs

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	13	0	0	13	0	0
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	13	0	0	13	0	0
MSG via Secondary or Postsecondary Transcript	13	0	0	13	0	0
MSG via Progress Toward Milestones	13	0	0	13	0	0
MSG via Passing Technical/ Occupational Skills Exam	13	0	0	13	0	0

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

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

Student:

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

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System: NRS FY 20-21 ☐ Agency: UNM-Taos

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

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

Instructions for Completing Table 14

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

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

*** Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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

MEMORANDUM OF AGREEMENT
BETWEEN
University of New Mexico - Taos
AND
Northern Area Local Workforce Development Board

WHERE AS, The Workforce Innovation and Opportunity Act (WIOA) is a complex piece of legislation signed into law in 2014 in an effort to improve coordination among the primary federal programs that support employment services and workforce development, including adult education and vocational rehabilitation programs and activities.

WHEREAS, central to the WIOA *legislation is the requirement of enhanced cooperation and alignment among the core programs within the law including: (1) the* Adult, *Dislocated Worker and Youth formula programs administered by the Department of Labor (DOL) under Title I; (2) the Adult Education and Literacy program administered by the Department of Education (ED) under Title II; (3) the Wagner-Peyser Act employment services program administered by DOL under Title Ill;*

WHEREAS, the overarching goal of WIOA is to meet the pressing need of employers to have an appropriately-skilled talent pool, and to assist the nation's workforce with not only adequate access to jobs, but also the support and skills required to secure and retain those jobs. The workforce development system is designed to prepare the unemployed, underemployed and low-skilled adults for sustainable, meaningful employment.

WHEREAS, WIOA prioritizes serving people who have barriers to employment, including barriers to meaningful careers that provide a family-sustaining wage and the opportunity for advancement. Under both the letter and the spirit of WIOA legislation, all of these entities are required to work together to promote effective services that are mutually supportive, well-coordinated, and appropriately aligned.

WHEREAS, the purpose of this Memorandum of Agreement (MOA) is to build and strengthen a partnership between the Northern Area Local Workforce Board (NALWDB), the Adult Education and Community College partners, and the NALWDB's service providers within the Northern Workforce Region of New Mexico.
The development and implementation of a comprehensive workforce system requires teamwork and collaboration between all the partners and the NALWDB.

Identified WIOA partners aim to effectively meet the regional workforce demand and the employment needs of individuals who are unemployed or underemployed and are lacking the education and training needed for gainful employment. *The Partners and the NALWDB agree to collaborate to implement an effective integration of workforce services.*

In an effort to achieve this shared purpose, all identified partners agree to actively collaborate to:

- Provide Integrated Education Training {IET) through concurrent enrollment programs that include adult education services, workforce preparation, and workforce training through post-secondary and employment services that enable students to reach the goals of:
    - Strengthening basic skills, including English language skills
    - Earning an HSE credential (if lacking one)
    - Completing a postsecondary credential
    - Passing industry certification exams if applicable
    - Developing professionalism skills including social-emotional learning (SEL)
    - Obtaining sector employment if applicable
- Support recruitment of the targeted population with marketing, awareness building, and individual referrals.
- Facilitate data collection, sharing, matching and support for reporting and evaluation.
- Ensure representation at collaboration meetings.
- Facilitate the training and cross-training of WIOA partners and stakeholders in the region.
- Foster connections with industry partners to ensure industry support for:
    - Referral of potential participants to workforce training programs
    - Meeting with collaborators and/or funders to offer input and feedback
    - Paid work experience and On the Job Training for IET program participants and graduates.
    - Job placement for program graduates.

A. The Taos Education and Career Center (TECC) at University of New Mexico - Taos agrees to:

1. Establish, coordinate, and implement adult education courses in support of career pathways and workforce training preparation, to provide services to eligible participants recruited from all partner agencies.
2. Offer contextualized, standards-based instruction for academic and employability skill development.
3. Assess participant skill levels, monitor student progress and support, provide tracking and reporting.
4. Provide the instruction and support needed for students to attain their high school equivalency credential, if needed.
5. Provide instruction in English language acquisition in support of successful participation in the workplace, school, and in the community.
6. Plan and facilitate meetings of collaborating partners.
7. Share in the participant recruitment, data collection and r!!porting efforts.
8. Co-develop, co-plan, and co-evaluate, in partnership with college faculty and workforce staff, workforce training programs in high demand industry sectors.

University of New Mexico -Taos Department of Professionalism Skills and Community Engagement agrees to:

1. Develop IET courses that meet all best practice standards, including adult education, workforce preparation, and workforce training that supports the development of academic, professionalism, and career readiness skills
2. Provide the administrative support necessary to ensure that participants enrolled in IET courses succeed.
3. Develop systems to support student access to financial aid and other funding opportunities, including but not limited to WIOA supports and Ability to Benefit.
4. Ensure access to the necessary facilities and instructional technology.
5. Provide the marketing and student services needed to support recruitment and enrollment.
6. Collaborate with the NALWDB and local partners in the development of registered apprenticeships

B. The Northern Area Local Workforce Development Board, workforce connections, and Title 1 Service Provider agrees to:

1. Subject to funding availability, eligible adult education students will have priority access to WIOA Title 1 funds and other available funding to support their participation in IET and performance incentive programs. Title 1 service providers:
    - Coordinate orientations scheduled prior to the start of each semester, on-site at partner locations when possible.
    - Work closely with Adult Education partner staff to ensure eligible participants receive training funds and enroll into training program classes.
    - Provide incentives for youth who reach identified academic benchmarks in adult education programs.
    - Provide case management for participants enrolled in a career pathway or workforce training program.
    - Provide training assistance and support for participants in finding additional financial resources to pay for career and technical training.
    - Coordinate opportunities for participants to interact with local employers *via* class visits and job fairs on campus, when applicable.
    - Support participants with employment related costs such as certifications, licenses, uniforms, and tools.
    - Provide Job search support.
2. Support Adult Education students with employability training in areas such as career exploration, professionalism in the workplace, resume development, and interviewing, at one-stop sites and within the classroom setting as appropriate.
3. Enroll adult education participants in workforce online connections system when applicable.
4. Share in the participant recruitment, data collection and reporting efforts.

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University of New Mexico -Taos

1/12/21

Date

Lisa Ortiz, Executive Director
Northern Area Local Workforce Development Board

1-12-21

Date

Joseph Weathers, Board Chair
Northern Area Local Workforce Development Board

Northern Area Local
WORKFORCE
DEVELOPMENT
BOARD

New Mexi*
Workforce Connection
A Proud Partner of the *American Job Center* Networlc

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. l 2l(c)(l) 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 WJOA Sec. 12\(c)(2) concerning the operation of the one-stop delivery system in a local area. This requirement is further described in the WJO A; 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 infrastrocture costs among one-stop partners is governed by WIOA sec. 121(h), it is implementing regulations, and the Federal Cost Principles contained in the Unifonn 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 CoWlty), 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 **1H** 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 infonnation and literature pertainmg 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.nnmwork forcecormection.com).

NALWDB PARTNERS

Below is also a list of all partners with in the Northem 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 ofWIOA, 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 (T**AA),** authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 ct SCQ.)
WIOAAdult Dislocated Workers, and Youth Promm	Help New Mexico	WIOA title I Adult Dislocated Workers, and Youth Proirram - WIOA Act of 20I4

Partner Proe:ram	Partner Ore:anization	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 (YR) program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), as amended by title IV ofWIOA
Unemployment Insurance Reemployment Services and Eligibility Asscsmcnt	NM Department of Workforce Solutions	Budget Control Act, 2016 WIOA Act of20l4
Temporary Assistance for Needy Families (TANF)	NM Human Services Department.	Temporary Assistance for Needy Families (TANF}

Title V-Scnior Community Services Emolovmcnt	NM Aging and Long Term Services	Senior Community Service Employment Program (SCSEP), authorizedunder Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 SCQ.)
Senior Community Service Employment Program (SCSEP)	Goodw ill Industries of New Mexico	Senior Com munity Service Emplo yment Program (SCSEP), auth orized u nd er Title V of the Older Americans Act of 196S {42 U.S.C. 3056 seq.)
Adult Basic Education	Dine College Consortium, Luna Commun ity Co ll ege , NMSU Grants, Northern New M exico College, San Juan Coll ege, Santa Fe Commun ity College, UNM•LOS Alamos, UNM - Gallup, UNM-Taos	WIOA Title II Adult Education and Family Literacy Act (AEFLA) Program. NNMC obligation s are described in Appendix A., following th e signature page.

TERMS AND CONDITIONS

Services

Partners will make services available as descnbed 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 NALWD B.

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, includingjob coaches
Conduct outreach regarding Local workforce system's services and products	Conduct on-site / o ff-site Rapid Response activities regarding closures and downsizings	Develop On-the-Job Training (OJT) contracts, incumbent worker contracts, or pay-for-performance contract strategics
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 10 develop and implement layoff aversion strategics
Post job vacancies in the state labor exchange system and take and Ii11 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 assistivc technology and communication accommodations	Develop, convene, or implement industry or sector partnerships

J_o_bSeeker Services

Basic Career Services	*Individualized Career* ***Services***	***Training***
Outreach, intake and onentalion to the mfonnat1on, 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)
lmt1al assessmen1s of sk11l level(s), aptitudes, abilities and supponive service needs	Development of an individual employab1hty development plan 10 identify employment goals, appropriate achievement objec1ives. and appropna1e combination of services for the customer lo achieve the emp oyment goals	Adult education and literacy activities. including English language acquisillon (ELA). provided in combination w11h the !raining services described above
Job search and placement assistance (mcludmg provision of information on m...demand industry sectors and occupations and non-tradilional employmen1	Re ferral to trainmg services	On-the-Job Traimng (Off)
Access to employment opportunity and labor market information	Group career counseling	Incumbent Worker Training
Performance mformallon and program costs for eligible providers of training. education, and workforce services	Literacy ac1ivit,es related 10 work readiness	Programs that combine workplace training with related mstrucllon which may include cooperative educa1ion
Information on performance of the local workforce system	Individual counseling and career planning	Trammg programs operated by the public and private sec1or
Information on the availability of supportive services and referral lo such. as appropriate	Case management for customers seeking training services: individual m and out of area job search, referra L and placement assistance	Skill upgrading and retraining
Information for Unemployment Insurance claim filmg	Work experience. uansitionaljobs. registered apprenticeships, and internships	Entrepreneurial training
Information and assistance in applying for financial aid for training and education programs not provided under WJOA		Other training services as determined by the workforce partner's govemmg rules
		Post-employment follow-up services and supoort

Youth Services

! u1oring. study skills training. instruction, **and** evidence-based dropout prevent ion and recovery strategies that lead to completion of the requirements for a se<:ondary school diploma or its recognized equivalent (including a recognized certificate of anendance 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 ma y include:	Occupational skill train ing, which shall include pnority consideration for training programs that lead 10 recognized postsecondary credentials that are aligned with in-demand industry se<:tors or occupations in the local area involved
Summer eRl)loyment opportunities and other employment opportunities available throughout the school year. pre-apprent1cesh1p programs, mtemsh,ps and job shadowing. and on-the-Job training onn<1rtun it1es	
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 counsehng . wh,ch may include drug and alcohol abuse counseling and referral as appropriate
Financial literacy education	Entrepreneurial skills training
Services that provide labor market and employment in formation 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 trans1t1on to postsecondary education and traini•&

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 (Pubhc Law 101 - 336};
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service m programs funded by the U.S. Department of labor,
- Training and Employment Guidance Lener (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 WfOA 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 Ul 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 abo ve;
- Agree that the provisions contained herein are made subJect to all applicable federal and state laws, ill1)lementing 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 all.er the tennination 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 wllh 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 m 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 responsib1ht1es, 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 alt work hours;
- Assist the NALWDB in establishing and maintaining the American Job Center network stmcture. 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, v1s1onmg, 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 implementallon 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 Panner agencies and organizations to suppon 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 opponunities to share leadership with all partners by creating opponunities to repon, present, and share activities, such as through local board and committee meetings, community forums, and other appropriate settings throughout the Nonhem Area;
- Assure the NALWDB Amencan Job Centers comply with all required customer suppon and information as required under local, state and federal regulations;
- Collaborate with partners to facilitate and panicipate 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 ofFERPA, 34 CFR 361.38, and 20 CFR pan 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 inc1udes 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 comrmts 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, v1s1on, 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-q uality, integrated data 1s 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 (Pl!) 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 fimction to satisfy these requirements.

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

- Customer PIT 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 PH 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 WlOA Adult programs (attached)

All one-stop center and Partner staff will be trnined in the protection, use, and disclosure requirements governing PH and any other confidential data for all applicable programs, mcluding 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 PJJ 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 **PH** and other personal or confidential information will be limned 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 tiles under its control that contain PH 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 applicab le 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 PJJ 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 facili tate 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 ori nclusiveness 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 infonnation 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 of2010; 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 in formation.
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 pohc1es 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 eas ily coming to a point ofresolution. 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 ofa 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 Perfonnance Committee, (3} Youth Committee, (4) Finance Committee, (5) Rules Committee, for a total of live (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 regulanons governing the Partner agencies;
- The nght of appeal no longer exists when a decision is final. Additionally, final decisions will not **be** precedent-selling or binding on future conflict resolutions unless they are o!Ticially stated **in** this procedure;
- **The** Executive Comminee must provide a written response and dated summary of the proposed resolution to all Parties of the MO ; 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;
- Perfonnance data are recorded, tracked, and reviewed for quality to ensure accuracy and completeness;
- Outcomes are assessed and analyzed penod1cally 10 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 ful filled.

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 Panies to this MOU cenify that they prohibit, and will continue to prohibit, discrimination, and they cenify 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 WJOA Nondiscrimination and Equal Opponunity 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 Panies 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 Panies 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 Panies to this MOU cenify 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 ofthe 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 pan 180, as adopted by the U.S. Depanment of Education at 2 CFR 3485, and the U.S. Depanment of Labor regulations at 29 CFR part 94.

Certification Regarding Lobbying

All Parties shall comply with the Byrd Anti-lo bbying Amendment (31 U.S.C. Section! 352), 29 C.F.R. Part 93, and 34 CFR part 82, as well as the requirements in the Unifonn Guidance at 2 CFR 200.4S0. 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 debannent and suspension requirements (E.0.12549 and I 2689) and 2 CFR part I 80 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 d1sabili11es, low-income individuals, baste skills deficient youth, and English language learners.

Buy American Provision

Each Party that receives funds made available under title I or II ofWIOA 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 S02 and 20 CFR 683.200(f).

Salary Compensation and Bonus Limitations

Each Party certifies that, when operating grants funded by the .S. Department of labor, it complies with TEGL 05-06, Implementing the Salary and Bonus Limitations in Public law I 09-234, TEGL 17-1S. 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 lnfonnation GrantS to States Allotments for PY 2016, Public Laws 114-113 (Division H, title I, Section 105) and 114-223, and WIOA section 194(1S)(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 H.

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 accordmg 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 fonnal 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 (infonnational 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 ofreceipt ofthe 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 (ordesignee) 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

I. **Notification**
When a Partner wishes to modify the MO , 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 Panics. If the proposed modification is extensive and 1s met with opposition, the NALWDB Board Chair (or designee) may call a meeting of the Panics to resolve the issue. Upon agreement of all Panies, a modification will be processed.

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

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 Resoluuon 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 counterpans, meaning each signatory can sign a separate document as long as the NALWDB Board Chair (or designee) acquires signatures of each pany and provides a complete copy of the modification with each pany's signature to all the other Panics.

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 ofWIOA 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 pany 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 WJOA; and
- A party breaches any provision of this MOU and such breach is not cured within thiny (30) days I5 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 tenninate this MOU by giving written notice thereof to the party in breach, upon which tennination will go into effect immediately.

[n the event oftennination, the Panies to the MOU must convene within thirty (30) days after the breach of the MOU to discuss the fonnation of the successor MOU. At that time, allocated costs must be addressed.

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

All Panies 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 s1gning by the final signatory below and must tenninate on June 30, 2023, unless any of the reasons m the Tennmation section above apply.

One-Stop Operating Budget

The purpose of this section is to establish a financial plan, including tenns and conditions, to fund the services and operating costs ofthe 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 detennining 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 Unifonn Guidance.

The Partners consider this one-stop operating budget the master budget that is necessary to maintain the NALWDB Amencan Job Centers network. It mcludes the following cost categories, as required by W[OA 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 accord ingly. The one-stop operating budget is expected to be transparent and negotiated among Panners on an equitable basts to ensure costs **are** s hared appropriately .

All Partners must negotiate in good faith and seek to establish outcomes that are reasonable and fair .

New Mexie(i.
Workforce Connection
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Northern Area Local
WORKFORCE
DEVELOPMENT
BOARD

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 CynlhiaJ · Rooney , 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 ofUnderstanding (MOU) July I, 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 tenns of:
The Memorandum of Understanding (MOU) July I, 2020-June 30, 2023
The infrastructure Funding Agreement (IFA) PY20/FY2 \
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 ternunallon, or
• On June 30, 2023, whichever occurs earlier.

UNM•Taos
Partner/Agency Name

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Au'tboniea S1gnatu/e

2-4·21
Date

Cynthia J Rooney , Chancellor
Printed Name and Title

1157 County Road 110 Ranchos de Taos, NM 87557 575-737-3732

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NALWDB Board Chair Signature

Date

Joseph Weathers
NALWDB Chair Printed Name and Title

Northern Area Local Workforce Development Board
525 Camino De Los Marquez, Santa Fe, New Mexico 87505, United States
(505) 986-0363 Mailing Address: l000 Cordova Place PMB 8IO Santa Fe, NM m

Power UP! Draft Program Outline - TECC

Responsibilities of Taos Education & Career Center @ UNM-Taos.

- Coordinate with HELP NM to incorporate orientation of the WIOA Adult, Youth and Power Up opportunities into monthly onboarding structure for students seeking enrollment at TECC.
- Identify students who would benefit from the Power UP program and encourage their enrollment
- Connect students to the appropriate staff member from HELP NM.
- Track student progress aligned with the incentive structure below for enrolled students
- Provide monthly communications to Help NM staff as students meet benchmarks.
- Provide opportunities for career exploration within onboarding and academic curriculum.
- Deliver academic and professional skills instruction contextualized in relevant career pathways.
- Assist students in developing a digital career portfolio to include a resume, sample cover letter, High School Equivalency diploma, additional certifications and accomplishments, and reflections on growth through work experience.
- Assign a staff member as the primary contact for HELP NM staff members.

Responsibilities of HELP NM.

- Coordinate with TECC staff to provide orientation to WIOA Adult, Youth and Power Up opportunities during TECC's monthly onboarding structure for students seeking enrollment at TECC.
- Follow up with referred students to complete the orientation and enrollment process.
- Communicate with enrolled students and TECC staff to track progress.
- Provide the following incentives per enrolled student:

Career and Academic Outcome	Earning Potential	Total
Level gain on math or reading TABE test	possible every 40 hours of instruction, up to 3 level gains x $100 per gain in an enrollment year	$300
Course completion including synchronous Zoom sessions during a 4 week session	$100 per 4 week session up to 4 sessions in an enrollment year	$400
Completion of a Digital Career Portfolio	$100, one time	$100
Attainment of High School Equivalency credential	$250, one time	$250
	Total Potential Earning per student	$1,050
	Estimated number of student participants between now and June 30:	15
	Total estimated maximum student payout:	$15,750
	Tuition fee to TECC to offset cost of program management	$1,700
	Total estimated cost	$17,450
Additional benefits WIOA dollars have provided in the past:		
Device reimbursement		

KIT CARSON Electric Cooperative

118 Cruz Alta Rd, Taos NM 87571
(575) 758-2258 1(800) 688-6780
Fax: (575) 758-4890 or (575) 758-4611
www.kitcarson.com

June 8, 2021

To whom it may concern:

Kit Carson Electric Cooperative, Inc. (KCEC) expresses its intention to collaborate with the Taos Education and Career Center (TECC) at UNM-Taos on the development of their Integrated Education and Training (IET) Pre-Apprenticeship Program to ReThink Adult Education Challenge. This program will help members of our community build much-needed academic and professionalism skills that will prepare them for positions in our organization, including our line and meter apprenticeship programs. These apprenticeships are intensive, four-year programs, and we have found that many lack the basic academic skills necessary to complete this program in a timely manner. We also intend to work with UNM-Taos to explore the development of a Registered Apprenticeship in our IT department, working closely with UNM-Taos' IT certificate program to help students gain On the Job Training experience filling HelpDesk roles in our IT department.

KCEC believes TECC's IET Pre-Apprenticeship program will offer the foundational skills that our organization needs and will enable us to identify and retain successful employees. We look forward to strengthening this partnership and continuing to develop an education-to-career pipeline in collaboration with TECC and UNM-Taos.

Sincerely,

Luis A. Reyes, r.
CEO

BOARD OF TRUSTEES

Robert Bresnahan
Russ Coyle
Cristobal Duran
Bruce Jassmann
Manual Medina
Luisa Valerio-Mylet
Bobby R. Ortega
Arthur Rodfjlie
Michael H Romero
Bernie Torres
David Torres

Charles Garcia
Corporate Attorney

Luis A. Reyes, Jr
Chief Executive Officer

MEMORANDUM OF AGREEMENT
BETWEEN
University of New Mexico - Taos
AND
Northern Area Local Workforce Development Board

WHERE AS, The Workforce Innovation and Opportunity Act (WIOA) is a complex piece of legislation signed into law in 2014 in an effort to improve coordination among the primary federal programs that support employment services and workforce development, including adult education and vocational rehabilitation programs and activities.

WHEREAS, central to the WIOA *legislation is the requirement of enhanced cooperation and alignment among the core programs within the law including: (1) the* Adult, *Dislocated Worker and Youth formula programs administered by the Department of Labor (DOL) under Title I; (2) the Adult Education and Literacy program administered by the Department of Education (ED) under Title II; (3) the Wagner-Peyser Act employment services program administered by DOL under Title III;*

WHEREAS, the overarching goal of WIOA is to meet the pressing need of employers to have an appropriately-skilled talent pool, and to assist the nation's workforce with not only adequate access to jobs, but also the support and skills required to secure and retain those jobs. The workforce development system is designed to prepare the unemployed, underemployed and low-skilled adults for sustainable, meaningful employment.

WHEREAS, WIOA prioritizes serving people who have barriers to employment, including barriers to meaningful careers that provide a family-sustaining wage and the opportunity for advancement. Under both the letter and the spirit of WIOA legislation, all of these entities are required to work together to promote effective services that are mutually supportive, well-coordinated, and appropriately aligned.

WHEREAS, the purpose of this Memorandum of Agreement (MOA) is to build and strengthen a partnership between the Northern Area Local Workforce Board (NALWDB), the Adult Education and Community College partners, and the NALWDB's service providers within the Northern Workforce Region of New Mexico.
The development and implementation of a comprehensive workforce system requires teamwork and collaboration between all the partners and the NALWDB.

Identified WIOA partners aim to effectively meet the regional workforce demand and the employment needs of individuals who are unemployed or underemployed and are lacking the education and training needed for gainful employment. *The Partners and the NALWDB agree to collaborate to implement an effective integration of workforce services.*

In an effort to achieve this shared purpose, all identified partners agree to actively collaborate to:

- Provide Integrated Education Training (IET) through concurrent enrollment programs that include adult education services, workforce preparation, and workforce training through post-secondary and employment services that enable students to reach the goals of:
    - Strengthening basic skills, including English language skills
    - Earning an HSE credential (if lacking one)
    - Completing a postsecondary credential
    - Passing industry certification exams if applicable
    - Developing professionalism skills including social-emotional learning (SEL)
    - Obtaining sector employment if applicable
- Support recruitment of the targeted population with marketing, awareness building, and individual referrals.
- Facilitate data collection, sharing, matching and support for reporting and evaluation.
- Ensure representation at collaboration meetings.
- Facilitate the training and cross-training of WIOA partners and stakeholders in the region.
- Foster connections with industry partners to ensure industry support for:
    - Referral of potential participants to workforce training programs
    - Meeting with collaborators and/or funders to offer input and feedback
    - Paid work experience and On the Job Training for IET program participants and graduates.
    - Job placement for program graduates.

A. The Taos Education and Career Center (TECC) at University of New Mexico - Taos agrees to:

1. Establish, coordinate, and implement adult education courses in support of career pathways and workforce training preparation, to provide services to eligible participants recruited from all partner agencies.
2. Offer contextualized, standards-based instruction for academic and employability skill development.
3. Assess participant skill levels, monitor student progress and support, provide tracking and reporting.
4. Provide the instruction and support needed for students to attain their high school equivalency credential, if needed.
5. Provide instruction in English language acquisition in support of successful participation in the workplace, school, and in the community.
6. Plan and facilitate meetings of collaborating partners.
7. Share in the participant recruitment, data collection and reporting efforts.
8. Co-develop, co-plan, and co-evaluate, in partnership with college faculty and workforce staff, workforce training programs in high demand industry sectors.

University of New Mexico – Taos Department of Professionalism Skills and Community Engagement agrees to:

1. Develop IET courses that meet all best practice standards, including adult education, workforce preparation, and workforce training that supports the development of academic, professionalism, and career readiness skills
2. Provide the administrative support necessary to ensure that participants enrolled in IET courses succeed.
3. Develop systems to support student access to financial aid and other funding opportunities, including but not limited to WIOA supports and Ability to Benefit.
4. Ensure access to the necessary facilities and instructional technology.
5. Provide the marketing and student services needed to support recruitment and enrollment.
6. Collaborate with the NALWDB and local partners in the development of registered apprenticeships

B. The Northern Area Local Workforce Development Board, workforce connections, and Title 1 Service Provider agrees to:

1. Subject to funding availability, eligible adult education students will have priority access to WIOA Title 1 funds and other available funding to support their participation in IET and performance incentive programs. Title 1 service providers:
    - Coordinate orientations scheduled prior to the start of each semester, on-site at partner locations when possible.
    - Work closely with Adult Education partner staff to ensure eligible participants receive training funds and enroll into training program classes.
    - Provide incentives for youth who reach identified academic benchmarks in adult education programs.
    - Provide case management for participants enrolled in a career pathway or workforce training program.
    - Provide training assistance and support for participants in finding additional financial resources to pay for career and technical training.
    - Coordinate opportunities for participants to interact with local employers via class visits and job fairs on campus, when applicable.
    - Support participants with employment related costs such as certifications, licenses, uniforms, and tools.
    - Provide Job search support.
2. Support Adult Education students with employability training in areas such as career exploration, professionalism in the workplace, resume development, and interviewing, at one-stop sites and within the classroom setting as appropriate.
3. Enroll adult education participants in workforce online connections system when applicable.
4. Share in the participant recruitment, data collection and reporting efforts.

C. Term of Agreement

This agreement is for the period January XX 2021 until June 30,2022 and can be amended or extended to June 30, 2024 if necessary.

D. Records Retention

Per state statute 1.20.3.953 records must be retained for six years after termination of grant and an audit of such records may be requested at any point in time by Santa Fe Community College. A copy of the most current audit report must be submitted no later than January 15th of the following year to SFCC's Contracts and Grant office, 6401 Richards Avenue, Santa Fe, NM 87508.

E. Liability

Neither party shall be responsible for liability incurred as a result of the other party's acts or omissions in connection with this MOA. Any liability incurred in connection with the MOA is subject to the immunities and limitations of the New Mexico Tort Claims Act, Sections 41-4-1 et seq., NMSA 1978 as amended. In the event of either party's breach of this MOA, the other party's sole and exclusive remedy shall be the right to terminate this MOA. In no event shall either party have liability for either incidental or consequential damages resulting from or arising in connection with this Memorandum of Agreement.

F. Termination Notice

Either party may terminate this agreement with 90 days written notice. In case of such termination, all responsibilities incurred prior to such notice of termination pursuant to this agreement shall be carried out.

The undersigned agree that this document represents the agreement between University of New Mexico - Taos and the Northern Areas Local Workforce Development Board.

Cynthia J Rooney Digitally signed by Cynthia J Rooney
Date: 2021.01.27 15:11:04 -07'00'

Date

Dr. Cynthia Rooney, Interim Chancellor
University of New Mexico - Taos

Kylee Shipp 1/27/2021

Date

Kylee Shipp, Program Manager,
Taos Education and Career Center (Adult Education Program)
University of New Mexico - Taos

Victoria Santistevan Digitally signed by Victoria Santistevan
Date: 2021.01.26 15:36:04 -07'00'

Date

Victoria S. Gonzales, Department Chair,
Professionalism Skills and Community Engagement

University of New Mexico – Taos

Lisa Ortiz 1/12/21

Date

Lisa Ortiz, Executive Director
Northern Area Local Workforce Development Board

1-12-21

Date

Joseph Weathers, Board Chair
Northern Area Local Workforce Development Board

New Mexico
Workforce Connection
A Proud Partner of the American Job Center Network

Northern Area Local
WORKFORCE
DEVELOPMENT
BOARD

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 Cynthia J. Rooney, 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.

UNM-Taos
Partner/Agency Name

Cynthia J. Rooney — 2-4-21
Authorized Signature — Date

Cynthia J. Rooney, Chancellor
Printed Name and Title

1157 County Road 110, Ranchos de Taos, NM 87557 575-737-3732
Agency Contact Information

02-25-21
NALWDB Board Chair Signature — Date

Joseph Weathers
NALWDB Chair Printed Name and Title

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