Adult Education Local Program Annual Report   2020-2021

Annual Program Report
Cover Page

Program Name:	**College and Career Readiness Program**
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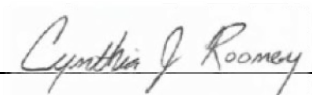|	
Workforce Region(s) Served:	**New Mexico Northern Area Local Workforce, Workforce Connection of Central NM**
Submission Date:	**Sept 1, 2021**
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Cynthia J. Rooney   8/31/2021

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

Cynthia J. Rooney, Chancellor

Typed Name and Title:

Section I. Program Narrative Report

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

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

The College and Career Readiness Program at UNM-LA serves students at brick-and-mortar locations within UNM-LA's geographic area of service, our historic area of service, and students referred to us by the New Mexico Higher Education Department. Our online distance learning services are available to any New Mexico resident, regardless of geographic location. Within our geographic area of service, we partner with public schools, pueblos, community businesses and corporations, residential treatment facilities and correction centers to provide services to New Mexicans at large, and to special populations in need of service. In FY 2020/21, we provided online services only to the community in Torreon, students in the communities of Los Alamos and Pojoaque, students enrolled through the Pueblo of Pojoaque Corporate Enterprises Businesses, and students in institutional facilities in Española. The advent of COVID-19, and subsequent shift to online instruction prevented us from continuing services for students at the Sangre de Cristo House in Peña Blanca and the Los Alamos Detention Center. Our online classes have students from five New Mexico counties. Our instructors have adapted to COVID-19 by providing distance learning through online platforms, phone tutoring and drop points for hard copy materials for students to use in their learning.

In 2020/21, we continued to provide instruction suitable for students who wished to take a High School Equivalency test, for students who wished to improve literacy and numeracy skills to enter post-secondary education or improve their job skills, and for students who wished to improve their English language skills. We had six classes that focused on teaching students the skills they needed to earn their high school equivalency credential and the college and career readiness skills they needed to enter college or improve their job skills. These online classes corresponded to our brick-and-mortar locations in Los Alamos, Pojoaque, Torreon and at Delancey Street Foundation. We had eight classes for students who needed to focus on improving English language skills in the context of a college and career readiness program. These classes corresponded to our brick-and-mortar locations in Los Alamos and

Pojoaque. In all fourteen classes, we contextualized instruction so that students gained workforce skills as they learned academic lessons.

Student populations served included those who are at low literacy levels, are English language learners, and who are economically disadvantaged. We also served those populations who were unable, because of cultural, geographic, or institutional barriers, to attend classes at UNM-Los Alamos or at another provider location. As of June 30, 2021, 20% of our NRS students were low income, and 54% of our students were English language learners. Sixteen percent of our students were justice-involved and either institutionalized or incarcerated. Forty-seven percent of our students entered at low levels of literacy (ABE levels 1 and 2, ESL levels 1-3). We are serving an ethnically and racially diverse population: 5% Black or African American, 11 % American Indian, 16% Asian, 50% Hispanic or Latino and 18% white (Table 1, LACES). We will continue to serve all these populations.

In accordance with WIOA Title II, 2020/21 funds were used for purposes of student instruction in literacy, numeracy, job skills, and high school equivalency credential attainment. Funds were also used for instructor training in adult literacy best practices and strategies, purchasing and using curriculum with a strong emphasis on literacy and contextualization, incorporating enhanced contextualized lesson plans into classes, individual coaching to map out a college or career pathway, and developing and teaching lessons that included soft skills, such as teamwork, that are important to employers. An emphasis was on assisting students who are encountering barriers – including justice-involved individuals, individuals with learning disabilities, low-level learners, low-income individuals, and ELP individuals.

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

Our key initiatives this past year included developing online classes to provide services for our learners, work skills classes for qualifying employees at local businesses, and partnerships with institutional centers. To achieve these aims, we have cooperative arrangements with the Pojoaque Valley School District, Pueblo of Pojoaque Corporate Enterprises Businesses, Delancey Street Foundation, and the Los Alamos Juvenile Justice Advisory Board. Our partnership with the Los Alamos Detention Center remains, but programs were paused until instruction could begin again in person. We also partner with

several support organizations, including the Northern Area Local Workforce Development Board (NALWDB) and American Job Center Partners, Rio Arriba Adult Literacy Program, and the Rotary Club of Los Alamos.

We have entered into an MOU with the NALWDB (2-4-21) and are currently updating a 2017 MOU with the Pojoaque Valley School District. All other partnerships are informal.

3. Please describe the impact of the COVID-19 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.

Although our goals during the pandemic remained the same, the COVID-19 pandemic had a profound effect on our students and partners, and therefore on our program delivery and metrics. The most substantial change to our program was that all classes during 20/21 moved from in-person to virtual delivery, and all testing, instruction, tutoring, and workforce coaching became virtual.

The timeline for student success as measured by MSGs and credential attainment was significantly lengthened. From classroom observations and assessments, it quickly became apparent that the necessary move to online learning would result in a longer time for students to master materials. This is reflected in our 20/21 data, showing that students now needed on average 181 hours to make a level gain as compared to about 100 hours to make a level gain in previous years. For our instructors and program, this necessitated the realization that students would need to put in many more instructional hours to make a level gain, and our program would need to offer many more classroom hours to students so that they could make progress.

Our collaborations with our partners were also significantly affected. COVID-19 restrictions prevented us from instruction delivery at all of our brick-and-mortar sites. Most classes and partnerships continued through the year, but at some sites, such as the Los Alamos Detention Center, services needed to be paused since online learning at this facility was not possible during this time due to that institution's policies.

The positive effects of COVID-19 were seen in the adaptability and flexibility of our instructors and their creativity in lesson delivery, the opportunity for some of our students to attend classes because virtual classes eliminated the need to find transportation and childcare, and an increase in student confidence with technology. By default, students who were not technologically literate had to learn and

master some of those skills to attend classes, and we have seen that students who were in our virtual classes have now become more comfortable with basic keyboarding, online instruction, and website navigation.

The negative effects of COVID-19 were perhaps most evident in our 2nd and 4th quarter follow-up employment numbers, MSGs, and HSE completion rates. Anecdotally, many students told us that their jobs in housekeeping, childcare, and food services were terminated, and they have not found re-employment, resulting in low employment and salary numbers. Also, the closure of testing centers prevented some students from earning their HSE credential in a timely manner. On our follow-up calls and surveys, some students in our classes reported moving out of state for job opportunities before completing their testing, and some students delayed testing until after June 30, 2021, when they felt testing in an enclosed space would be safer. Both factors had a negative impact on our HSE credential rates.

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 we re-open, we are planning on in-person and live-streamed work skills, high school equivalency, family literacy, civics and citizenship, and English as a Second Language classes for the fall semester and will follow UNM guidance regarding classroom instruction and student contact if COVID-19 worsens. We will require all our classes to have a live, virtual component so that students who are uncomfortable returning to an in-person setting will be able to participate in classes online. At some sites, we will continue to use drop boxes for students to receive assignments if they choose to attend only the online classes. If we are required to move to all virtual classes at some point during the year, we will continue to align those classes with our brick-and-mortar sites.

Instructors have gone through the required UNM training and guidelines on safe instructional practices during COVID-19 and will implement those practices in the classroom. Everyone physically at a UNM site will be required to follow UNM protocols on social distancing, mask wearing, and vaccination. We will follow all UNM guidance regarding classroom/materials disinfection. As UNM's and the State of New Mexico's recommendations and requirements regarding COVID-19 evolve over the year, we will incorporate new requirements and adapt our teaching to those situations.

Instructors will be provided with additional training opportunities on most effective distance education learning techniques and strategies, and we will share this information with all instructors so that we can

improve student outcomes among our distance learning population. All instructors will complete required Regular and Substantive Interaction Training (RASI). Three instructors and the program manager will also participate in the STAR program to improve our ability to deliver effective literacy instruction. The program manager and two instructors will participate in the Career Pathways Institute so that we are best able to serve students as they move into the workforce.

We will market our classes through both traditional media (flyers, radio, news articles), social media and word-of-mouth. Importantly, we will also rely on our business and educational partners to distribute informational materials to their employees and our prospective students.

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)	30
Total count of students with 12 + hours	102
Total contact hours for students with 12 + hours	10,269
Average contact hours for students with 12 + hours	101
Average contact hours for students with 12 + hours experiencing level gains	181
Count of all HSE graduates with 12 + hours	10
Percentage of total number of students achieving a measurable skill gain	33
Percentage of total number of students achieving employment second quarter after exit	22
Percentage of total number of students achieving employment fourth quarter after exit	7
Median earnings for former students in the second quarter after exit	2760
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	0

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.

Our program performance had been improving over the past three years, even though the effects of having to shift to distance learning during the last half of FY 19-20 as a consequence of COVID-19 most likely had a negative impact on FY 19-20 student learning and program metrics. In 20-21, the full effects of the COVID-19 pandemic upon our student population became evident. In FY 2017-18, we exceeded the state level of performance in median income. In 2018-19 we exceeded state standards in credential attainment rate and were very close to meeting state standards in the other categories. In 2019-20 we exceeded state levels of performance in MSG, Credential Attainment Rate, and Employment 2nd and 4th quarter after exit. We did not meet the median earnings 2nd quarter after exit performance measure, but we attribute this to the fact that many of our students who did move into the workforce were impacted by COVID-19. In 2020-21, we were close to state performance measures in Credential Attainment Rate and Employment 2nd Quarter After Exit. We fell short of state standards on our students' MSG rate, 4th Quarter after Exit and Median Earnings.

Performance Measure	FY 22 State Adjusted Expected Level of Performance	UNM-LA Level of Performance FY 2017-2018	UNM-LA Level of Performance FY 2018-2019	UNM-LA Level of Performance FY 2019-2020	UNM-LA Level of Performance FY 2020-2021
Measurable Skill Gain (MSG)	40%	20%	36%	44%	33%
Credential Attainment Rate	22%	9%	31%	33%	21%
Employment (Second	24%	10%	21%	26%	22%

Quarter After Exit)					
Employment (Fourth Quarter After Exit)	26%	0	24%	33%	7%
Median Earnings (Second Quarter After Exit)	$3750	$3840	$3749	$2880	$2760

Graphically, these results show program improvement until the full impact of COVID-19 affected our students' learning, employment, and ability to test for their high school equivalency credential. Our hope is that as NM recovers from COVID-19, we continue our best practices in educational instruction delivery, resulting in continuing improvement in our ability to help students learn and achieve their academic and employment goals, and have these meaningful student improvements reflected in our program metrics.

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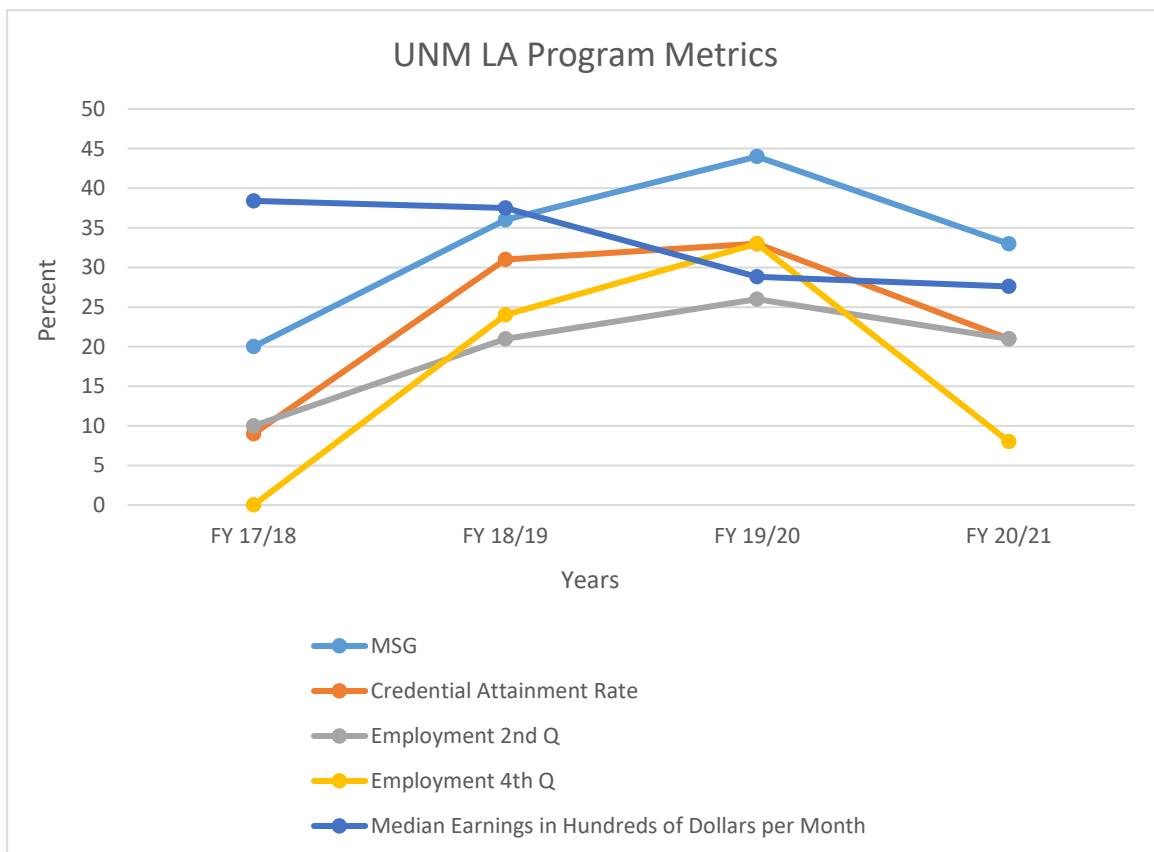
2. When you look at your program data, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data. In your response, please discuss how your program's outcomes compare with the state-adjusted levels of performance in the state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

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

Our data indicate that our program was consistently building on gains from previous years to become increasingly effective and was meeting our students' needs as reflected by our meeting or approaching state standards. The table and graph in the preceding section demonstrate this growth. Our data also unfortunately reflect the reality that the advent of COVID-19 interrupted our progress, and we will have to continue to implement new strategies to overcome the barriers that this virus has placed in our students' lives. We particularly plan to emphasize instructor training and professional development in effective distance learning strategies.

With regard to individual metrics, and disregarding the 20-21 year, our MSG rate has increased consistently, and exceeded state benchmarks in 19-20; our credential attainment rate exceeded state standards in 18-19 and 19-20; employment 2nd and 4th quarter after exit exceeded state standards in 19-20, but median income in 19-20 decreased, and did not meet state standards (although we met or almost met that benchmark in 17-18 and 18-19).

To achieve that growth, we have worked on improving instruction, increasing class availability, ensuring that students have access to leveled classes, and working with employers to offer contextualized learning relevant to their employees' jobs. It is worth noting that in all these years, students entering at NRS levels 2, 3, 4 5 and 6 tested for their HSE credential and passed the exam within the same year. This wide range of students that became successful is an implicit measure of program breadth and strength and is a result of dedicated teachers working diligently with motivated learners regardless of their entry level.

Challenges for us will be to improve our distance learning effectiveness and help ensure that students are able to develop those skills needed to improve their employment and earning opportunities. Most frustrating was the increase in number of hours per student to make a level gain. This is a clear indicator that our distance learning classes are not as effective as our in-person classes, and that we need to continue to work to develop teacher's abilities to deliver effective distance learning opportunities to our students. Another challenge is providing the support our students need to increase their earning potential. This will continue to be a difficult task as long as employment opportunities are curtailed by COVID-19 closures, so in addition to our efforts in the classroom to work with students on both academic and soft skills, we will need to work more closely with our workforce partners to ensure that students have access to the resources that they need to find and apply for good-paying jobs.

Another challenge that our program faces is that on average, 10 – 20% of our students are either incarcerated or institutionalized, and often remain in these institutions, preventing them from being counted in the employment or median income categories, even after they earn their HSE credential and exit our program. Anecdotally, we know that many of these students successfully move into the workforce after they leave their respective facilities in subsequent years.

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

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We work to improve performance by working on developing instructional best practices through teacher training, focusing on providing contextualized instruction that is tailored to student needs and goals, offering classes and materials that are accessible to learners at all levels, and striving for accurate and timely testing and data entry.

All staff are encouraged to participate in both online and in-person professional development and training. All professional development and training were online in FY 20-21. Training that was available to staff were workshops and trainings through TABE on testing protocols, including remote proctoring, NMHED sponsored Career Pathways Institute workshops, teaching and coaching institutes sponsored by NMHED, LACES database trainings, and UNM mandatory training. Staff have participated in all of the above categories of professional development and training. All staff and instructors are required to do the UNM mandatory training each year. (Information Privacy and Security Awareness Training, Prevention of Harassment and Discrimination, Active Shooter on Campus: Run, Hide, Fight, Basic Annual Safety Training, Bringing Back the Pack -COVID-19). Staff responsible for data entry have done LACES training every year, both at online conferences and at NMHED sponsored online training and information sessions. Staff and instructors responsible for developing career pathways programs (5 staff and instructors) have done the NMHED Career Pathways Institute with Jeff Fantine, including workshops and training. All instructors have taken program required tutorials and trainings online in ZOOM and Google Classroom, and training on being an effective academic coach, with some instructors (2) earning a Motivational Coaching certificate offered in classes sponsored by NMHED.

We routinely share information among instructors in the program and have engaged in team teaching and team building exercise to promote instructor learning and to share promising teaching practices. This has been more limited this year and has only occurred on virtual platforms. Plans for the 21-22 year include in-person instructor meetings to share effective teaching practices.

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

We will be moving back to in-person classes this year, but plan to also live stream each class so that learners concerned about lingering COVID-19 effects feel comfortable participating in classes.

Instructors will also be encouraged to participate in in-person training as well as online training. We plan to increase the number of work skills classes offered in conjunction with our business partners so that their employees are more effective in their jobs and eligible for job advancement. We will also explore partnerships with community institutions to provide childcare for learners while we provide instruction, hoping to eliminate this barrier for our student population. This was an initiative begun pre-COVID-19 that had to be postponed during this past year.

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

As discussed in Section III 1, COVID-19 has had positive and negative effects on our learners and our program. We were able to serve students that we couldn't previously reach because barriers such as transportation and childcare were no longer an issue when classes were virtual. However, virtual learning also resulted in students needing to put in many more hours to make an educational level gain, and many students did not reach this number of hours. We believe gains were still made, but not substantial enough to be reflected on standardized tests. Also, since many testing sites were closed for all or a part of this past year, students were unable to test for their HSE credential, which was again reflected in lower program metrics.

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.*

   140 (Includes students who participated in initial intake, orientation, onboarding, and coaching, but who did not remain to become NRS countable.)

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.*

   $30. This number is based on an estimated 7 hours of service per student, in a classroom setting of 6 students.

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.

We align our services to the workforce development plan by regularly accessing regional data on available and emerging job markets and participating with our WIOA partners to deliver educational services that will be relevant to our student population in this region.

We have a working relationship with NM Work Force Connections, and representatives from NM Work Force Connections have come into the physical and virtual classroom to present information to our students on the services they provide and how to access them. During the student onboarding process, our students set up workforce accounts. They are given material that helps them navigate through the NM Work Force Connections website in order to familiarize themselves with services offered, financial aid availability, labor market information, career surveys, and other available services provided.

As stipulated in our MOU, we participate in the One-stop system by providing the required adult education component, including actively encouraging student co-enrollment in IET courses

designed to improve their employability in in-demand occupations.   Students are referred to services provide by other partners, including career and employment services.

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.

As described in IV 3, we align our services with local needs, and have WIOA partner representatives come into the classroom to familiarize students with their services. We have recurring meetings with our one-stop operators to familiarize them with our particular students' skills, needs and goals, so that they are better able to assist these students, and so that students are able to move more seamlessly from our adult education classes into the job market. Continuous dialog and feedback benefit our students as their needs and goals change.

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.

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.

UNM-LA has been extensively involved in the CPI Year 2 program. We attended each seminar and fully participated in the concurrent assignments and activities. Through the CPI, we have

strengthened our connections and relationships with other adult education institutes. We plan to pursue regular meetings with these institutes as a means to collaborate on strategies and techniques to enhance our programs. We have moved into curricula that deliver a concentration on career-related lesson plans. We are also shifting our student onboarding process with a more career-focused mindset. We will begin using an individual education and career planning template to guide the education and career planning process. All new students will create a workforce account. Using current labor market information, our students will create their personal goal portfolio that incorporates their evaluation of current employment trends relative to their goals. Students will regularly meet with a career coach to create and review their career plans and goals driven by the local workforce information.

There are several challenges that we have encountered. We have had a decrease in enrollment due to the pandemic. Our instructors' focus was largely shifted toward learning online teaching platforms and best practices. However, as we reopen in-person classes, our instructors will place their attention back into career-related directions and training.

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)

We had a work-skills class that was a blend of students working towards their HSE and students who were interested in improving their work skills. This class enhanced student literacy as specifically aligned to job performance. We also had ESL classes that integrated work-related literacy skills into the class. Our instructors used contextualized curricula that reflected the College and Career Readiness Standards and integrated career and life applications into the lessons. Our instructors created lesson plans that addressed academic skills, soft skills, and contextualization. While we did not offer IET programs during 20-21, we are working toward constructing and implementing IET programs in future years that are in high-demand and high-interest fields based on current labor market information.

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

We have recently designed a new IET for a CDL license. We are in the process of procuring partnerships and funding for the program. One partnership we will be pursuing is with the Los Alamos Public School District. This IET would likely only provide the school bus endorsement. The other partnership we are exploring is with the Delancey Street Foundation, who is interested in pursuing a full CDL license program. We are currently considering funding options and responsibilities with each prospective partner.

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.

We have an informal arrangement with the Pueblo of Pojoaque Corporate Enterprises Businesses to provide HSE and work skills classes to their employees. The Pueblo of Pojoaque Corporate Enterprises Businesses encourages enrollment by making it an incentivized program. We also have a collaborative arrangement with Delancey Street Foundation. Delancey Street students are offered on-site certification and workplace training programs (through Delancey Street) in conjunction with enrolling in UNM-LA high school equivalency classes. Pre-COVID-19, UNM-LA also offered on-site concurrent enrollment to Delancey AE students in financial literacy classes, with the plan to increase business and entrepreneurship class offerings on site for these 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.

We follow educational best practices to provide instruction of sufficient intensity and quality to ensure that students make learning gains. These include managed enrollment for some programs and sites; 8-week sessions within 16-week semesters with pre- and post-testing; a goal of 8 instructional hours and two tutoring/coaching/advising hours per student per week; subject- and level-specific classes, contextualized instruction, and allowing students to enroll in multiple classes. As we move into the next year, we plan on enhancing instructor training and professional development in distance learning best practices to improve instructional delivery in that area.

Our instructors use a variety of teaching strategies in order to meet the reading needs of our students. Each student is initially given a reading assessment to determine their reading level. The assessment scores guided-reading instruction. The instructors create lesson plans that teach to the standards with teaching strategies that are specifically tailored to the individual needs of the students and appropriate reading levels. The teaching practices are research-based and have been shown to be successful in improving reading achievement, which is demonstrated in two ways (1) by research-study data collected according to rigorous design, (2) by consensus among expert practitioners who monitor outcomes as part of their practice (Curtis & Kruidenier, 2005). Staff has received training, which will be expanded to instructors, encouraging them to use the following guidelines. Students who score a Grade Level Equivalent (GLE) range of 0-5, instructors focus on alphabetics, word recognition, and vocabulary teaching strategies. For students who score GLE 5-8, the focus is on fluency, vocabulary, and comprehension. And finally, for students who score GLE 9-12, instructors primarily focus on comprehension. The teaching practices used for alphabetics, and word recognition include letter identification, phonemic awareness and phonics, sight words, word parts/patterns, and context clues (MacArthur & Knight, 2010). Vocabulary teaching practices include use of pictures, symbols, and graphics. Our instructors will also use capsule vocabulary techniques as well as teach synonyms, antonyms, homonyms, and multiple meanings of vocabulary words (Crist, 1975). Students also identify words they do not recognize or do not know the meaning of before they read material. Fluency is addressed by reading aloud, duet reading, echo reading, and alternative reading, and the Language Experience Approach (Stauffer, 1970).

Crist, B. I. (1975). One capsule a week- a painless remedy for vocabulary skills. *Journal of Reading, 19*(2), 147-149. https://www.jstor.org/stable/40031457?seq=1

Curtis, M. E., & Kruidenier, J. R. (2005). *A Summary of Scientifically Based Research Principles: Teaching Adults to Read*. LINCS. https://lincs.ed.gov/publications/pdf/teach_adults.pdf

MacArthur, C. A., Alamprese, J. A., & Knight, D. (2010) *Making Sense of Decoding and Spelling: An Adult Reading Course of Study. Teachers' and Administrators' Guide*. LINCS. https://lincs.ed.gov/publications/pdf/MSteachers2010.pdf

Stauffer, R. G. (1970). *The language-experience approach to the teaching of reading*. Harper & Row, Inc.

TEAL Center Fact Sheet No. 2: Fact Sheet: Universal Design for Learning. (n.d.). LINCS. Retrieved March 16, 2021, from TEAL Center Fact Sheet No. 2: Fact Sheet: Universal Design for Learning | Adult Education and Literacy | U.S. Department of Education

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.

Students used UNM-LA computers, laptops and chrome books maintained by staff, and when possible pre- and post-COVID-19, had access to computer labs with self-contained learning software and online literacy programs. Classrooms have AV projectors and smartboards. Instructors have received training in using online platforms, learning programs and apps and actively use these tools to help students access relevant learning materials. These tools allowed instructors to use diverse techniques that meet the learning style needs of their students to increase the quality of their learning and understanding. Technology allowed teachers to incorporate real-world academic and job situations, making learning relevant to students' lives. Pre-COVID-19, we had seen consistent gains in MSGs since adopting these multiple learning access points and believed that this is a direct result of adopting more wide-ranging lesson delivery techniques.

Again, when possible pre- and post-COVID-19, students put in additional hours learning at the computer lab or on online learning programs and used the learning apps on their phones. This

frequent, short interval learning helped students with limited time to focus on learning outside of the classroom. Students were also able to concentrate on discrete, manageable pieces of information that allowed for mastering concepts one at a time. Allowing students to choose the best learning mode for them leads to mastery and improved outcomes and performance. Learning is enhanced by offering students multiple ways to access and use learning material. Students who were unable to attend in-person or online class could access online learning platforms with materials chosen by the instructor. Students used phone apps and self-contained programs to assist in developing mastery of a subject. Instructors also completed professional development in best practices for distance learning using apps and online materials. This past year, students who could not travel to classes due to personal barriers, could access every class via an online platform. Family literacy activities and learning became possible because the learning occurred virtually in the family setting in the home. Students who needed extra practice to be on target to learn the next lesson were able to achieve this by using instructor-directed apps to master material before their next lesson, resulting in maximum benefit from every lesson.

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.

Our program has selected appropriate, integrated materials that ensure the curriculum is aligned with the College and Career Readiness Standards and is consistent with enabling students to reach the milestones outlined in the standards. These curricula reflect the CCR Standards and integrate academic skills and career and life applications into the lessons. Our instructors have been given the College and Career Readiness Standards in order to use them as a guide when creating lesson plans that address academic skills, soft skills, and contextualization. They are encouraged to read and interpret the standards in a way that leads to relevant lesson plans and to ensure that the standards connect to a relevant, real-world learning experience. Our instructors are mindful of testing objectives and can gain an understanding of the students' learning progress by administering assessments that are carefully aligned to the standards and curriculum. Our instructors are also trained in assessing students. They are directed to keep consistency between standards and assessments and ensure that the standards required to pass the assessment are covered in their lesson plans. There is an emphasis for our instructors to create integrated lesson

plans making it possible to combine standards alignment and student relevance in order to engage students and promote retention of learning.

Specific curriculum resources used include Cengage Learning Stand Out Evidence-Based Learning for College and Career Readiness (ESL), McGraw Hill Pre-GED^R and Steck-Vaughn Complete Test Preparation for the 2014 GED^R Test (HSE) and PTP's Workwrite series and JIST's Soft Skills Solutions series (work skills classes).

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) | NA | served:

2. Describe your program's efforts in meeting the requirement to   provide IELCE services in combination with providing access to integrated education and training activities. NA

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. NA

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. NA

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: 16

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.

We will continue to work to improve the literacy and numeracy skills of this population and will build on our 2018-19 model of offering classes at Delancey Street Foundation in conjunction with UNM-LA to improve the financial, entrepreneurial and business acumen of enrolled students, since many have expressed the desire to become self-employed. If students have not earned their HSE upon transitioning out of their program, we refer them to our local classes, or to other programs within the state if they relocate.

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.   Unknown.

IX. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2020-2021. *If you have your own program tracking system/spreadsheet, you may simply attach those in lieu of the sheet below.*

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Gordo	Shanell	Instructor	Part	Bachelors	2	NMAEA/NMHED Conference	Mar 11/12 2021	online
						UNM Training	20/21	online
Hernandez	Madeline	Instructor	Part	Masters	21	NMAEA/NMHED Conference	Mar 11/12 2021	online
						UNM Training	20/21	online
						TABE 11 & 12 Certification Training	20/21	online
Ramirez-Aponte	Naly	Instructor	Part	Bachelors	8	NMAEA/NMHED Conference	Mar 11/12 2021	online
						TABE 11 & 12 Certification Training	20/21	online
						UNM Training	20/21	online
Ress	Claudia	Instructor	Part	Masters	4	Career Pathways Institute	20/21	online
						UNM Training	20/21	online
						NMAEA/NMHED Conference	Mar 11/12 2021	online
						TABE 11 & 12 Certification Training	20/21	online

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Olsen	Jennifer	Instructor	Part	Bachelors	5	Motivational Coaching	July 22, 2020	online
						UNM Training	20/21	online
Tuzel	Carolyn	Instructor	Part	Masters	1	Career Pathways Institute	20/21	online
						UNM Training	20/21	online
						NMAEA/NMHED Conference	Mar 11/12 2021	online
						Motivational Coaching	July 22, 2020	online
Tuzel	Jolanta	Instructor	Part	Masters	12	NMAEA/NMHED Conference	Mar 11/12 2021	online
						UNM Training	20/21	online
						TABE 11 & 12 Certification Training	20/21	online
Sherman	Natalia	Instructor	Part	Masters	13			
						UNM Training	20/21	online
						NMAEA/NMHED Conference	Mar 11/12 2021	online
						TABE 11 & 12 Certification Training	20/21	online
Viloria	Isolina	Instructor	Part	Bachelors	1	UNM Training	20/21	online
Clements	Jane	Program Administrator	Full	PhD	5	Career Pathways Institute	20/21	online
						NMAEA/NMHED Conference	Mar 11/12 2021	online

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			UNM Training	20/21	online
			TABE 11 & 12 Certification Training	20/21	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

Total hours contributed	Fair Market Value per Hour	Total
0		

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

Total hours contributed	Fair Market Value per Hour	Total
0		

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

Total hours contributed	Fair Market Value per Hour	Total
0		

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

0

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

1000

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

600

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
0 Normal space donated by UNM-LA closed due to COVID-19		

Alternate option:

Please indicate institution's building renewal and replacement allocation

NA

(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
Rotary	$750

B. Program Income Activities

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

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

C. Administrative Costs

Please provide the percentage of your federal allocation that you spent on administrative costs. WIOA provides specific definitions for administrative costs in section 3(1).   5%

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 childcare; 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

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	3	3	0	0	0	1	7	4	0	0	2	0	0	0	20
ABE Level 3	1	3	0	0	0	0	2	1	0	0	2	0	0	0	9
ABE Level 4	1	0	0	0	0	0	1	3	0	0	2	1	0	0	8
ABE Level 5	0	0	0	1	0	1	1	0	0	0	1	3	0	1	8
ABE Level 6	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
ESL*** Level 1	0	0	1	4	0	1	2	9	0	0	0	0	0	0	17
ESL Level 2	0	0	0	0	1	1	0	6	0	0	0	0	0	0	8
ESL Level 3	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
ESL Level 4	0	0	0	1	0	0	1	3	0	0	0	2	0	0	7
ESL Level 5	0	0	0	6	0	0	3	1	0	0	0	2	0	0	12
ESL Level 6	0	0	1	2	0	0	1	3	0	0	0	1	0	0	8
Total	5	6	2	14	1	4	19	32	0	0	8	10	0	1	102

*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.

Student:

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

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

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	1	0	0	0	0	2	2	0	0	3	5	0	1	14
19-24	2	1	0	1	0	1	2	1	0	0	0	1	0	0	9
25-44	3	4	1	10	1	2	13	24	0	0	5	0	0	0	63
45-54	0	0	0	2	0	1	0	2	0	0	0	2	0	0	7
55-59	0	0	1	1	0	0	0	2	0	0	0	2	0	0	6
60+	0	0	0	0	0	0	2	1	0	0	0	0	0	0	3
Total	5	6	2	14	1	4	19	32	0	0	8	10	0	1	102

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:
See Table 1
Sex:
See Table 1

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

Student:

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

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

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	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
19-24	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
25-44	0	2	3	3	2	1	4	8	0	0	0	1	0	0	24
45-54	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	0	2	3	3	2	1	4	13	0	0	1	1	0	0	30

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

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**	4	5	28	0	0	0	37
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	8	0	2	0	0	0	10
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	2	4	33	7	6	3	55
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	14	9	63	7	6	3	102

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

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

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

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

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

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

Student:

NRS Table 4

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ABE Level 2	20	0	1907.95	3	2	0	9	6	25	20	3	2	0	25
ABE Level 3	9	0	708	0	3	0	1	5	33.33	9	0	3	0	33.33
ABE Level 4	8	0	662.3	1	3	0	2	2	50	8	1	3	0	50
ABE Level 5	8	0	307.2	1	1	0	3	3	25	8	1	1	0	25
ABE Level 6	2	0	95.25	0	1	0	1	0	50	2	0	1	0	50
ABE Total	47	0	3680.7	5	10	0	16	16	31.91	47	5	10	0	31.91
ESL Level 1	17	0	1048.5	2	0	0	10	5	11.76	18	2	0	0	11.11
ESL Level 2	8	0	1028.2	3	0	0	3	2	37.5	9	3	0	0	33.33
ESL Level 3	3	0	194.25	1	0	0	2	0	33.33	3	1	0	0	33.33
ESL Level 4	7	0	1117.75	5	0	0	2	0	71.43	7	5	0	0	71.43
ESL Level 5	12	0	1720	5	0	0	7	0	41.67	12	5	0	0	41.67
ESL Level 6	8	0	1479.95	3	0	0	3	2	37.5	8	3	0	0	37.5
ESL Total	55	0	6588.65	19	0	0	27	9	34.55	57	19	0	0	33.33
Grand Total	102	0	10269.35	24	10	0	43	25	33.33	104	24	10	0	32.69

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.

- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: (Column J) = (Column E + Column F + Column G)/(Column B − Column C)
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: (Column O) = (Column L + Column M + Column N)/(Column K)
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the

participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 4A - Educational Functioning Level Gain

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

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	3	2	66.67	2	66.67	0	0	0	0
ABE Level 3	0	0	0	0	0	0	0	0	0
ABE Level 4	1	0	0	1	100	0	0	0	0
ABE Level 5	1	1	100	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	5	3	60	3	60	0	0	0	0
ESL Level 1	2	2	100	0	0	0	0	0	0
ESL Level 2	3	3	100	0	0	0	0	0	0
ESL Level 3	1	1	100	0	0	0	0	0	0
ESL Level 4	5	5	100	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Level 5	5	5	100	0	0	0	0	0	0
ESL Level 6	3	3	100	0	0	0	0	0	0
ESL Total	19	19	100	0	0	0	0	0	0
Grand Total	24	22	91.67	3	12.5	0	0	0	0

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

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

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	8	1289.95	3	0	5	37.5
ABE Level 3	3	526.75	0	0	3	0
ABE Level 4	3	377.85	1	0	2	33.33
ABE Level 5	3	188.2	1	0	2	33.33
ABE Total	17	2382.75	5	0	12	29.41
ESL Level 1	5	589	2	0	3	40
ESL Level 2	4	747.45	3	0	1	75
ESL Level 3	1	43.75	1	0	0	100
ESL Level 4	5	967.75	5	0	0	100
ESL Level 5	6	1293.75	5	1	0	83.33
ESL Level 6	6	1305.75	3	1	2	50
ESL Total	27	4947.45	19	2	6	70.37
Total	44	7330.2	24	2	18	54.55

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

• 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

Student:

NRS Table 4C

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ABE Level 2	20	0	1907.95	3	2	0	9	6	25	20	3	2	0	25
ABE Level 3	9	0	708	0	3	0	1	5	33.33	9	0	3	0	33.33
ABE Level 4	8	0	662.3	1	3	0	2	2	50	8	1	3	0	50
ABE Level 5	8	0	307.2	1	1	0	3	3	25	8	1	1	0	25
ABE Level 6	2	0	95.25	0	1	0	1	0	50	2	0	1	0	50
ABE Total	47	0	3680.7	5	10	0	16	16	31.91	47	5	10	0	31.91
ESL Level 1	17	0	1048.5	2	0	0	10	5	11.76	18	2	0	0	11.11
ESL Level 2	8	0	1028.2	3	0	0	3	2	37.5	9	3	0	0	33.33
ESL Level 3	3	0	194.25	1	0	0	2	0	33.33	3	1	0	0	33.33
ESL Level 4	7	0	1117.75	5	0	0	2	0	71.43	7	5	0	0	71.43
ESL Level 5	12	0	1720	5	0	0	7	0	41.67	12	5	0	0	41.67
ESL Level 6	8	0	1479.95	3	0	0	3	2	37.5	8	3	0	0	37.5
ESL Total	55	0	6588.65	19	0	0	27	9	34.55	57	19	0	0	33.33
Grand Total	102	0	10269.35	24	10	0	43	25	33.33	104	24	10	0	32.69

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.

- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: (Column J) = (Column E + Column F + Column G)/(Column B − Column C)
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: (Column O) = (Column L + Column M + Column N)/(Column K)
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.

- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 5

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

Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	74	16	21.62	76	16	21.05
Employment Fourth Quarter after exit *	137	9	6.57	141	11	7.8
Median Earnings Second Quarter after exit **	16	2760.07		16	2760.07	
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	2	100	2	2	100

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	2	2	100	2	2	100

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

Student:

NRS Table 5A

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

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	3	0	0	3	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
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

Student:

NRS Table 6: Participant Status and Program Enrollment

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

Participant Status on Entry into the Program (A)	Number (B)	
Employed		44
Employed, but Received Notice of Termination of Employment or Military Separation is pending		0
Unemployed		30
Not in the Labor Force		28
TOTAL		102
Highest Degree Level of School Completed*	**US Based Schooling**	**Non-US Based Schooling**
No Schooling	0	0
Grades 1-5	1	0
Grades 6-8	6	6
Grades 9-12 (no diploma)	30	9
Secondary School Diploma or alternate credential	2	11
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	1	3
Postsecondary or professional degree	0	32
Unknown	0	1
TOTAL (both US Based and Non-US Based)		102
Program Type*		
In Family Literacy Program		0
In Workplace Adult Education and Literacy Activities***		0
Institutional Programs (section 225)		
In Correctional Facility		1
In Community Correctional Program		0
In Other Institutional Setting		15

Participant Status on Entry into the Program (A)	Number (B)
TOTAL Institutional	16

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

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

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

Employment Status definitions:

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

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

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

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

	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	1	0	0	1	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.

Northern Area Local
WORKFORCE
DEVELOPMENT
BOARD

New Mexico
Workforce Connection

A Proud Partner of the American Job Center Network

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

July 1, 2020 - June 30, 2023

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

LEGAL AUTHORITY
The Workforce Innovation and Opportunity Act (WIOA) sec. 121(c)(1) requires the Local Board, with this agreement of the Chief Elected Officials (CEO's), to develop and enter into a Memorandum of Understanding (MOU) and the One-Stop Partners consistent with WIOA Sec. 121(c)(2) concerning the operation of the one-stop delivery system in a local area. This requirement is further described in the WIOA; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions: Final Rule at 20 CFR 678.500, 34 CFR 361.500 and 34 CFR 463.500 and in Federal guidance.
Additionally, the sharing and allocation of infrastructure costs among one-stop partners is governed by WIOA sec. 121(h), it is implementing regulations, and the Federal Cost Principles contained in the Uniform Administrative requirement, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) ant 2 CFR part 200.

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

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

The NALWDB collaborates with a wide variety of individuals, businesses, and organizations. The NALWDB views its mission as guiding a regionally recognized workforce development system that aligns with the economic and educational goals of the State of New Mexico resulting in a qualified workforce available to businesses across counties; our mission directly supports economic business growth. The vision is for a New Mexico where every person maximizes his or her career potential, and businesses have access to the human capital they need to be successful. The collaborative development of this local plan is intended to create a foundational blueprint for local chief elected officials, economic development organizations, state agencies, community organizations, labor unions, local businesses, and WIOA adult and youth service providers to utilize in coordinating services for businesses, job training, and placement activities to meet the diverse, unique needs of both the mostly rural and also urban areas within the NALWDB service delivery area.

SYSTEM STRUCTURE
NALWDB American Job Centers

Within the Northern Region, there are two comprehensive one-stop centers (Santa Fe County and San Juan County), and four affiliate American Job Centers. These centers were established under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act. All centers offer WIOA Title I.B Adult, Dislocated Worker, and Youth Services, Title III Wagner-Peyser services, and provide for both staff assisted and self-directed services and access to Unemployment Insurance via the telephone or through the resource center facilities with staff assistance available.

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

Office hours for all American Job Centers within the Northern Region are Monday through Friday 8:00 AM to 5:00 PM. In addition to the business hours in the centers, customers, including individuals and businesses, can contact the Northern Region American Job Centers by phone at (505) 776-4358, or request assistance at a dedicated website (www.nnmworkforceconnection.com).

NALWDB PARTNERS

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

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

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

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

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

Business Services

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

Job Seeker Services

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
Information and assistance in applying for financial aid for training and education programs not provided under WIOA		Other training services as determined by the workforce partner's governing rules
		Post-employment follow-up services and support

Youth Services

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

Roles Responsibilities of the Partners

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

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

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

Chief Elected Official

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

Northern Area Labor Workforce Development Board

The Northern Area Labor Workforce Development Board (NALWDB) ensures the workforce-related needs of employers, workers, and job seekers in the Northern Area are met, to the maximum extent possible with available resources.
The NALWDB will:
- In Partnership with the CEO's and other applicable Partners within the Northern Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by NALWDB and their Partners;
- In collaboration and Partnership with the CEO's and other applicable Partners within the planning region, develop the strategic regional vision, goals, objectives, and workforce-related policies;
- In cooperation with the Local CEO's design and approve the NALWDB American Job Centers network structure. This includes, but is not limited to:
    - Adequate, sufficient, and accessible one-stop center locations and facilities;
    - Sufficient numbers and types of providers of career and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities);
    - A holistic system of supporting services; and
    - A competitively procured one-stop operator.
- In collaboration with the CEO's, designate through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the one-stop operator(s);
- Determine the role and day-to-day duties of the one-stop operator;
- Approve annual budget allocations for operation of the American Job Centers network;
- Help the one-stop operator recruit operational Partners and negotiate MOUs with new Partners;
- Leverage additional funding for the NALWDB American Job Centers network to operate and expand one-stop customer activities and resources; and
- Review and evaluate performance of the NALWDB and one-stop operator.

One-Stop Operator

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

- Manage and coordinate Partner responsibilities, as defined in this MOU;
- Implement board policy;
- Manage hours of operation, including any possible once weekly extended hours of operation;
- Work with Partners to coordinate daily work schedule and ensure sufficient staff availability to ensure service coverage during all work hours;
- Assist the NALWDB in establishing and maintaining the American Job Center network structure. This includes but is not limited to ensuring that State requirements for center certification are met and maintained, ensuring that career services such as the ones outlined in WIOA sec. 134©(2) are available and accessible, ensuring staff are properly trained by their formal leadership organizations and provided technical assistance as needed, ensuring that NALWDB policies are implemented and adhered to;
- Provide guidance and leadership to ensure NALWDB American Job Centers policies and procedures are clearly communicated and followed;
- Provide guidance and leadership to ensure compliance with all Federal regulations related to WIOA, state and local policies are implemented accordingly. Additionally, ensure provisions of the U. S. Department of Labor Statement 29 CFR 38 Implementation of Nondiscrimination and Equal Opportunity are understood and followed.
- Integrate systems and coordinate services for the center and its Partners, placing priority on customer service;
- Integrate Workforce Service Delivery, as defined by WIOA, means organizing and implementing services by function (rather than program), when permitted by a program's authorizing stature and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts;
- Establish and sustain relationships with NALWDB American Job Centers partners with a focus on creating opportunities to engage in shared planning, visioning, continuous improvement, and program outcomes and evaluation;
- Ongoing identification and development of community partners to engage in workforce systems activities that lead to improvements in community awareness or engagement in workforce development strategies; and enhanced interest in organizations and businesses to use NALWDB American Job Centers services;
- Support the implementation of continuous quality improvement approaches and methodologies to enhance the system effectiveness. Examples include, but are not limited to: adoption of change principles to directly enhance flow of service delivery, improve customer, and staff satisfaction; increased administrative efficiencies or improved funding leverage, youth friendly and youth engaged approaches, and inclusion of individuals with disabilities across all programs;
- Identify and coordinate capacity-building activities to improve the effectiveness and performance of partners working with and within the NALWDB American Job Centers; including youth services and programs for individuals with disabilities;
- Facilitate opportunities for shared learning and training;

- Convene regular meetings of all Partner agencies and organizations to support full engagement and share leadership in the organizing and developing of ongoing activities and processes; including youth services and programs for individuals with disabilities;
- Actively engage in opportunities to share leadership with all partners by creating opportunities to report, present, and share activities, such as through local board and committee meetings, community forums, and other appropriate settings throughout the Northern Area;
- Assure the NALWDB American Job Centers comply with all required customer support and information as required under local, state and federal regulations;
- Collaborate with partners to facilitate and participate in special projects such as job fairs, business driven workshops, and be responsible for communicating employers' needs to the American Job Centers partners;
- Oversee and coordinate partner, program, and NALWDB's American Job Centers network performance, including but not limited to:
  - Providing and/or contributing to reports of center activities, as requested by the NALWDB
  - Providing input to the formal leader (partner program official) on the work performance of staff under the review
  - Identifying and facilitating the timely resolution of complaints, problems, and other issues
  - Collaborating with the NALWDB on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603)
  - Ensuring open communications with the formal leader(s) in order to facilitate efficient and effective center operations
  - Evaluating customer satisfaction data and propose service strategy changes to the NALWDB based on findings
- Manage fiscal responsibilities and records for the center. This includes assisting the NALWDB with cost allocations and the maintenance and reconciliation of one-stop center operation budgets;
- Other duties as outlined by local, state and federal regulations for the One-Stop Operator.

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

Partners

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

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

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

Data Sharing

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

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

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

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

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

Confidentiality

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

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

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

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

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

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

Referrals

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

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the NALWDB American Job Centers network;

- Develop materials summarizing their program requirements and making them available for Partners and customers;
- Develop and utilize eligibility determination, assessment, and registration forms / processes;
- Provide substantive referrals – in accordance with the NALWDB Referral Policy – to customers who are eligible for supplemental and complementary services and benefits under partner programs;
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
- Commit to robust and ongoing communication required for an effective referral process; and
- Commit to actively follow up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level.

Accessibility

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

Physical Accessibility

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

Virtual Accessibility

The NALWDB will work with all appropriate parties to ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires that federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually will be updated regularly to ensure dissemination of correct information.
Partners should either have their own web presence via a website and/or the use of social media and must collaborate with the NALWDB to post content through its website and social media sites.

Communication Accessibility

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

Programmatic Accessibility

All Partners agree that they will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

Partners must assure that they have policies and procedures in place to address these issues, and that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues.

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

Outreach

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

Dispute Resolution

The following section details the dispute resolution process designed for use by the Partners when unable to successfully reach an agreement necessary to execute the MOU. A disagreement is considered to have reached the level of dispute resolution when an issue arises out of the development and negotiation of an MOU that is not easily coming to a point of resolution. It is the responsibility of the NALWDB Board Chair (or designee) to coordinate the MOU dispute resolution to ensure that issues are being resolved appropriately. Any party to the MOU may seek resolution under this process:
- All Parties are advised to actively participate in local negotiations in a good faith effort to reach an agreement. Any disputes shall first be attempted to be resolved informally;
- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the

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

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

Monitoring

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

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

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

Non-Discrimination and Equal Opportunity

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

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

Indemnification

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

Severability

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

Drug and Alcohol-Free Workplace

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

Certification Regarding Lobbying

All Parties shall comply with the Byrd Anti-Lobbying Amendment (31 U.S.C. 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 NALWDB Board Chair (or designee) must notify all Parties in writing that it is necessary to renew and execute the MOU and provide all applicable policies and preceding MOU documents, as applicable.

2. Negotiations

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

3. Draft MOU

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

4. Review and Comment

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

5. Finalized Draft

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

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

MOU Modification Process

1. Notification

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

2. Discussion/Negotiation

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

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

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

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

3. Signatures

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

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

Termination

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

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

have the right to terminate this MOU by giving written notice thereof to the party in breach, upon which termination will go into effect immediately.

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

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

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

Effective Period

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

One-Stop Operating Budget

The purpose of this section is to establish a financial plan, including terms and conditions, to fund the services and operating costs of the NALWDB American Job Center network. The Parties to this MOU agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:
- Establishes and maintains the Local workforce delivery system at a level that meets the needs of the job seekers and businesses in the local area;
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness);
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs; and
- Ensures that costs are appropriately shared by NALWDB American Job Centers Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received. This requires that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this one-stop operating budget the master budget that is necessary to maintain the NALWDB American Job Centers network. It includes the following cost categories, as required by WIOA and its implementing regulations:
- Infrastructure costs (also separately outlined in the Infrastructure Funding Agreement (IFA),
- Career services, and
- Shared services.

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

adjusted accordingly. The one-stop operating budget is expected to be transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately.

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

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

Northern Area Local
WORKFORCE
DEVELOPMENT
BOARD

Authority and Signature

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

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

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

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

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

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

The Infrastructure Funding Agreement (IFA) PY20/FY21

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

• In three years,

• Upon amendment, modification, or termination, or

• On June 30, 2023, whichever occurs earlier.

UNM-Los Alamos
Partner/Agency Name

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

Cynthia J. Rooney, Chancellor
Printed Name and Title

4000 University Drive Los Alamos, NM 87544   505-662-5919
Agency Contact Information

[signature]   2-25-21

NALWDB Board Chair Signature   Date

Joseph Weathers
NALWDB Chair Printed Name and Title

Northern Area Local Workforce Development Board
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(505) 986-0363 Mailing Address: 1000 Cordova Place PMB 810 Santa Fe, NM 87505