State of New Mexico

Higher Education Department

Adult Education Division

Annual Program Report
Cover Page

Program Name:	**Next Steps: Adult Education Center**
Institution or Organization:	**UNM-Valencia**
Address:	**280 La Entrada**
City:	**Los Lunas**
County:	**Valencia**
Zip:	**87031**
Main Phone:	**(505) 925-8900**
Website:	**https://nextsteps.unm.edu**
Social Media:	**https://www.facebook.com/NextStepsAdultEd**
Workforce Region(s) Served:	**Central and Southern**
Submission Date:	**August 31, 2021**
Program Director, Manager, or Coordinator Name and Title:	**Tina Hite, Manager**
Phone:	**(505) 925-8920**
Email:	**tinan@unm.edu**
Alternate Contact Name and Title:	**Michael Carriere, Training Specialist**
Contact Information: Phone:	**(505) 925-8922**
Email:	**mcarriere@unm.edu**

[signature] _____   8/31/21

Signature of the Chief Executive Officer or Designee   DATE

Dr. Alice Letteney   UNM Valencia Campus Chancellor

Typed Name and Title:

<center>**Section I. Program Narrative Report**</center>

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.

UNM-Valencia Next Steps: Adult Education Center serves primarily two counties, Valencia and Torrance. Services are also provided to Socorro County in Soccoro. Very few Socorro students participate in the program and with only remote learning available this year, 14 students from Socorro County were served. Through a partnership with the Accelerated College and Career Education (ACCE) program, Next Steps serves recipients of Temporary Assistance for Needy Families (TANF) to achieve high school equivalency in Bernalillo and Sandoval Counties in addition to the primary counties served.

Next Steps serves a high number of TANF clients through the ACCE partnership. In FY 20-21, approximately 46% of the program's National Reporting System (NRS) reported students were in the ACCE program and by definition, received TANF benefits. This population faces many challenges to education and employment including low professional skills in addition to low academic skills.

Adult Education

The Next Steps adult education offerings include: morning and evening mathematics and language arts classes, blended learning classes, tutoring workshops, and a newly developed digital skills class.

Approximately 60% of all funding received is used for direct instruction. Fundamental workforce preparation is integrated into the adult education program and includes career exploration, career planning, financial awareness, and digital skills.ACCE

Literacy

Next Steps serves low level literacy students, including literacy level ESL students. Most adult education literacy students are referred to a partner program, the Valencia County Literacy Council (VCLC). Low literacy level students can participate in Next Steps and receive additional support from VCLC.

English Language Acquisition (ELA) and Civics Education

All ELA activities are contextualized to include civics education and workforce preparation. Instruction specific to completing the citizenship process is also offered as needed.

ELA students are served in three levels of instruction offered at UNM-Valencia and El Cerro Mission Community center in partnership with Valencia County and Valencia County Literacy Council (VCLC). A multi-level class at UNM-Valencia is also offered in the evenings. Over half of our ELA students are also enrolled in Spanish Adult Education classes, studying to complete the high school equivalency exams in Spanish.

Integrated Education and Training

UNM-Valencia offers Integrated Basic Education and Skills Training (I-BEST) classes. Currently those classes are Phlebotomy and Certified Nursing Assistant (CNA). All students who participate in these classes benefit from the I-BEST model though not all are adult education students. Most do not transition from Next Steps to these classes but rather enter through the college. English and math prerequisites are waived since they receive basic skills instruction as a part of the course. All students who meet adult education definitions are co-enrolled in Next Steps and are entered in LACES. In FY21, 1.7% of total funding was used for direct instruction of IBEST students.

Family Literacy

Providing remote instruction this year made it difficult to continue formal family literacy activities. However, Valencia County Literacy Council (VCLC) did provide a child development specialist who created a website with activities that parents could do with their children to promote literacy. Next Steps is aware that some parents engaged with these resources though no formal reporting was provided. Additionally, the program provided Challenge Island as a STEM family literacy activity. A total of $2,781 was spent for 36 sessions of Challenge Island.

Workforce Preparation

Fundamental workforce preparation is integrated into the adult education program and includes career exploration, career planning, financial awareness, and computer skills, including electronic communication skills. Next Steps also reinforces soft skills required by workplaces such as: communication, punctuality, professionalism, and being mindful of deadlines.

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.)

The Next Steps program holds an MOU with the following organization:

- Valencia County Literacy Council (VCLC)
    - Representation from Next Steps is required on the board of directors according to the bylaws.
    - The MOU includes student referrals across programs as appropriate.
    - Students may be co-enrolled to maximize resources and services to lower level students.
    - VCLC provides the child development component of family literacy.
    - The MOU also stipulates that the programs will collaborate with grants and not compete.
- WCCNM
    - Currently functioning under the expired 2017-2020 MOU.
    - Staff from WCCNM present at orientations when possible. Participation was limited this year due to staff needing to take on other duties.

The Next Steps program has informal partnerships with the following organizations:

- Educational Opportunity Center
    - Provides referrals of potential EOC participants.
    - Provides space to provide one-on-one assistance to our students/clients applying for:
        - financial aid,
        - scholarships
        - college admissions to the postsecondary institution of the students'/clients' preference (no space required this year due to shutdown).
    - Provides access to computers with internet connection and printers if available.
- Belen Public Library
    - Meet once a week for Blended Learning classes (COVID has affected this ability and has been unavailable since March 2020).
- Los Lunas Public Library
    - Meet once a week for face-to-face instruction for blended learning instruction (COVID has affected this ability and has been unavailable since March 2020).

- Valencia County Partnership for a Work-Ready Community (VCPWRC)
    - Formed out of United Way's work in Mission: Graduate
    - Composed of educators, businesses, and service providers throughout Valencia County
    - Presented in the Summer Institute skills useful in their workplace

Next Steps is involved with other areas and departments at UNM-Valencia to provide various support and services. (I-BEST, Pathways to Articulation and Sustainable Opportunities for Students (PASOS)--The project is a DOE Title V funded grant to help with the UNM-Valencia Guided Pathways initiative--, professional development opportunities, etc.).

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.

Perhaps the single most affected aspect of the programs were the face-to-face classes. Of the 18 classes the Next Steps offered in 2020, four of them (~22%) were originally blended learning classes that met one day each week with additional online assignments. This year, these classes were taught in an online meeting once a week for direct instruction and continued to have additional online assignments. COVID forced all of the classes to adopt a purely online instructional method. Next Steps experienced a 27.5% drop in the spring of 2020 enrollment when compared to the previous fall enrollment. The Summer of 2020 enrollment was down 53.5 % compared to the previous summer and when compared to spring 2020 enrollment continued to fall, this time 73.9%. Fall 2020 program enrollment was 62.1% down from Fall 2019; however, when compared to summer 2020 enrollment increased 100%. By the start of the Spring 2021, semester enrollment was down 37.9% from a pre-COVID Spring but 18.8% up from Fall 2020. It will be interesting to see how this Fall enrollment compares to last year and this year's summer enrollment.

ACCE, ESL and Next Steps Enrollment
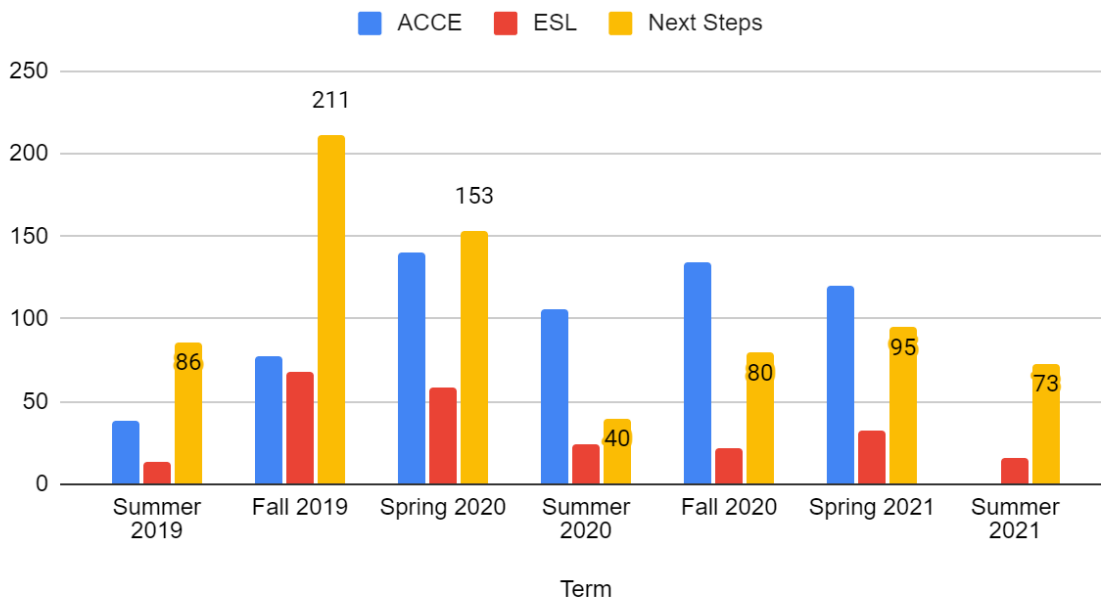
Next steps enrollment recovered somewhat but not back to pre-COVID rates. Due to the unavailability of child development at El Cerro Mission Community Center, ESL is still suffering. ESL student particularly mentioned being overwhelmed by having their children attending school virtually and needing to care for them. This has been an obstacle for them to participate in their own education. Collaborations with Workforce Connections dwindled. Pre-COVID Workforce Connections would present programs they offered for both adults and youth during orientation, Introduction to Adult Education. Cindy Sisneros, Job Development and Career Coach with Workforce Connections, would visit some classes to present a workshop called "Why I Work." These activities stopped during COVID and referrals were minimal.

Next Steps reviewed all policies. Policies were amended, revised, or developed in many areas. The Assessment Policy was reviewed and amended to include remote testing. Pre-COVID the program was unable to check out Chromebooks to students. A new student Chromebook Check-Out policy and procedure was developed once UNM-Valencia approved checking equipment out to students. Many challenges were experienced when trying to assess students during COVID. For the first 2 months during quarantine, there was not a method in place from DRC to remote test students.

In addition to the changes in instruction and curriculum, the pandemic had a significant impact on the program's planned partnerships and collaborations. Next Steps, in conjunction with UNM-Valencia Small Business Development Center and Workforce Connection, had planned mini-conferences for students and local employees to address soft skills as well as customer service skills and provide a certificate of completion. However, COVID restrictions prevented these conferences.

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.

As Next Steps continues to learn from this ongoing pandemic, the program will incorporate new approaches that show promise in improving student outcomes. Distance learning will continue as the program moves back to face-to-face classes. Face-to-face classes will now offer live streaming for students that are unable to attend in person classes. Each session will be recorded for later reference, creating synchronous and asynchronous learning opportunities. All classes currently use Google Classroom to organize all class materials, and a live streaming platform (Meet, MsTeams, or Zoom).

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)	463
Total count of students with 12 + hours (Table 4)	252
Total contact hours for students with 12 + hours (Table 4)	21,147.00
Average contact hours for students with 12 + hours	83.92
Average contact hours for students with 12 + hours experiencing level gains	194.07
Count of all HSE graduates with 12 + hours	13
Percentage of total number of students achieving a measurable skill gain	24.80%
Percentage of total number of students achieving employment second quarter after exit	28.22%
Percentage of total number of students achieving employment fourth quarter after exit	9.68%
Median earnings for former students in the second quarter after exit	$3,633.04
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	131
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	103

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.**

Two long term trends have been evidenced in the data; both of these trends relate to student retention.

Since 2017, the Next Steps program has offered one orientation and testing session for general admission two weeks before the start of each session. The columns in the chart below indicate the percent of new intakes in a Fiscal year who ended up with fewer than five lifetime days in attendance. The students with less than five days were lost to the program. Data suggest that this managed enrollment model is clearly not helpful to the community it serves and may have cost the program the opportunity to serve more students over time.
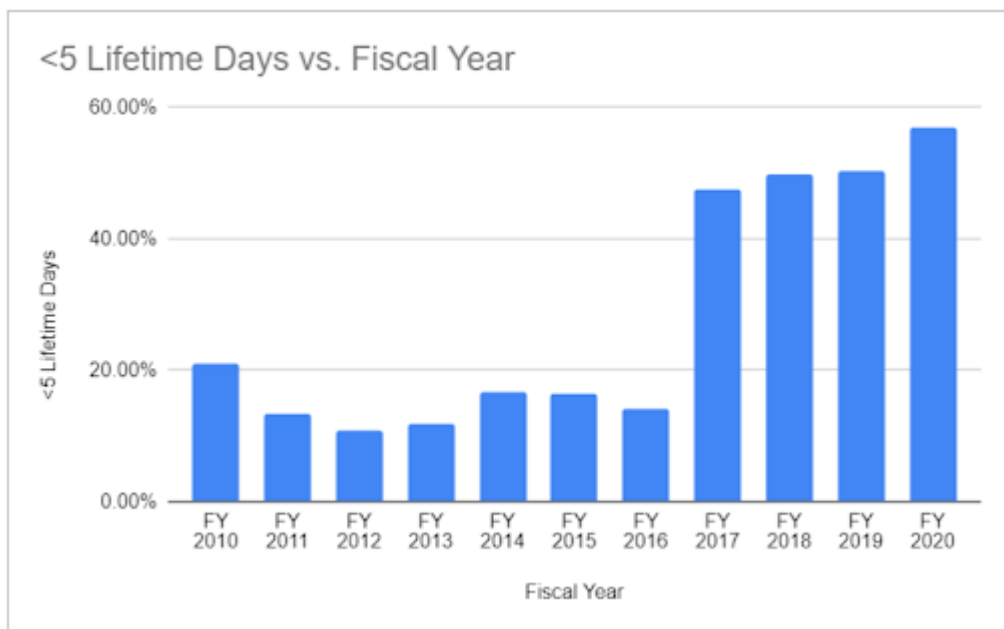
The program has also seen a decrease in NRS level of students at intake, especially in the upper levels:

Trends	FY 18	FY 19	FY 20	FY 21
ASE L5	32	2	2	3
ASE L6	17	0	0	0

Part of this is the change to TABE 11/12 in FY 19, which does score about a level lower than TABE 9/10 but if that was the only issue, there should be a larger number of ASE L5 students. This lower NRS level of student has directly impacted the number of HSE grads and thus the number of students entering post-secondary education:

Trends	FY 18	FY 19	FY 20	FY 21
HSE	35	17	7	13
PSE	61	63	42	17

Note that the PSE lags one year behind the HSE.

The negative trend is intensified on the program's Table 5 results because only ASE L5 and L6 students populate parts of that Table unless they participate in a higher level class.

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

State Adjusted Levels of Performance	FY 21 Levels of Performance			
Performance Measure	**State**	**ACCE**	**Next Steps Only**	**Combined**
Measurable Skill Gain (MSG)	40%	17.4%	30.9%	24.8%
Credential Attainment Rate	22%	0.0%	8.3%	8.3%*
Employment (Second Quarter After Exit)	24%	32.5%	26.9%	28.2%
Employment (Fourth Quarter After Exit)	26%	12.0%	8.9%	9.7%
Median Earnings (Second Quarter After Exit)	$3,750.00	$2,496.46	$3,787.22	$3,633.04

* For Some reason, Allied Health Credentials did not pick up in the Data match. With Allied Health credentials, this would be 58.3%

One measure of an effective program is the percentage of students who achieve an MSG. While the program continues to struggle to meet the state expected level of performance, Next Steps has made improvements in helping students engage in meaningful activities, which has led to improved outcomes.

This year the MSG rate is 30.9% for Next Steps without ACCE students included, closer to the state expected level of performance of 40%, and the highest it has been under WIOA. When factoring in Next Steps only, MSGs have increased. Again, when comparing Next Steps only, the Median Earnings is above the State's Median Earnings. Although the Credential Attainment Rate is lower than the State Measure, for unknown reasons Allied Health Credentials were not counted in the Data match for FY21. Had they been, the Credential Attainment Rate would have been 58.3%, well above the State measure.

Overall, Next Steps is effective and is continuously improving; however, the program does need to see improvements in the number of HSE graduates and in IET programs. Improvements in both of these areas will help the program's employment outcomes and also increase the Table 4 MSG percentages.

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

Next Steps is focused on continuous improvement with the goal of increasing its effectiveness and influence. To that end, Next Steps holds weekly staff meetings, bi-weekly instructor meetings, and provides access to an [AE Professional Development](#) website with various readings and Lesson Plans. Additionally, instructors attend mandatory professional development, and they are encouraged to research and attend professional development offered by the state professional development project, NMAEA, COABE, and other adult education related organizations. Next Steps offers flexible scheduling and different modes of instruction for students, allowing them to make their own choices about their education. Next Steps offers face-to-face and streaming classes starting in the fall of 2021. During this reporting year, all instruction was remote. In addition, the program has recently purchased licenses to Essential Education, so students can move through the material at their own pace with support.

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

In the last year, Next Steps has worked with a group of UNM-Valencia instructors to help design a self-placement process for prospective students. The project is a DOE Title V funded Pathways to Articulation and Sustainable Opportunities for Students (PASOS) grant to help with the UNM-Valencia Guided Pathways initiative. One of the roadblocks students encounter when attempting to attend college is finding that they are not "college ready." The PASOS team is exploring alternative ways to place students into appropriate courses to get them on a guided pathway to a degree in a reasonable time. Next Steps staff is working closely with faculty from mathematics and English to determine the best way for adult education students to find their "on ramp" to a degree pathway.

Next Steps intends to continue working with these departments, which will lead to Next Steps being one of the options students may choose if they need a high school equivalency credential or to improve skills before entering college classes. Next Steps' participation in this initiative will lead to adult education students having more contact with the college, including faculty and students, which should lead to increased transfers.

Next Steps has purchased a yearly license to Essential Education. All students will work on Essential Education regardless of their class status. Essential Education is specifically designed to help students prepare for and pass the HiSET exam.

During the pandemic, Next Steps had to very quickly move to online and streaming classes. Many students did enjoy the format and want to continue their education primarily online. For this reason, Next Steps classes in the fall semester will be offered in a traditional face-to-face format and they will be streamed for students who want or need to attend from home. Classes will be conducted using Google Meet and recorded classes will be stored in their Google Classroom, so students may watch class sessions they missed or rewatch class sessions for study purposes.

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

During the pandemic the Next Steps program suffered greatly from the inability to pre- and post-test students. The pandemic caused the program to stop testing students in person. Because many students did not have access to the internet and/or digital devices, many students were not pre- and post-tested per policy. Once a policy on provisional levels was released, 15% of students were given provisional levels and were never able to take the TABE tests. While some students were able to attend classes online, their equipment was inadequate for testing. The range average of tests given dropped well below that of 2020, and the program still has not recovered to what it has been in the past but has made continual growth since the beginning of the quarantine.

Tests Given Per Month
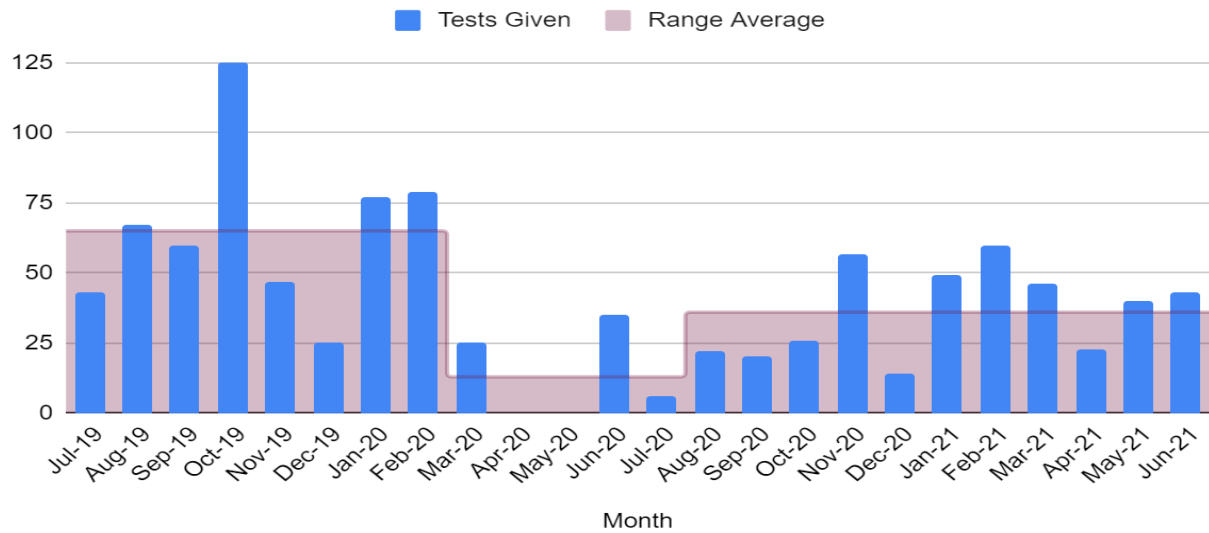
When tests per student are examined, it becomes clear that the program is still administering fewer tests per student than it did pre-pandemic. As meeting in-person restrictions have eased, Next Steps expects to be able pre and post-test students at pre-pandemic levels this year.

Difficulties in remote testing have also impacted the number of students attempting the HSE practice tests and official exams. With the improvements in remote proctoring offerings and the renewed availability of on-campus testing, the program hopes to see a greater number of HSE graduates this year.

An area that has been affected positively by the pandemic has been student persistence. The data shows that students spent significantly more time participating in class activities.

Average Hours Per Student
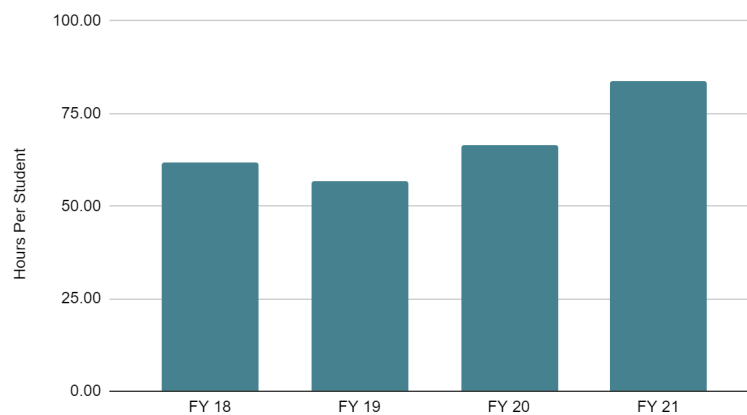
Section IV. WIOA Partner Activities, Career Services, and Training Services

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.*

 In FY 21, 412 students attended orientation sessions, completed initial assessments and optionally met

with the career navigator, thus receiving career services. The program also has 14 students who

participated in the I-BEST program and, as such, received training services.

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

The average cost per student was $70 for Career Services and $610 for Training Services.

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.

Services are aligned with the local workforce development area plans by contextualizing instruction and

encouraging entry into in-demand fields identified by Workforce Connection of Central New Mexico

(WCCNM) and the Southwest Area Workforce Development Board (SAWDB). The career pathway in nursing

has been well-established and adult education students are supported in the beginning levels of this

pathway with I-BEST courses. Certified nursing assistant and phlebotomy are consistently offered as I-BEST

courses. Workforce Connection provides funding for students who qualify and support for all students in

the I-BEST program that include resumé writing and job placement. Most I-BEST students qualify for the

Ability to Benefit through financial aid giving them access to grants to assist in tuition, fees, and books

associated with the class.

Since the pandemic lock down, the Next Steps program and Workforce Connections were overwhelmed

dealing with the pandemic. Their collaboration was reduced. Workforce Connections still made referrals

although not as many as in the past. Now that UNM is "Bringing Back the Pack, '' Next Steps will work to

strengthen the partnership with Workforce Connections to improve the line of communication, referral system, and collaboration.

Employability skills are incorporated into all classes within Next Steps, teamwork, communication, professionalism, networking, critical thinking, and problem solving. These skills are reinforced throughout our classes.

A new class was developed to strengthen digital and employability skills titled Digital FUNdamentals. The curriculum used in Digital FUNdamentals are "Skills to Pay the Bills" for employability skills and "Google for Education Applied Digitals Skills". Next Steps is looking into IBM SkillsBuild for technical and workplace (employability) skills.

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

There is still a great deal of work to be done in this area. Local Workforce Connections offices are not one-stops at this time. During COVID, Next Steps did not attend as many regional workforce board meetings as it did prior to COVID. Next Steps will begin to attend meetings regularly to discuss referrals and potential on-site services at UNM-Valencia. Dr. Laura Musselwhite, UNM-Valencia Dean of Instruction, has continued as a member of the WCCNM board of directors.

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

Next Steps currently functions under an expired MOU and IFA with WCCNM signed in 2017. The MOU expired in June 2020. Since Next Steps is not co-located, the program has not been asked to contribute to the IFA. No discussion has taken place with WCCNM regarding a new MOU at this point in time.

The SAWDB draft MOU has not been signed to date. The last communication regarding the MOU and IFA was received in December, 2019. Next Steps serves very few students in Socorro, the only site in the

SAWDB area, and these students are typically served by WCCNM. However, it is important to note that Next Steps was invited to and did attend planning meetings with the SAWDB.

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.

Next Steps participated in all aspects of Career Pathways Institute (CPI) to date. Before CPI was initiated, the Next Step program already had piloted IETs with computer classes, medical terminology, early childhood development, personal care attendant, and emergency medical technician through TAACCCT grants received by SUNPATH. The program has established two steady IET I-BEST classes in conjunction with UNM-Valencia, phlebotomy and certified nursing assistant.

The pandemic has made expanding I-BEST offerings a challenge. For the existing I-BEST classes, Next Steps has increased recruitment efforts, so that these classes always have Next Steps students in them. Every class provides lessons contextualized to the workplace. In addition, students meet with faculty and staff throughout their time in the program to help students move through the pathway they have chosen, whether that be pursuing college outside of the IETs available or entering into an I-BEST class or entering other post-secondary education or training.

Students create a learning plan upon entering the program that includes options for the student's ultimate career pathway. This plan is updated regularly (about every five weeks) and is modified based on student need and growth.

With Next Steps working closely with the English and mathematics department with the PASOS initiative, adult education students will have stronger pipelines to college.

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)

Throughout Next Steps, instruction is contextualized to lead toward post-secondary education or training. Instructors provide "real world" scenarios in class to help students foster connections between class content and beyond.

Math lessons include problems that have come from local employers. Lessons also work towards preparing students to meet the demands of college mathematics classes or on the job mathematics by focusing on conceptual understanding rather than rote memorization. This ensures that students are able to apply concepts to a wide range of diverse problems.

Writing assignments include researching and reporting on a chosen career, crafting work-related emails, writing reports, and paying attention to detail through proofreading and editing. Soft skills and digital literacy skills are addressed in every class offered.

In January, a new class, Digital FUNdamentals, was developed to improve digital literacy and employability skills. This class focused on Google Tools such as Docs, Sheets, Slides, and Drive using the Google Workplace Applied Digital Skills curriculum. Students learned these digital skills within the context of topics such as creating a resumé, tracking due dates and tasks, financial literacy, and building a portfolio. Later this year, students will be able to achieve a certificate through Google Workplace Applied Digital Skills. Prior to January, a Learning and Career Skills class was offered that contextualized financial literacy, study skills, and career exploration and planning with basic digital skills.

Currently, Next Steps works with the Allied Health Department at UNM-Valencia to provide Integrated Education and Training (IET). Phlebotomy, a full time (12 credits) class, and a certified nursing assistant (CNA) (8 credits) were developed to be Integrated Basic Education and Skills Training (I-BEST) classes. Both classes lead to a certification and are a part of the nursing career pathway. In phlebotomy and CNA, students learn hands-on techniques, as well as build basic skills specific to the healthcare field. Students are also required to write a research paper in APA style regarding issues encountered in healthcare that are specific to the course. Not only do students learn healthcare skills in the class, but they also improve math, writing, and study skills within the context of the course.

For phlebotomy the adult education instructor, Amiee Stahlman, stated the following, "everything we do with students in this class is focused on their eventual entry into the medical field." Students are required to learn the terminology of the profession, consider frequent issues related to the field, and learn the proper skills and techniques to successfully perform their duties as phlebotomists. As part of the course, students must complete a research paper on a bloodborne pathogen. This assignment not only sharpens students' writing, researching, and analytical skills, it teaches them to put into conversation the elements of the phlebotomy course and reinforces important considerations in the field, specifically stopping the spread of disease. The phlebotomy and CNA classes are both IETs. They are I-BEST classes and fulfill the

three requirements (Adult education and literacy activities as described in §463.30, Workforce preparation activities as described in §463.34, and Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act) for an IET program.

Adult education and literacy activities are provided by an adult education instructor who is present in the classroom to aid students with fundamental reading, writing, mathematics, and study skills specifically related to the field. A content instructor works with students to learn the skills necessary to work as a CNA or phlebotomist, as well as prepare the students to take their state exams to be certified. To prepare for the workforce, students practice the skills that they will use in the field, and both classes have a built-in clinical portion.

Phlebotomy students are required to complete 100 hours of clinical work at a healthcare facility where they practice phlebotomy under supervision. Almost all phlebotomy students are offered a job before they leave their clinical experience.

In CNA, students are required to complete a 32-hour supervised clinical experience in a healthcare facility that permits students to perform safe, basic, patient care skills and utilize the basic nursing knowledge attained. All students who pass their state tests are qualified to directly enter the workforce and/or continue on the nursing pathway, which includes a medical assistant certificate and a nursing associate degree.

Citizenship, US Naturalization, is a concern for many of our English Language Learners. Our English language instructors and tutors prepare students for the citizenship exam by reviewing the information required to pass it. Students are introduced to basic government structure and historical events. Instructors facilitate discussions on current events relevant to immigrants and help them make connections to their own lives and cultures, which supports their learning of English.

Civics education includes current and historical events. With the recent strife over civil rights and the election, and with activities commemorating Women's History Month and Black History Month, the program's instructors have been building assignments for students requiring them to research, write, and reflect upon current events. Most recently, instructors based activities upon landmark civil rights materials such as Sojourner Truth's "Ain't I a Woman?" and Elizabeth Cady Stanton's "Declaration of Sentiments and Resolutions" among others. These assignments not only help students understand what it means to be an American citizen, they help prepare the students for the social studies portion of the high school equivalency exams.

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.

Next Steps is in discussion with UNM-Valencia about potentially creating a new IET in manufacturing. The degree program is extensive: 65 credit hours with 21 manufacturing classes. This course will use lecture, lab, online simulation and programming to prepare students for Certified Production Technician Safety Assessment Testing through Manufacturing Skill Standards Council (MSSC). Possible IET instruction could include:

- OSHA 10 hour certification program in which successful completion results in students earning their OSHA 10 hour General Industry certification.
- Certified Production Technician Quality Practices & Measurement Assessment Testing through Manufacturing Skill Standards Council (MSSC).

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.

In the past, Next Steps has provided on-site classes at Clariant. Temporary employees without a high school credential were offered regular employment when they completed their credential through participation in the class. One student from this class has continued with Next Steps as an online student. Currently, Next Steps does not offer any formal work-based learning opportunities; however, the program is currently investigating possibilities for future collaborations that will benefit students.

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.

Intensity and Quality

The program is structured in five-week sessions where students receive a minimum of 40 hours of instruction followed by assessment and a progress interview at the end of each session. Students are post-tested with TABE or TABE CLAS-E when the instructor determines that sufficient progress has been made to show a gain. Formative assessments are used to make this determination. Curriculum that is aligned with College and Career Readiness Standards (CCRS) as well as NRS levels offer assessments that help in that determination. EdReady for math and Burlington English for English language learner reading skills are two examples. Essential Education workbooks are also aligned with NRS and TABE and can help make those determinations. In June 2021, the Next Steps program purchased licenses to Essential Education, so students can move through the material at their own pace. Students who have reached a minimum of 40 hours of instruction have their progress reviewed thoroughly and interventions are made if they are not making significant progress.

At Next Steps, courses offer accelerated learning based on the model developed by Peter Adams at the Community College of Baltimore. In addition to increasing rigor and intensity in the classroom, Next Steps incorporates student choice, contextualized learning, and provides a holistic support system for students, all of which contributes to students moving more quickly towards their goals.

In an effort to further support efficient level gains for students, Next Steps has begun working with the Developmental Math and English Departments at UNM-Valencia to align our curriculum as closely as possible. The project is a DOE Title V funded Pathways to Articulation and Sustainable Opportunities for Students (PASOS) grant to help with the UNM-Valencia Guided Pathways initiative. The Developmental Education Department's goal is to help students prepare for college level math and English, or as preparation for entry into a post-secondary training program. Closer interaction between the two programs will provide adult education students the opportunity to work with college students and instructors, bringing them into the collegiate environment and campus learning community.

Essential Components of Reading

Reading skills are the foundation of academic success. The essential components of reading are addressed in different ways depending on the level of the students. At every level, students work on vocabulary development, reading fluency, and reading comprehension strategies in both reading and math classes. Even students who are placed into intermediate levels sometimes need instruction in phonemic awareness and phonics. These components of reading are especially important for English language learners and beginning readers.

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.

The Next Steps program required all learning opportunities to be offered online to students because of the COVID-19 outbreak. The program used a combination of Zoom, Google Meet, Google Chat, and Nearpod to implement online learning. Now that the quarantine has ended, Next Steps has continued to offer online learning in addition to face-to-face classes while live-streaming the face-to-face classes for students that are unable to attend in person. Students have the option to attend in person or online. In addition, students now have the ability to watch a recording of the class session whenever they need.

Next Steps uses Google Classroom for every class as a place where students can access all of the resources, lessons, and class communications. In Classroom, instructors post resource links to online programs used for their class, additional teacher-created assignments, class notes created during class meetings, study guides, as well as other resources. Students may post questions and contact their instructor directly through Google Classroom, Google Chat, and email.

Online programs that are used for instruction include EdReady for math and advanced English, Burlington English for English acquisition, and more recently Essential Education. Additional online curriculum includes ReadWorks.org, New for You, and Ace Reader. Since 2013, all Next Steps classes have been required to integrate technology into their curriculum. At a minimum, students must communicate by email and use a word processing program (Google Docs or MS Word) to create documents. Some classes include an introduction to spreadsheets and creating a slideshow presentation.

During FY21, the Next Steps program offered an optional Digital Skills FUNdamentals course. The course focuses on Google Applied Digital Skills and "Skills that Pay the Bills" curriculum. Google Workspace courses will lead to a certification when it is available again. Google Workspace courses focused on skills using

Google Docs, Sheets, Drive, Slides and Forms. "Skills to Pay the Bills" courses focus on employability skills such as teamwork, communication, attitude and appearance. Courses are presented in a flipped-class method where students must complete some work before meeting with the class. Students may attend one class to gain a specific skill or the whole series to qualify for certification. This class is currently changing, and the program will also explore using Skillsbuild by IBM.

During online meetings or in a face-to-face class, instructors may use other interactive technologies to engage students. Some favorites are Nearpod which provides a variety of interactive tools, Kahoot! for competitive quizzes, Quizzizz for other quizzing and polling tools, and Jamboard which is an interactive whiteboard that can be used synchronously or asynchronously.

To improve student's performance and outcomes some instructors message students during the week for "pulse checks", and some make their calendar link accessible so students can contact for help as needed. Instructors host a "café," an online meeting space where students can drop in at designated times for help. Every Friday, two instructors host an online math study group for all Next Steps students.

The table below compares the MSG rate of blended learning classes with the overall MSG rate of the program. It is clear that blended learning and technology in the classroom can benefit students tremendously.

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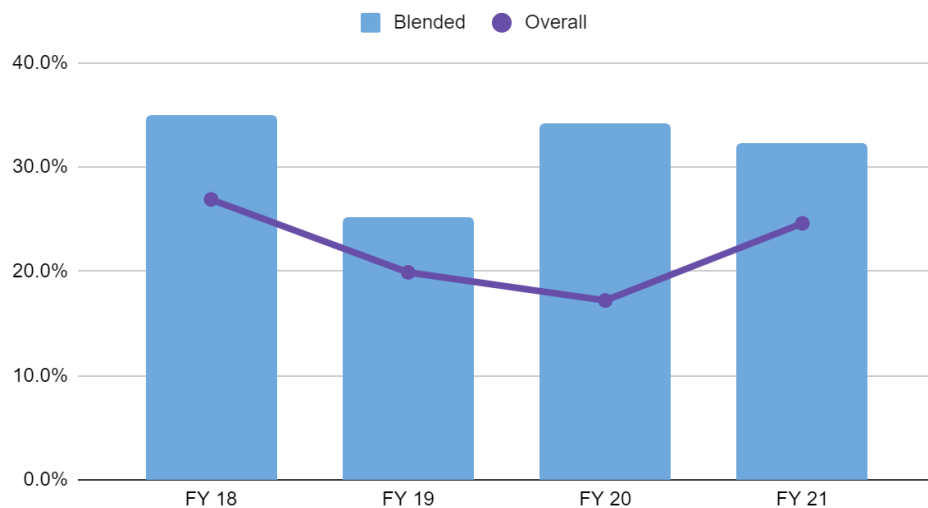
3. Describe your program's efforts to implement the CCRS and any challenges to the full implementation of the standards. Please include information on curricular resources used to support the implementation of CCRS.

Instructors at Next Steps are provided training on the CCRS through conferences, webinars, and in-house professional development. The standards are posted on the faculty website so instructors may refer to the CCRS at any time to ensure their approaches and lessons adequately address the standards. In addition, students have access to EdReady, Burlington English, and Essential Education that were developed to meet the CCRS. The standards inform every aspect of the program from pretest to instruction to post-test.

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: 23

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.

This is an area on which the program continually works to improve. Currently, the programs that meet the three requirements are the I-BEST programs in the nursing pathway. Those I-BEST courses are certified nursing assistant (CNA) and phlebotomy.

Beginning ESL, as the first course taken by English Language Learners, it is designed to enable students to develop a basic vocabulary in English, along with a fundamental knowledge of grammar in order that they be able to communicate in a public setting. Information, vocabulary and readings (appropriate to students' level) related to different professions are utilized in order to begin to introduce students to future goal-settings.

3. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

This is an area that definitely needs work. Our local Workforce Connection office has focused on serving youth and college students, including I-BEST. Next Steps students, for the most part, are very focused on learning English first or are already working. This is an area where state professional development training and support would be useful.

4. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

There has been no progress in this area beyond offering students career counseling. The career navigator did meet with several ESL classes, providing information in high-demand industries, especially healthcare, and labor market information. During the quarantine, many students struggled to maintain engagement,

which made it difficult to implement new program goals. This is another area where training and support would be useful.

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

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

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

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

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
Adkins	Dawn	Local Teacher	Part-Time	Doctoral degree	6
Carriere	Michael	Local Teacher	Full-Time	Bachelor's degree	18
Fisher	Carol	Local Teacher	Part-Time	Bachelor's degree	11
Flores de Larranaga	Dolores	Local Ancillary Services	Full-Time	Associate's degree	14
Griego-Schmitt	Breanna	Local Teacher	Part-Time	Doctoral degree	1
Hilliard	Cathi	Local Teacher	Part-Time	Master's degree	6
Hite	Tina	Local Administrator	Full-Time	Bachelor's degree	27
Lopez	Claudia	Local Teacher	Full-Time	Master's degree	5
Lopez	Nicole	Local Tutor	Part-Time	Bachelor's degree	0
Lucero	Allison	Local Teacher	Full-Time	Associate's degree	18
Marquez	Peggy	Local Teacher	Part-Time	Master's degree	16
Perkins	Sandy	Local Teacher	Part-Time	Bachelor's degree	15
Phillips	Karina	Local Teacher	Part-Time	Bachelor's degree	2
Salazar	Ron	Local Teacher	Part-Time	Doctoral degree	3
Sanchez-Flavian	Patricia	Local Teacher	Part-Time	Doctoral degree	12
Stahlman	Amiee	Local Teacher	Part-Time	Bachelor's degree	15

Walter	Karen	Local Teacher	Part-Time	Master's degree	7
Waring	Kristen	Local Teacher	Full-Time	Associate's degree	11
Wilkinson	Elizabeth	Local Ancillary Services	Part-Time	Bachelor's degree	13

Name	Position	Professional Development Attended	Date	Location
All Department	All	UNM Required Safety, Active Shooter, Harrassment/Discrimination Prevention, COVID Safety (Bring Back the Pack)	Varies	Online - UNM Learning Central
Adkins, Dawn	Temporary Faculty/Facilitator	Prof. Development (Next Steps, UNMVC)	8/4/2020	Online
Adkins, Dawn	Temporary Faculty/Facilitator	Teacher's Institute	9/17/2020	Online
Adkins, Dawn	Temporary Faculty/Facilitator	Using EdReady Reports to Improve Instruction	1/15/2021	Online Webinar
Adkins, Dawn	Temporary Faculty/Facilitator	Southwest Chapter of NOSS Annual Conference 2021	2/19/2021	Online
Adkins, Dawn	Temporary Faculty/Facilitator	NMAEA Evidence-Based principles/Practices for Writing Instruction	3/11/2021	Online
Adkins, Dawn	Temporary Faculty/Facilitator	NMAEA Explicit Instruction for Adult Learners	3/12/2021	Online
Adkins, Dawn	Temporary Faculty/Facilitator	Social Emotional Learning: Strategies to Support Success	3/12/2021	Online
Adkins, Dawn	Temporary Faculty/Facilitator	COABE Engaging Our Students Values	3/22/2021	Online

Adkins, Dawn	Temporary Faculty/Facilitator	COABE Maintain Rigor and Engagement in Remote LA Instruction	3/22/2021	Online
Adkins, Dawn	Temporary Faculty/Facilitator	COABE Choose Your Own Adventure: Self-paced Asychronous Activities for distance Learning in Science	3/23/2021	Online
Adkins, Dawn	Temporary Faculty/Facilitator	Persistence in a Pandemic: Staying Connected in the Time of Covid	3/24/2021	Online
Adkins, Dawn	Temporary Faculty/Facilitator	"Making Math EASY" - The Essential Tools	3/24/2021	Online
Adkins, Dawn	Temporary Faculty/Facilitator	COABE Using teacher power wisely: Showing (math) learners how their ideas can be valuable gateways	3/24/2021	Online
Carriere, Michael	Training Specialist	Youth Summit	10/14/2020	Online
Carriere, Michael	Training Specialist	Youth Summit	10/15/2020	Online
Carriere, Michael	Training Specialist	Google Forms	10/16/2020	Online
Fisher, Carol	Temporary Faculty/Facilitator	Knowing about TABE ClasE on Line	2/26/2020	webinar by DRC Corp.
Fisher, Carol	Temporary Faculty/Facilitator	ReadWorks: Article a Day	7/2/2020	Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Effective Remote Learning	7/8/2020	Readworks Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Motivational Coaching Course	7/22/2020	Online Course
Fisher, Carol	Temporary Faculty/Facilitator	Learning to Remember	7/24/2020	COABE Webinar

Fisher, Carol	Temporary Faculty/Facilitator	Helping Your Adult Learners Beat Test Stress	7/31/2020	COABE Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Nearpod for Beginners	8/7/2020	Nearpod Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Recruitment During COVID	8/13/2020	Burlington English Webinar
Fisher, Carol	Temporary Faculty/Facilitator	PLAN, EDIT & CREATE A LESSON	8/14/2020	Nearpod Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Building IET Career Pathways for ELL in Virtual Spaces	8/21/2020	Voxy Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Integrated Employment Training	8/27/2020	Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Preparing ELL students for the Workforce	9/4/2020	Coabe Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Teacher institute conference	9/18/2020	Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Teaching Reading in Adult Education	2/19/2021	Pathways to Success Virtual Seminar
Fisher, Carol	Temporary Faculty/Facilitator	Introduction to Zoom Webinars: schedule, host and join	2/23/2021	Zoom Video Communications Inc
Fisher, Carol	Temporary Faculty/Facilitator	Hidden Google Tools	3/5/2021	Simple K12 Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Contextualized Learning	3/11/2021	NMABE Spring Virtual Conference
Fisher, Carol	Temporary Faculty/Facilitator	Focused Listing Instruction in ESOL	3/12/2021	NMABE Spring Virtual Conference

Fisher, Carol	Temporary Faculty/Facilitator	Zooming in the Writing Process	3/12/2021	NMABE Spring Virtual Conference
Fisher, Carol	Temporary Faculty/Facilitator	Learn how BurlingtonEnglish meets your IET/IELCE Goals	3/17/2021	Burlington Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Utilizing the secretive Method with English Learners	3/22/2021	COABE Conference 2021
Fisher, Carol	Temporary Faculty/Facilitator	Creating a Culturally sustaining Classroom for adult learners	3/22/2021	COABE webinar Conference 2021
Fisher, Carol	Temporary Faculty/Facilitator	Solving TABE 11/12 with targeted Instruction	3/22/2021	COABE webinar Conference 2021
Fisher, Carol	Temporary Faculty/Facilitator	The 3 Pillars to successful esol remote instruction	3/22/2021	See reluctant students transfers to avid readers
Fisher, Carol	Temporary Faculty/Facilitator	USA Learns - how to use esol classes online	3/22/2021	COABE webinar Conference 2021
Fisher, Carol	Temporary Faculty/Facilitator	Pronunciation for adult ELLs	3/23/2021	COABE webinar Conference 2021
Fisher, Carol	Temporary Faculty/Facilitator	Remote reading instruction for low-level learners	3/23/2021	COABE webinar Conference 2021
Fisher, Carol	Temporary Faculty/Facilitator	Solving TABE 11/12 with Targeted Instruction	3/23/2021	COABE webinar Conference 2021
Fisher, Carol	Temporary Faculty/Facilitator	Consnand and Vowel Differentiation Assessments	3/24/2021	COABE webinar Conference 2021
Fisher, Carol	Temporary Faculty/Facilitator	Digital Resources for Adult Literacy Learners and Programs	3/24/2021	COABE webinar Conference 2021
Fisher, Carol	Temporary Faculty/Facilitator	Improving testing and NRS gains with Tabe Class E online	3/24/2021	COABE webinar Conference 2021
Fisher, Carol	Temporary Faculty/Facilitator	How BurlingtonEnglish Meets Your IET/IELCE Goals	3/24/2021	Burlington webinar

Fisher, Carol	Temporary Faculty/Facilitator	Blended Learning Models for Student Success, #1	4/7/2021	Burlington English Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Blending Learning, How to	4/7/2021	Burlington English webinar
Fisher, Carol	Temporary Faculty/Facilitator	Basic Literacy Tutor Training, Session #1	4/12/2021	Pathways to Success Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Basic Literacy Tutor Training, session #2	4/14/2021	Pathways to Success Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Basic Literacy Tutor Training, session #3	4/19/2021	Pathways to Success Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Basic Literacy Tutor Training	4/21/2021	Pathways of Success Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Virtual Basic Literacy Tutor Training	4/30/2021	Nat'l Adult Ed/Workforce Dev webinar
Fisher, Carol	Temporary Faculty/Facilitator	Managing Zoom Breakout Rooms	5/20/2021	Zoom.us Webinar
Fisher, Carol	Temporary Faculty/Facilitator	Training from the Back of the Room	6/14/2021	Online
Fisher, Carol	Temporary Faculty/Facilitator	Kahoot! EDU Summit 2021 - 2 days	6/17/2021	Kahoot! Academy webinar
Flores, Dolores	Admin. Asst. II	2020 Information Privacy and Security Awareness Training	11/18/2020	Off-Site Working From Home.
Garcia-Marquez, Peggy	Temporary Faculty/Facilitator	NMAEA Teacher Training Institute	9/17/2020	Online
Garcia-Marquez, Peggy	Training Specialist	NMAEA Teacher's Institute	9/17/2020	Online
Garcia-Marquez, Peggy	Temporary Faculty/Facilitator	Oweesta Financial Coaching Training/ Building Native Communities	9/21/2020	Online

Garcia-Marquez, Peggy	Training Specialist	Google Classroom Mini-Conference	1/9/2021	Online
Hilliard, Cathi	Temporary Faculty/Facilitator	NearPod - Department Professional Training	8/4/2020	Google Meet
Hite, Tina	Manager	Valencia County Partnership Summer Institute	7/24/2020	Online
Hite, Tina	Manager	Supporting Enhancements to the NRS: Your Opportunity to Contribute	8/28/2020	Online
Hite, Tina	Manager	Moderator Training for NMAEA TI	9/9/2020	Online
Hite, Tina	Manager	Help Students "Live a Thousand Lives Before They Die" -Teaching Reading in Adult Education	12/9/2020	Online
Hite, Tina	Manager	Central Region Youth Summit	10/14-15/2020	Online
Hite, Tina	Manager	IDEAL 101 Course - Facilitator	10/27/2020--1/7/2021	Online
Hite, Tina	Manager	Motivational Coaching for Adult Educators - Facilitator	5/18/2020 - 11/25/2020	Online, blended
Hite, Tina	Manager	IDEAL Consortium Institute	8/24-26/2020	Online
Hite, Tina	Manager	Teaching Skills That Matters	8/26/2020 - 12/16/2020	Online
Hite, Tina	Manager	NMAEA TI Moderator, Presenter, and Open Space Facilitator	9/17-18/2020	Online

Lopez, Claudia	Training Specialist	Learning to Remember	7/24/2020	Webinar
Lopez, Claudia	Training Specialist	Helping your Adult Learners beat test stress	7/31/2020	Webinar
Lopez, Claudia	Training Specialist	Department PD	8/4/2020	Online Via Meet
Lopez, Claudia	Training Specialist	NMAEA Teacher's Institute	9/17/2020	Online At Home
Lopez, Claudia	Training Specialist	Write Away	3/11/2021	NMAEA online
Lopez, Claudia	Training Specialist	Design Matters: Developing effective online courses to keep students engaged	3/19/2021	COABE pre conference online
Lucero, Allison	Training Specialist	Department PD	8/4/2020	Online
Lucero, Allison	Training Specialist	Department PD	8/4/2020	Online
Lucero, Allison	Training Specialist	Annual Basic Safety	9/3/2020	Online
Lucero, Allison	Training Specialist	Bring Back the Pack	9/3/2020	Online
Lucero, Allison	Training Specialist	Motivational Coaching (Multisession)	9/15/2020	Online
Lucero, Allison	Training Specialist	Motivational Coaching (Multisession)	9/15/2020	Online
Lucero, Allison	Training Specialist	NMAEA Teacher's Institute	9/18/2020	Virtual
Lucero, Allison	Training Specialist	Teachers' Institute	9/18/2020	Online
Lucero, Allison	Training Specialist	Teachers' Institute	9/18/2020	Online
Lucero, Allison	Training Specialist	Career Pathway Year 2 (Multisession)	10/23/2020	Online
Lucero, Allison	Training Specialist	Career Pathway Year 2 (Multisession)	10/23/2020	Online
Lucero, Allison	Training Specialist	IDEAL 101 (Multisession)	10/24/2020	Online
Lucero, Allison	Training Specialist	IDEAL 101 (Multisession)	10/24/2020	Online
Lucero, Allison	Training Specialist	Contextualizing Instruction in a Career Pathways Model	12/4/2020	Online

Lucero, Allison	Training Specialist	Contextualizing Instruction in a Career Pathways Model	12/4/2020	Online
Lucero, Allison	Training Specialist	Federally Funded Research and the Bayh Dole Act	12/7/2020	Online
Lucero, Allison	Training Specialist	Federally Funded Research and the Bayh Dole Act	12/7/2020	Online
Lucero, Allison	Training Specialist	Information, Privacy and Security Training	1/11/2021	Online
Lucero, Allison	Training Specialist	Career Pathways	1/29/2021	Online
Lucero, Allison	Training Specialist	Google Programs to Enhance Career Readiness through Digital and Technical Skills	3/18/2021	COABE Virtual Conference
Lucero, Allison	Training Specialist	Integrated Education and Training - A Teacher's Guide to Building and Surviving an IET	3/22/2021	COABE Virtual Conference
Lucero, Allison	Training Specialist	The Class Must Go On: Addressing Technological and Digital Literacy During the Pandemic	3/22/2021	COABE Virtual Conference
Lucero, Allison	Training Specialist	Orchestrating a Virtual Professional Development Masterpiece	3/22/2021	COABE Virtual Conference
Marquez, Peggy	Training Specialist	NMAEA Teacher's Institute	9/17/2020	Online
Perkins, Sandra	Temporary Faculty/Facilitator	Learning to Listen: Key to American Pronunciation	7/13/2020	Youtube
Perkins, Sandra	Temporary Faculty/Facilitator	Effective Remote Learning	7/27/2020	Home Computer
Perkins, Sandra	Temporary Faculty/Facilitator	Readworks--Hybrid & Remote Learning	7/28/2020	Home Computer Webinar
Perkins, Sandra	Temporary Faculty/Facilitator	Ideas for Hybrid and Remote Learning by Readworks	8/12/2020	Webinar

Perkins, Sandra	Temporary Faculty/Facilitator	Google: 10 things you didn't know about google	9/12/2020	Online
Perkins, Sandra	Temporary Faculty/Facilitator	NMAEA Teacher's Institute	9/18/2020	Online
Perkins, Sandra	Temporary Faculty/Facilitator	Jamboard-SimpleK12	1/4/2021	Online
Perkins, Sandra	Temporary Faculty/Facilitator	Google Webinar: Setting up, Organizing, Archiving	1/9/2021	Online
Perkins, Sandra	Temporary Faculty/Facilitator	Google: 7 Hacks for infusing videos into the classroom	1/9/2021	Online
Perkins, Sandra	Temporary Faculty/Facilitator	Nearpod for Newbies	1/22/2021	Home Computer
Perkins, Sandra	Temporary Faculty/Facilitator	SimpleK-12:Google Hidden Tools	1/30/2021	Online
Perkins, Sandra	Temporary Faculty/Facilitator	TABE --Simplify Test Administration and Reporting for TAAABE clasEg	2/26/2021	Online
Perkins, Sandra	Temporary Faculty/Facilitator	Embedding Components of Reading into the ESL Classroom	3/12/2021	NMAEA VIRTUAL CONFERENCE
Perkins, Sandra	Temporary Faculty/Facilitator	Welcome to an Introduction to the 4-C.s	3/12/2021	NMAEA VIRTUAL CONFERENCE
Perkins, Sandra	Temporary Faculty/Facilitator	COABE: Oh the places you can go.	3/19/2021	Virtual conference
Perkins, Sandra	Temporary Faculty/Facilitator	Peer Support/Cash Clifton	4/23/2021	Computer-Google Meet
Perkins, Sandra	Temporary Faculty/Facilitator	Cash Clifton Meeting	6/10/2021	Computer
Perkins, Sandra	Temporary Faculty/Facilitator	Readworks: Supporting All Learners	12/6/2021	Online

Perkins, Sandra	Temporary Faculty/Facilitator	Readworks: Supporting All Learners	12/6/2021	Online
Salazar, Ronald	Temporary Faculty/Facilitator	UNM-Valencia AE (ACCE) Training	7/28/2020	Remotely- UNM-V
Salazar, Ronald	Temporary Faculty/Facilitator	NMAEA/ remote conference.	9/17/2020	Remote NMAEA
Salazar, Ronald	Temporary Faculty/Facilitator	NMAEA Conference	3/11/2021	Virtual Training
Salazar, Ronald	Temporary Faculty/Facilitator	COABE preconference and conference	3/19/2021	Virtual conference
Sanchez-Flavian, Patricia	Tutor	Nearpod for Beginners	8/3/2020	Webinar
Sanchez-Flavian, Patricia	Tutor	Welcome and Orientation--Nearpod Camp	8/3/2020	Webinar
Sanchez-Flavian, Patricia	Tutor	Department Professional Development	8/4/2020	Google Meet
Sanchez-Flavian, Patricia	Tutor	Plan, Create and Edit a Nearpod Lesson	8/4/2020	Webinar
Sanchez-Flavian, Patricia	Tutor	Nearpod with Google	8/4/2020	Webinar
Sanchez-Flavian, Patricia	Tutor	Nearpod -- Planning on New Normal	8/5/2020	Facebook, Live
Sanchez-Flavian, Patricia	Tutor	Nearpod for Beginners	8/6/2020	Webinar
Sanchez-Flavian, Patricia	Tutor	Nearpod -- Engage Students	8/7/2020	Webinar
Sanchez-Flavian, Patricia	Tutor	Nearpod with Canvas	8/10/2020	Webinar

Sanchez-Flavian, Patricia	Tutor	Nearpod for English Learners	8/11/2020	Webinar
Sanchez-Flavian, Patricia	Tutor	Plan, Create, Edit Nearpod lesson	8/11/2020	Webinar
Sanchez-Flavian, Patricia	Tutor	Nearpod with Microsoft	8/14/2020	Webinar
Sanchez-Flavian, Patricia	Tutor	Teacher's Institute	9/18/2020	Webinars
Sanchez-Flavian, Patricia	Tutor	Using Classroom and Burlington English	2/10/2021	Carol Fisher, Google Meet
Sanchez-Flavian, Patricia	Tutor	Virtual Active Learning and the 4Cs	3/11/2021	Webinar -- NMAEA
Sanchez-Flavian, Patricia	Tutor	Nearpod for Beginnners	3/12/2021	Webinar
Sanchez-Flavian, Patricia	Tutor	Embedding Components of Reading into ESL Classes	3/12/2021	Webinar, NMAEA
Sanchez-Flavian, Patricia	Tutor	Near Pod	3/21/2021	Webinar
Sanchez-Flavian, Patricia	Tutor	Pathway to Success: Basic Literacy Tutor Training	4/12/2021	Webinar Recordings
Sanchez-Flavian, Patricia	Tutor	TABE 11 & 12 Certification Training Part I	4/19/2021	Online
Stahlman, Amiee	Temporary Faculty/Facilitator	Prof. Development (Next Steps, UNMVC)	8/4/2020	Online
Stahlman, Amiee	Temporary Faculty/Facilitator	Career Pathways	12/4/2020	Online
Stahlman, Amiee	Temporary Faculty/Facilitator	NMAEA	3/11/2021	Online

Stahlman, Amiee	Temporary Faculty/Facilitator	COABE	3/22/2021	Online
Waring, Kristen	Training Specialist	NMAEA Teacher's Institute	9/17/2020	Online
Waring, Kristen	Training Specialist	COABE	3/22/2021	Online
Waring, Kristen	Training Specialist	COABE Day 2	3/23/2021	Online
Waring, Kristen	Training Specialist	COABE Day 3	3/24/2021	Online
Wilkinson, Elizabeth	Program Coordinator	Introduction to Data Studio	10/17/2020	Google Analytics Academy Online
Wilkinson, Elizabeth	Program Coordinator	Complete Introduction to Google Data Studio 2020	10/19/2020	Udemy Online Training
Wilkinson, Elizabeth	Program Coordinator	Art and Science of Data Conference	1/13/2021	Online - UNM OIC
Wilkinson, Elizabeth	Program Coordinator	NMAEA Data Track	3/11/2021	Online
Wilkinson, Elizabeth	Program Coordinator	Capturing IET & Workplace Literacy MSG Performance Through the 2021 NRS Updates	5/13/2021	Online

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/Instructor

Total hours contributed	Fair Market Value per Hour	Total
130	$36	$4,680

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

Total hours contributed	Fair Market Value per Hour	Total

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

Total hours contributed	Fair Market Value per Hour	Total

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

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

6. Please indicate total fair market value of donated IT infrastructure and support. $99,200

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
Office, Tutoring and Storage Space	$5 x 2406 square feet	$12,030
UNM-Valencia Classrooms	Not used due to COVID shut down.	
El Cerro Mission Community Center	Not used due to COVID shut down.	
Los Lunas Public Library	Not used due to COVID shut down.	

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

    A. Additional grants, funding from partnerships, etc.

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

Source	Amount
UNM-Valencia Manager Salary and Benefits	$34,513.02
ACCE (Instructor Salaries and Benefits Only) Federally funded through HSD	$211,371.24

    B. Program Income Activities

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

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).

Five percent of the federal allocation was spent on administrative/indirect costs.

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

Appendix: Career and Training Services

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

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

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

The calculation for the average cost per participant of providing career services is:
Total expenditures for Career Services (excluding administrative costs*) / Total participants receiving career services** from your AEFLA-funded program.

The calculation for the average cost per participant of providing training services is:
Total expenditures for training services (excluding administrative costs*) / Total number of participants receiving training services from your AEFLA-funded program.

*WIOA provides specific definitions for administrative costs in section 3(1).
**Please note that because of the nature of career services (see table below), all or nearly all of the students in your programs receive career services.

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

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

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

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

Student:

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

Select Reporting System: [NRS FY 20-21 ▼]   Agency: UNM-Valencia

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	1	0	0	0	0	0	0	5	0	0	0	0	0	0	6
ABE Level 2	0	4	0	0	0	0	15	53	0	0	3	17	0	1	93
ABE Level 3	0	3	0	1	0	1	10	43	0	0	4	13	0	1	76
ABE Level 4	0	2	0	0	0	1	8	20	0	0	4	13	0	1	49
ABE Level 5	0	0	0	1	0	0	0	2	0	0	0	0	0	0	3
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	0	5	0	0	0	0	0	0	5
ESL Level 2	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
ESL Level 3	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
ESL Level 4	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
ESL Level 5	0	0	0	0	0	0	2	5	0	0	0	0	0	0	7
ESL Level 6	0	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Total	1	9	0	2	0	2	38	143	0	0	11	43	0	3	252

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

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

Select Reporting System:　　NRS FY 20-21　▼　　　　Agency:　　UNM-Valencia

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

Age Group (A)	American Indian or Alaska Native Male (B)	F (C)	Asian M (D)	F (E)	Black or African-American M (F)	F (G)	Hispanic/Latino M (H)	F (I)	Native Hawaiian or Other Pacific Islander M (J)	F (K)	White M (L)	F (M)	More than One Race M (N)	F (O)	Total (P)
16-18	0	0	0	2	0	0	11	12	0	0	2	3	0	1	31
19-24	0	2	0	0	0	1	8	33	0	0	1	16	0	0	61
25-44	1	7	0	0	0	1	18	92	0	0	8	22	0	2	151
45-54	0	0	0	0	0	0	1	4	0	0	0	2	0	0	7
55-59	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	9	0	2	0	2	38	143	0	0	11	43	0	3	252

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

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

Select Reporting System: NRS FY 20-21 ▼   Agency: UNM-Valencia

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	1	0	0	1	0	24	19	0	0	3	2	1	0	52
19-24	4	7	0	0	1	3	21	69	0	0	3	18	0	1	127
25-44	3	20	0	0	1	2	41	149	0	2	3	37	1	1	260
45-54	0	1	0	0	1	0	5	8	0	0	1	1	0	0	17
55-59	0	0	0	0	0	0	0	5	0	0	0	0	0	0	5
60+	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Total	8	29	0	0	4	5	91	252	0	2	10	58	2	2	463

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

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

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

Ethnicity/Race: See Table 1

NRS Table 3: Participants by Program Type and Age

Select Reporting System: NRS FY 20-21 ▼   Agency: UNM-Valencia

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	29	59	127	4	1	0	220
Integrated Education and Training Program	1	8	2	2	0	0	13
Adult Secondary Education*	2	0	1	0	0	0	3
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition**	0	0	6	0	0	0	6
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)***	0	2	17	3	1	0	23
Integrated Education and Training Program	0	0	1	0	0	0	1
Total	31	61	151	7	2	0	252

*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.

NRS Table 4

Select Reporting System: [NRS FY 20-21 ▼]   Agency: UNM-Valencia

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	6	0	197.75	0	0	0	4	2	0	6	0	0	0	0
ABE Level 2	93	0	6877.75	14	0	3	42	34	18.28	94	14	0	3	18.09
ABE Level 3	76	0	6545.5	14	3	2	31	26	25	76	14	3	2	25

ABE Level 4	49	0	4161.25	2	7	6	23	11	30.61	49	2	7	6	30.61
ABE Level 5	3	0	467.25	0	1	0	1	1	33.33	3	0	1	0	33.33
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	227	0	18249.5	30	11	11	101	74	22.91	228	30	11	11	22.81
ESL Level 1	5	0	599.5	2	0	0	1	2	40	5	2	0	0	40
ESL Level 2	3	0	451	2	0	0	0	1	66.67	3	2	0	0	66.67
ESL Level 3	2	0	309.5	0	0	0	0	2	0	2	0	0	0	0
ESL Level 4	5	0	363.75	2	0	0	3	0	40	5	2	0	0	40
ESL Level 5	7	0	927.75	1	1	0	3	2	28.57	7	1	1	0	28.57
ESL Level 6	3	0	246	1	1	0	1	0	66.67	4	1	1	1	75
ESL Total	25	0	2897.5	8	2	0	8	7	40	26	8	2	1	42.31
Grand Total	252	0	21147	38	13	11	109	81	24.6	254	38	13	12	24.8

- 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.

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System: **NRS FY 20-21** ▼   Agency: UNM-Valencia

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by 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	0	0	0	0	0	0	0	0	0
ABE Level 2	15	7	46.67	10	66.67	0	0	0	0
ABE Level 3	15	7	46.67	11	73.33	0	0	0	0
ABE Level 4	2	2	100	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	32	16	50	21	65.63	0	0	0	0
ESL Level 1	2	2	100	0	0	0	0	0	0
ESL Level 2	2	2	100	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0
ESL Level 4	2	2	100	0	0	0	0	0	0
ESL Level 5	2	2	100	0	0	0	0	0	0
ESL Level 6	2	2	100	0	0	0	0	0	0
ESL Total	10	10	100	0	0	0	0	0	0
Grand Total	42	26	61.9	21	50	0	0	0	0

Instructions for Completing Table 4A

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

NRS Table 4B

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	20	3154	15	1	4	75
ABE Level 3	25	4245.25	15	4	6	60
ABE Level 4	19	2491.25	2	7	10	10.53
ABE Level 5	2	322.5	0	1	1	0
ABE Total	66	10213	32	13	21	48.48
ESL Level 1	2	444.5	2	0	0	100
ESL Level 2	2	435	2	0	0	100
ESL Level 3	1	297.5	0	0	1	0
ESL Level 4	2	308.5	2	0	0	100
ESL Level 5	4	877.75	2	1	1	50
ESL Level 6	2	235.5	2	0	0	100
ESL Total	13	2598.75	10	1	2	76.92
Total	79	12811.75	42	14	23	53.16

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.

NRS Table 4C

Select Reporting System: [NRS FY 20-21 ▼]   Agency: UNM-Valencia

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	6	0	197.75	0	0	0	4	2	0	6	0	0	0	0
ABE Level 2	92	0	6712.75	14	0	2	42	34	17.39	93	14	0	2	17.2
ABE Level 3	75	0	6527	14	3	2	30	26	25.33	75	14	3	2	25.33

ABE Level 4	47	0	3831.25	2	7	4	23	11	27.66	47	2	7	4	27.66
ABE Level 5	3	0	467.25	0	1	0	1	1	33.33	3	0	1	0	33.33
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	223	0	17736	30	11	8	100	74	21.97	224	30	11	8	21.88
ESL Level 1	5	0	599.5	2	0	0	1	2	40	5	2	0	0	40
ESL Level 2	3	0	451	2	0	0	0	1	66.67	3	2	0	0	66.67
ESL Level 3	2	0	309.5	0	0	0	0	2	0	2	0	0	0	0
ESL Level 4	5	0	363.75	2	0	0	3	0	40	5	2	0	0	40
ESL Level 5	7	0	927.75	1	1	0	3	2	28.57	7	1	1	0	28.57
ESL Level 6	3	0	246	1	1	0	1	0	66.67	4	1	1	1	75
ESL Total	25	0	2897.5	8	2	0	8	7	40	26	8	2	1	42.31
Grand Total	248	0	20633.5	38	13	8	108	81	23.79	250	38	13	9	24

- 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.

NRS Table 5

Select Reporting System: [NRS FY 20-21 ▼]   Agency: UNM-Valencia

Primary Indicators of Performance

Primary Indicators of Performance	First Period of Participation			All Periods of Participation		
	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 *	324	92	28.4	326	92	28.22
Employment Fourth Quarter after exit *	304	29	9.54	310	30	9.68
Median Earnings Second Quarter after exit **	92	3633.04		92	3633.04	
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 ****	10	1	10	10	1	10
Attained any credential (unduplicated) *****	12	1	8.33	12	1	8.33

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.

NRS Table 5A

Select Reporting System: [NRS FY 20-21 ▼]   Agency: UNM-Valencia

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	64	17	26.56	64	17	26.56
Employment Fourth Quarter after exit	47	7	14.89	47	7	14.89
Median Earnings Second Quarter after exit	17	2137.5		17	2137.5	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: [NRS FY 20-21 ▼]   Agency: UNM-Valencia

Participant Status on Entry into the Program (A)	Number (B)
Employed	70
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	124
Not in the Labor Force	58
TOTAL	252

Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	1	0
Grades 1-5	3	2
Grades 6-8	20	9
Grades 9-12 (no diploma)	176	12
Secondary School Diploma or alternate credential	9	7
Secondary School Equivalent	1	0
Some Postsecondary education, no degree	6	3
Postsecondary or professional degree	0	1
Unknown	1	1
TOTAL (both US Based and Non-US Based)		252

Program Type**	
In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	0

Institutional Programs (section 225)

Participant Status on Entry into the Program (A)	Number (B)
In Correctional Facility	0
In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	0

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

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

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

Employment Status definitions:

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

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

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

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

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

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

Select Reporting System: NRS FY 20-21 ▼   Agency: UNM-Valencia

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*	3	0	0	3	0	0
Employment Fourth Quarter after exit*	2	0	0	2	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	0	0			
Increased contact with children's teachers		0				

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

NRS Table 9

Select Reporting System: NRS FY 20-21 ▼   Agency: UNM-Valencia

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	23	9	39.13	24	9	37.5
Employment Second Quarter after exit	48	5	10.42	48	5	10.42
Employment Fourth Quarter after exit	42	3	7.14	43	3	6.98
Median Earnings Second Quarter after exit	5	5961.6		5	5961.6	
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.

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: **NRS FY 20-21** ▼   Agency: UNM-Valencia

	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

NRS Table 11

Select Reporting System: NRS FY 20-21 ▼   Agency: UNM-Valencia

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	14	1	7.14	15	2	13.33
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	14	1	7.14	15	1	6.67
MSG via Secondary or Postsecondary Transcript	14	0	0	15	0	0
MSG via Progress Toward Milestones	14	0	0	15	0	0
MSG via Passing Technical/ Occupational Skills Exam	14	11	78.57	15	12	80
Employment Second Quarter after exit	20	5	25	20	5	25
Employment Fourth Quarter after exit	15	3	20	15	3	20

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)
Median Earnings Second Quarter after exit	5	5115		5	5115	
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	10	1	10	10	1	10

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

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

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

NRS Table 14: Local Grantees by Funding Source

Select Reporting System: [▼]   Agency: UNM-Valencia

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.).**

Staff:

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

Select Reporting System: [NRS FY 20-21 ▼]   Agency: UNM-Valencia

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative / Supervisory / Ancillary Services	0	0	0
Local-level Administrative / Supervisory / Ancillary Services	0	3	0
Local Counselors	0	0	0
Local Paraprofessionals	0	0	0
Local Teachers	11	4	1
Teachers' Years of Experience in Adult Education			
Less than one year	0	0	
One to three years	3	0	
More than three years	8	4	
Teacher Certificate			
No certification	7	4	
Adult Education Certificate	0	0	
K-12 Certification	3	0	
Special Education Certification	0	0	
TESOL Certification	2	0	

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

Memorandum of Understanding (MOU)
Between
Workforce Connection of Central New Mexico (WCCNM)
And
America's Job Center Partners

Workforce Connection of Central New Mexico
809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

MOU 11/01/2017

LEGAL AUTHORITY

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

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

PURPOSE

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

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

Vision

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

Mission

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

System Structure

WCCNM American Job Centers

Workforce Connection *of Central New Mexico*

BUSINESS AND CAREER CENTERS

1. **Bernalillo County Office** 501 Mountain Road NE | Albuquerque, NM 87102 | P (505) 843-1900 | F (505) 843-1993
2. **Torrance County Office** 777 Route 66 | Chamber of Commerce Building | Moriarty, NM 87035 | P (505) 832-6774
3. **Valencia County Office** 428 Los Lentes Rd SE | Los Lunas, NM 87031 | P (505) 212-9115 | F (505) 865-2278
4. **Sandoval County Office** 301 Rail Runner Ave | Bernalillo, NM 87004 | P (505) 771-2160 | F (505) 771-2541
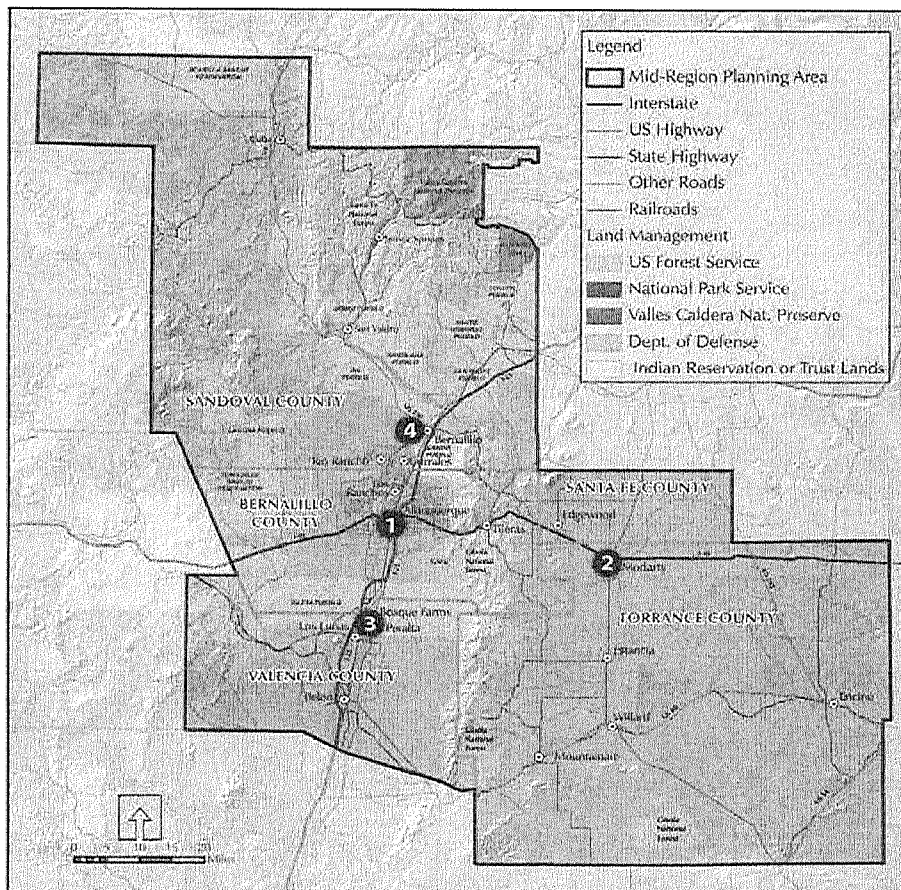
Mid-Region Council of Governments
Administrative Entity for the Workforce Connection of Central New Mexico
809 Copper Ave. NW | Albuquerque, NM 87102 | 505-247-1750

Within the Central Region there is one WIOA comprehensive One-Stop Bernalillo County, three affiliate American Job Centers (AJC) Sandoval, Valencia and Torrance counties. These centers were established under the Workforce Investment Act of 1998 and continued

3

by the Workforce Innovation and Opportunity Act. All centers offer WIOA Adult, Dislocated and Youth Services, and provide for both staff assisted and self-directed services and access to Unemployment Services via the telephone or through the resource center facilities. Resources available at each WCCNM AJC One-Stop includes, but are not limited to: computers with internet access and the New Mexico Job Service System, fax and copy machines, online job search and career exploration resources, online filing for Unemployment Insurance benefits, labor market information and literature pertaining to careers, job search and training. Staff assisted career services are available to customers who require some staff assistance to include job referral, job development, workshops, resume review, and other reemployment services support.

Office hours for all American Job Centers within the Central Area is Monday through Friday 8:00 AM to 5:00 PM

WCCNM's WIOA Partners

Participating (Co-Located) Required Partners WCCNM's One-Stop America's Job Center					
Partner Program	**Partner Organization**	**Authorization / Category**	**Signatory Official**	**Contact Information**	**One-Stop Center**
Wagner-Peyser Employment Services	NM Dept. of Workforce Solutions	Wagner-Peyser Employment Services (ES) program, authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as amended by title III of WIOA, also providing the state's public labor exchange	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us	Bernalillo Sandoval Valencia Torrance
Jobs for Veterans Sate Grants	NM Dept. of Workforce Solutions	Jobs for Veterans State Grants (JVSG), authorized under chapter 41 of title 38, U.S.C.	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us	Bernalillo Sandoval Valencia (itinerant)
Trade Adjustment Assistance	NM Dept. of Workforce Solutions	Trade Adjustment Assistance (TAA), authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us	Bernalillo
WIOA Adult, Dislocated Worker, and Youth Programs	Mid-region Council of Governments, Workforce Connection of Central NM LWDB	WIOA title I Adult, Dislocated Worker, and Youth Programs – WIOA Act of 2014	WCCNM Board Chair Leslie Sanchez	809 Copper Ave. NW, Albuquerque, NM 87102 505-724-3636 leslie@dlenm.org	Bernalillo Sandoval Valencia Torrance

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

Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information
Unemployment Insurance Reemployment Services and Eligibility Assessment **Client Access by Computer and Telephone**	NM Dept. of Workforce Solutions	Budget Control Act, 2016, WIOA Act of 2014, Unemployment Insurance Program Letter 19-15 **Required Partner**	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us
Rio Metro Regional Transit District, New Mexico Job Access Program	Rio Metro Regional Transit District	**Additional Partner**	Terry Doyle, Director RMRTD	809 Copper Ave. NW Albuquerque, NM 87102 505-843-1701 tdoyle@mrcog-nm.gov
Senior Community Service Employment Program Set-Aside Grantees	NICOA, National Indian Council on Aging	Senior Community Service Employment Program Set-Aside Grantees **Required Partner**	Randella Bluehouse, Executive Director	8500 Menaul Blvd NE, Suite B-470 Albuquerque, NM 87112 505-292-2001 rbluehouse@nicoa.org
Senior Community Service Employment Program SCSEP	NM Goodwill	Senior Community Service Employment Program (SCSEP), authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.) **Required Partner**	Mary Best, President/CEO	5000 San Mateo Blvd. NE Albuquerque, NM 87109 505-881-6140 mbest@goodwillnm.org
National Farmworker Jobs Program Employment and Training Grants	Help – New Mexico	National Farmworker Job Program (NFJP) WIOA Sec. 167 **Required Partner**	Michael Gutierrez, Chief Executive Officer	5101 Copper Ave NE Albuquerque, NM 87108 505-766-4918 Mike.Gutierrez@helpnm.com
Youth Build	Youth Development Inc	YouthBuild Grants: SGA-DFA-PY-13-04 **Required Partner**	Dr. Diego Gallegos, President/CEO	518 1st Street NW Albuquerque, NM 87102 505-212-7442 dgallegos@ydinm.org
Adult Basic Education	Adult Education Albuquerque GED	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program **Required Partner**	Gloria Rael, Executive Director	c/o Trumbull Family Resource Center 419 Pennsylvania St. SE, Albuquerque, NM 87108 505-980-2129 gloria@abqged.org

Adult Basic Education	Adult Education Catholic Charities	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program **Required Partner**	James Gannon, CEO	2010 Bridge Blvd. SW Albuquerque, NM 87105 505-724-4601 gannonj@ccasfnm.org
Adult Basic Education	Adult Education Central New Mexico Community College – CN	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program **Required Partner**	Wanda Helms, CNM Controller	Business Office 525 Buena Vista SE Albuquerque, NM 87106 505-224-3457 whelms@cnm.edu
Adult Basic Education	Adult Education Santa Fe Community College	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program **Required Partner**	Letty Naranjo, Director	Adult Education 6401 Richards Ave. Santa Fe, NM 87508 505-428-1330 Letty.naranjo@sfcc.edu
Adult Basic Education	Adult Education Southwestern Indian Polytechnic Institute	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program **Required Partner**	Sherry Allison, President	9169 Coors Blvd. NW Albuquerque, NM 87120 505-792-2976 sherry.allison@bie.edu
Adult Basic Education	Adult Education UNM- Los Alamos	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program **Required Partner**	Dr. Cynthia J. Rooney, Chief Executive Officer	4000 University Dr. Los Alamos, NM 87544 505-669-3400 gbaca@unm.edu
Adult Basic Education	Adult Education UNM-Valencia	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program **Required Partner**	Dr. Alice Lettney, Chief Executive Officer	280 La Enbtradam Los Lunas, NM 87031 505-925-8540 alicel@unm.edu
Community College	Public Education Department Carl's Perkins Act	Career and technical education (CTE) programs at the postsecondary level, authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) **Required Partner**	Dr. Elaine Perea, College & Career Readiness Director	300 Dan Gaspar Ave. Santa Fe, NM 87501 505-827-6715 Elaine.perea@state.nm.us
Community Services Block Grant Act (CSBG) *Bernalillo, Sandoval and Torrance Counties*	New Mexico Department of Human Services	Employment and training activities carried out under the Community Services Block Grant Act (CSBG) (42 U.S.C. 9901 et seq.)	Brent Earnest, Secretary Help NM	Office of the Secretary P.O. Box 2348 Santa Fe, NM 87504 505-827-7750 brent.earnest@state.nm.us

		Required Partner	Michael Gutierrez, Chief Executive Officer	5101 Copper Ave NE Albuquerque, NM 87108 505-766-4918 Mike.Gutierrez@helpnm.com
Ticket to Work	Adelante of NM	Ticket to work and self-sufficiency program [116] Sec. 1148. [42 U.S.C. 1320b–19] (a) In General **Additional Partner**	Mike Kivitz, CEO	3900 Osuna Rd. NE Albuquerque, NM 87109 505-341-2000 kswilliams@goadelante.org
Pueblo	Santo Domingo	**Required Partner Exempt from mandatory contribution**	Robert B Coriz, Governor	P.O. Box 99 Santo Domingo Pueblo, NM 87052 505-465-2214 RBCoriz@kewa-nsn.us
Pueblo	Isleta	**Required Partner Exempt from mandatory contribution**	J. Robert Benavides, Governor	P.O. Box 1270 Isleta Pueblo, NM 87022 505-869-3111 poygov@isletapueblo.com
Pueblo	Zia	**Required Partner Exempt from mandatory contribution**	Carl B. Schildt, Governor	135 Capitol Square Dr. Zia Pueblo, NM 87053 505-867-3304 governor@ziapueblo.org
Pueblo	Santa Ana	**Required Partner Exempt from mandatory contribution**	Lawrence Montoya, Governor	2 Dove Road Santa Ana Pueblo, NM 87004 505-867-3301 governor@santaana-nsn.gov
Pueblo	Sandia	**Required Partner Exempt from mandatory contribution**	Malcom Montoya, Governor	481 Sandia Loop Bernalillo, NM 87004 505-867-3317 sparkinson@sandiapuelbo.nsn.us
Pueblo	Cochiti	**Required Partner Exempt from mandatory contribution**	Eugene Herrera, Governor	P.O. Box 70 Cochiti Pueblo, NM 87072 505-465-2244 es_herrera@pueblodecochiti.org
Pueblo	San Felipe	**Required Partner Exempt from mandatory contribution**	Anthony Ortiz, Governor	P.O. Box 4339 San Felipe Pueblo, NM 87001 505-867-3381 ssandoval@sfpueblo.com
Pueblo	Jemez	**Required Partner Exempt from mandatory contribution**	Joseph A. Toya, Governor	P.O. Box 100 Jemez Pueblo, NM 87024 505-834-7359 Joseph.a.toya@jemezpueblo.org

MOU 11/01/2017

TERMS and CONDITIONS

Services

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

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

MOU 11/01/2017

Job Seeker Services

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

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

Roles Responsibilities

All Parties to this agreement shall comply with:

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

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

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

Additionally, all Parties shall:

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

Chief Elected Official (CEO)

The CEO'S for the WCCNM will:

- In Partnership with the WCCNM and other applicable Partners within the planning region, develop and submit a single regional plan that

includes a description of the activities that shall be undertaken by the WCCNM and their Partners;

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

WCCNM

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

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

14

- Approve annual budget allocations for operation of the American Job Center network;

- Assist the one-stop operator recruit operational Partners and negotiate MOUs with new Partners;

- Leverage additional funding for the WCCNM's American Job Center network to operate and expand one-stop customer activities and resources; and

- Review and evaluate performance of the WCCNM and one-stop operator.

One-Stop Operator

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

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

15

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

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

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

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

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

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

Partners

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

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

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

Data Sharing

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

Partners further agree that the collection, use, and disclosure of customers' personally identifiable information (PII) is subject to various requirements set forth in Federal and

State privacy laws. Partners acknowledge that the execution of this MOU, by itself, does not function to satisfy these requirements.

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

- Customer PII will be properly secured in accordance with the Local WDB's policies and procedures regarding the safeguarding of PII;
- The collection, use, and disclosure of customer education records, and the PII contained therein, as defined under FERPA, shall comply with FERPA and applicable State privacy laws;
- All confidential data contained in UI wage records must be protected in accordance with the requirements set forth in 20 CFR part 603;
- All personal information contained in Vocational Rehabilitation records must be protected in accordance with the requirements set forth in 34 CFR 361.38;
- Customer data may be shared with other programs, for those programs' purposes, within the WCCNM's American Job Center network only after the informed written consent of the individual has been obtained, where required;
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations; and.
- All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d)).

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

Confidentiality

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

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

19

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

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

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

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

Referrals

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

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the WCCNM American Job Center network;
- Develop materials summarizing their program requirements and making them available for Partners and customers;
- Develop and utilize eligibility determination, assessment, and registration forms / processes;
- Provide substantive referrals – in accordance with the WCCNM Referral Policy – to customers who are eligible for supplemental and complementary services and benefits under partner programs;
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
- Commit to robust and ongoing communication required for an effective referral process; and

- Commit to actively follow up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level.

Accessibility

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

Physical Accessibility

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

Virtual Accessibility

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

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

Communication Accessibility

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

Programmatic Accessibility

All Partners agree that they will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law. Partners must assure that they have policies and procedures in place to address these issues, and that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues. All Partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all WCCNM's American Job Center programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs and assistive listening devices must be available to ensure physical and programmatic accessibility within WCCNM's American Job Centers. The WCCNM utilizes the Governor's Commission on Disability for recommendations and assistance to define the best methods and products regarding assistive technology and compliance.

Outreach

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

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

Dispute Resolution

The following section details the dispute resolution process designed for use by the Partners when unable to successfully reach an agreement necessary to execute the MOU. A disagreement is considered to have reached the level of dispute resolution when an issue arises out of the development and negotiation of an MOU that is not easily coming to a

22

point of resolution. It is the responsibility of the WCCNM Board Chair (or designee) to coordinate the MOU dispute resolution to ensure that issues are being resolved appropriately. Any party to the MOU may seek resolution under this process:

- All Parties are advised to actively participate in local negotiations in a good faith effort to reach an agreement. Any disputes shall first be attempted to be resolved informally;
- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the WCCNM Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days;
- The WCCNM Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a two-thirds majority consent of the Executive Committee members present;
- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies;
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure;
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties of the MOU; and
- The WCCNM Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution.

Monitoring

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

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

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

Non-Discrimination and Equal Opportunity

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

The Parties specifically agree that they will comply with Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule December 2, 2016), the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the Non-traditional Employment for Women Act of 1991, titles VI and VII of the Civil Rights of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Age Discrimination Act of 1967, as amended, title IX of the Education Amendments of 1972, as amended, and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR Part 37 and 38.

Indemnification

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

Severability

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

Drug and Alcohol-Free Workplace

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

suspension or debarment under 2 CFR part 180, as adopted by the U.S. Department of Education at 2 CFR 3485, and the U.S. Department of Labor regulations at 29 CFR part 94.

Certification Regarding Lobbying

All Parties shall comply with the Byrd Anti-Lobbying Amendment (31 U.S.C. Section1352), 29 C.F.R. Part 93, and 34 CFR part 82, as well as the requirements in the Uniform Guidance at 2 CFR 200.450. The Parties shall not lobby federal entities using federal funds and will disclose lobbying activities as required by law and regulations.

Debarment and Suspension

All Parties shall comply with the debarment and suspension requirements (E.0.12549 and12689) and 2 CFR part 180 and as adopted by the U.S. Department of Labor at 29 CFR part 2998 and by the U.S. Department of Education at 2 CFR 3485.

Priority of Service

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

Buy American Provision

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

Salary Compensation and Bonus Limitations

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

individual, whether charged to either direct or indirect, at a rate in excess of the Federal Office of Personnel Management Executive Level II.

Non-Assignment

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

Governing Law

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

Steps to Reach Consensus

1. Notification of Partners

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

2. Kickoff Meeting

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

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

3. Negotiations

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

4. Draft MOU

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

5. Review and Comment

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

6. Finalized Draft

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

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

MOU Modification Process

1. Notification

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

2. Discussion/Negotiation

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

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

If the modification involves substitution of a party that will not impact any of the terms of the agreement, it can be accomplished by the original party and the new party entering into an MOU that includes the WCCNM, wherein the new party assumes all of the rights and

27

obligations of the original party. Upon execution, the WCCNM Board Chair (or designee) presents the agreement as a proposed modification to the MOU, and the remaining steps are followed.

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

3. Signatures

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

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

Termination

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

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

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

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

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

Effective Period

This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 2020, unless any of the reasons in the Termination section above apply.

One-Stop Operating Budget

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

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

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

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

All costs must be included in the MOU, allocated according to Partners' proportionate use and relative benefits received, and reconciled on a quarterly basis against actual costs

29

incurred and adjusted accordingly. The one-stop operating budget is expected to be transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately. All Partners must negotiate in good faith and seek to establish outcomes that are reasonable and fair.

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

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

WCCNM One-Stop Operating Budget

Infrastructure Funding Agreement

Workforce Connection of Central New Mexico
809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

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

Additional Costs (allocated to participating partners)

Shared Costs:

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

Career Services Costs:

Welcome Desk Support

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

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

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

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

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

UNM Valencia Campus - Adult Basic Education (UI)

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

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

New Mexico
Workforce Connection

A Proud Partner of the American Job Center Network

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

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

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

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

   ☒ The Infrastructure Funding Agreement under the Partner MOU

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

   ☒ The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is complete; prior to January 1, 2018.

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

     a) In three years,
     b) Upon amendment, modification, or termination, or
     c) On June 30, 2020, whichever occurs earlier.

_____   12/13/17
Signature   Date

___Alice Letteney, LEO___
Printed Name and Title

UNM Valencia Campus – Adult Education & Carl D. Perkins

Agency Contact Information

Workforce Connection of Central New Mexico
809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750