

**Annual Program Report
Cover Page**

Program Name:	ABQ-ALC Adult Education & High School Equivalency Program	
Institution or Organization:	Albuquerque Adult Learning Center, Inc.	
Address:	239 Elm St. NE	
City:	Albuquerque	
County:	Bernalillo	
Zip:	87102	
Main Phone:	(505) 907-9957	
Website:	www.abqalc.org	
Social Media:	https://www.facebook.com/abqalc	
	https://www.instagram.com/abqalc	
Workforce Region(s) Served:	Central Region	
New Mexico Counties Served:	Bernalillo, Sandoval, Torrance, & Valencia Counties	
Submission Date:	September 1, 2022	
Program Director, Manager, or Coordinator Name and Title:	Jamie Trujillo, Program Director	
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 Signature of the Chief Executive Officer or Designee

9/1/2022

 DATE

Gloria J. Rael, Executive Director

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 briefly. 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. You may reference AEFLA allowable activities from WIOA Sec. 203 (<https://wioaplans.ed.gov/node/37896>). Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.**

Founded in 2010, Albuquerque Adult Learning Center, Inc., hereafter ABQ-ALC, is a community-based organization with a mission *“to create and support thriving adults in a safe and communal environment through student-focused adult education and career services”*. ABQ-ALC serves a largely diverse population, 87% Persons of Color, 62% Women, and 81% low-income status. ABQ-ALC’s goals closely align with its **vision** *“to foster an individual’s desire for education, opportunity, and independence”*, with a negotiated enrollment of service to 250 or more participants from its combined Adult Education (169) and Literacy (80) Programs.

During Fiscal Year (FY) 2021-2022, this report will highlight ABQ-ALC’s High School Equivalency (HSE) Cohort by providing access to 169 (70.41%) of overall participants with FREE individualized synchronous, asynchronous, and hybrid instruction. Of this group, 83 or 49% served were between the age of 16-24, 85 aged between 25-55, and 1 or 1% aged 56. **Ninety nine percent (99%) of ABQ-ALC’s NRS fundable population served (12+ contact hours: 41% aged 16-24; 59% aged 25-55) during this reporting period entered below 9th grade levels with only one out of 111 students entering at level 5.** Most impressively, ABQ-ALC produced 23 High School Equivalency Credentials where 84% or 93 students entered below level 4, and 99.9% or 110 entered below level 5. This HSE cohort contributed 7,488 contact hours down 14.73% from 8,591 over the past year due to a slow recovery from the pandemic.

ABQ-ALC’s hybrid model is designed to support students aged 16+ and families with access to adult education programs including the following services allowable under the AEFLA allowable activities identified under WIOA section 203:

- Aligned Regional Consortium (ARC) Literacy: literacy instruction for adults at NRS Levels 1 and 2 **(0.99 - 3.99 Grade Level Equivalent)**
- Adult Education: levels 3 to 6 **(4.00 - 8.99 Grade Level Equivalent)**
- Family Literacy: literacy for adults, STEAM for the child/ren of enrolled parent(s), and Family Engagement activities for the entire family, see non-AEFLA activities provided under Section VI: Curriculum and Intensity, item 3, Family Literacy. **(all levels accepted)**
- Career Pathway services: individualized career pathways support including resume writing, job search, and post-secondary transition support. **(all levels accepted)**
- ESL services are still under development and will be fully implemented during FY2022-2023.

Of significance is **ABQ-ALC’s overall performance where all six of its required state benchmarks identified under Section II of this report were exceeded.** Overall, these programs create livable wages and self-sufficiency for participants including the entire family. While surpassing expectations demonstrates our ability to successfully serve low-level learners in accordance with AEFLA funding, this report attempts to capture the high level of instructional support provided to staff and students alike, program accountability with entrusted funding, and the potential for growth in the future with stabilization in the communities we serve.

- 2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. If you are a new Director, please consider including a summary of your personal goals and priorities as a leader.**

During our second quarter, October 2021, one of five instructors, Nadia Kader, transitioned into the role of Instructional Designer/Coordinator. This is a role that previously did not exist within our organization. Nadia’s key roles are to provide direct support to instructors regarding curriculum design and development; research,

design, and provide professional development to staff; recruit, train, and manage our volunteer tutor pool; and work directly with the Program Director with outreach and marketing activities. In addition, our Intake Coordinator/Instructor, Matt Edelen, transitioned from part-time direct instruction during the final quarter of the fiscal year, and into the role of Student Success Coordinator, where he will conduct all intakes and orientations; administer TABE pre-assessments; monitor and report on attendance progress; and enter and report on LACES data on a full-time basis during FY2022-23.

While there were no changes in target populations or goals during fiscal year 21-22, we do plan to serve ESL populations in fiscal year 2022-2023, with non-AEFLA leveraged funding. Our goal is to pilot and implement an ESL program to meet the need and requests for ESL services in the International District. We have committed non-AEFLA/IELCE funding for FY23 and will continue to identify community and/or grant support to meet the need and request for ESL services in this area where over 25% of this population need a High School Equivalency. This community is further impacted by an influx of immigration and refugees in need these services. Once we have fully implemented a new ESL program, we will explore IELCE funding to further support the state's performance goals.

3. How is your program continuing to respond to the changing pandemic landscape? Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How are challenges evolving? What is planned for the fall? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

The pandemic continued to present some impacts on our programs despite returning to in-person classes in August of 2021. ABQ-ALC responded to the City of Albuquerque's lessening of restrictions with a hybrid learning model. ABQ-ALC's programs reopened with a return to in-person, synchronous online, and asynchronous learning services. While not all programming resumed as in pre-pandemic times, our organization, and the communities served, demonstrated resilience and significant tenacity as demonstrated by our data and performance in this reporting period. Also notable is that most of our classes resumed at half the contact hours throughout the year as in prior pre-pandemic years due to transitioning concerns voiced by our students. The major challenge or hurdle our program had to address were site access restrictions for over 10 months at our main operating site where overall onboarding begins for each of our students. These restrictions included testing limits of no more than five students per morning and afternoon block from August 2022, which were not relaxed until May 2022.

Our goal in the fall is to increase capacity to pre-Covid-19 numbers of 317 just two years ago. As stated above, our services resumed with in-person services at most of our operating sites in August of 2021, with limited access to five registrants per morning or afternoon block at our main operating site due to the ongoing pandemic restrictions at this site. This site serves as a "distribution center" for the City of Albuquerque. Masks were required at this site until May 17, 2022, the end of our program year. Despite restrictions, ABQ-ALC was still able to slightly exceed its enrollment over the prior year. However, increased enrollment continues to be a target while working in unison with unforeseen issues culminating from the state's two-year closures. These include student attendance, attention span, and overall trauma associated with the imposed closures. ABQ-ALC intends on keeping digital literacy and distance learning best practices which served motivated students and proved beneficial to our overall outcomes during the past year. This year, the goal is to continue to collect data to best inform the pace at which we resume and/or grow our capacity to continue to support the state's targeted goals. Equally, we will continue to assess the degree to which online programming supports our students and how this can be expanded to further reach more students. The size of our program, site changes, low-level percentage entries, and funding limitations, all play into the level of dedicated support given to provide the greatest equity to our students. A case in point is the level of professional development provided to our instructors along with the equitable distribution of computers to all enrolled students during the pandemic to ensure access to digital literacy, testing, and online classes.

Additionally, ABQ-ALC's program goals identified below changed slightly with onboarding as one major focus in FY21-22 to better support students returning from asynchronous learning over the prior year. For example, two of three ABQ-ALC's targeted goals (enrollment and measurable skill gains) remained the same. Onboarding replaced our third goal with the full implementation of an IET with ABC NM during the prior FY 2020-2021. ABQ-ALC's focus on enrollment and measurable skill gain supports to our participants was enhanced with additional tweaking of our onboarding process. This third goal will continue to be carried into the next couple of

years to further document our data for steady progression toward persistence, retention, and overall greater performance outcomes.

4. **List and provide a *brief* description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A formal partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while informal partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.**

During the past year, ABQ-ALC, a community-based organization, has renewed and/or developed the following cooperative arrangements which include formal Memorandums of Understanding (MOU's).

Newly developed Formal MOU:

Crossroads for Women: Recovery, Vocational & Wraparound services

Formal MOU's (Renewals):

ARC Literacy: Literacy & Family Literacy

Bernalillo County: Family Literacy

City of Alb: Space at Operating Sites

First Nations: Health & Prevention Services

Goodwill: Employment assistance

International District Economic

Development Center (IDED): IET Referrals

UNM EOC: College admission support

WCCNM: MOU & IFA/WF field trips

Informal:

ABC NM: Dual IET Pre-Apprenticeship

Albuquerque Public Schools: Duranes Elementary site & Family Literacy Services

Central AE Providers: Cross Referrals

Informal/Pending: International District

(ID) Stabilization Collaborative: A consortium of direct service providers working collectively in support of ID residents & participant

Our community-based organization has a reputation for strong partnerships dating back to 2006. Each of the MOUs identified above are developed with the student in mind for continuous operations. The pandemic can be very disruptive to any adult education program including a small community-based organization like our non-profit; however, our established formal agreements with the City of Albuquerque (16+ years) continue to provide ABQ-ALC with dedicated space and critical health and social wraparound services. Enrolled students and their families directly benefit from our strategically embedded programming. Each of our renewed MOUs are mutually beneficial to our partners where coordinated services help us assist the City of Albuquerque and the Central Region, primarily Bernalillo County, to address unmet community education needs.

Our newly developed MOU with Crossroads for Women, effective May 2022, is a departure from a three-year lease at the City of Albuquerque's John Marshall Center to a formal partnership with no lease or fee for services requirement in exchange for FREE Adult Education services to Crossroads for Women participants. Crossroads for Women is an Albuquerque-based nonprofit organization that provides housing and therapeutic services to empower New Mexico women emerging from incarceration. The mission of Crossroads for Women is to provide comprehensive, integrated services to empower women emerging from incarceration to achieve safe, healthy, and fulfilling lives in the community, for themselves and their children. While we have served justice involved individuals in the past, this MOU arrangement will jointly support women with economic, housing, an array of support services that we would otherwise be unable to provide.

Renewed MOU literacy programs include Family Literacy, and an Aligned Regional Consortium Literacy Program, respectively made possible by funding Bernalillo County and NMHED State Literacy Program. The Integrated Education & Training "Pre-Apprenticeship" also continued with HSE cohort programming, less the dual instruction at our partner site, due to the pandemic and onsite restrictions to our students during this reporting period. Leveraging collaborative resources continues to be one of ABQ-ALC's greatest assets and supports community and persistence for those committing to our program offerings. For example, in the fall, we plan to develop and offer new Solar Industry IET services to our students through a collaboration with the International District Economic Development Center and Congressional Project Request Authorization funding.

Collaborative arrangements were greatly improved over the prior year with more referrals to Goodwill Industries and UNM Education Opportunity Center (EOC); however, we continued to use asynchronous/zoom meetings for such career pathway training during most of the year. This was made possible with the state's reopening

following COVID-19 closures and we anticipate even greater partner wraparound resource support in FY22-23. In terms of our Associated Builders and Contractors of New Mexico (ABCNM) IET partnership, the dual instruction did not continue due to the restrictions and funding which also did not continue in year two of this partnership; however, we streamlined the leveled instruction services in-house and were able to achieve great success with five HSE completers who were initially interested in the IET program. Additional follow-up support will be made to document successful referrals to ABCNM's Apprenticeship Program.

Section II. Core Indicators of Performance 2021-2022

Please enter the following information regarding core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

ABQ-ALC's Program Performance for FY2021-2022 is provided below:

Performance Measure	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022
Measurable Skill Gain (MSG)	37.1%	42.34%
Credential Attainment Rate	20.4%	20.7%
Employment (Second Quarter After Exit)	25%	64.36%
Employment (Fourth Quarter After Exit)	35.3%	35.92%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$4,385.70

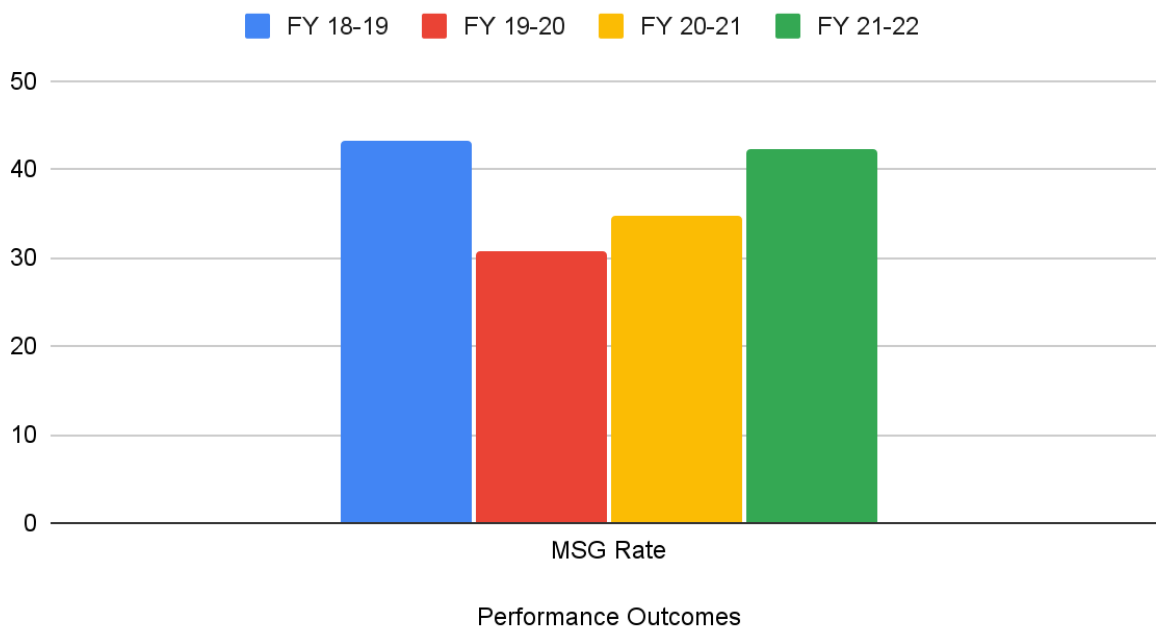
Section III. Evaluation of Program Effectiveness

1. Analyze how your program performed relative to the target levels of performance we negotiated with OCTAE (U.S. Department of Education, Office of Career, Technical, and Adult Education) See Section II above. For each performance indicator, indicate whether your program met, exceeded, or fell short of these negotiated target levels. Please reflect on the reasons and support your answer with data.

Of the five negotiated performance indicators above, ABQ-ALC exceeded all five; however, Measurable Skills Gains continue to be our central focus with 99% low-level entries versus HSE as follows as identified below:

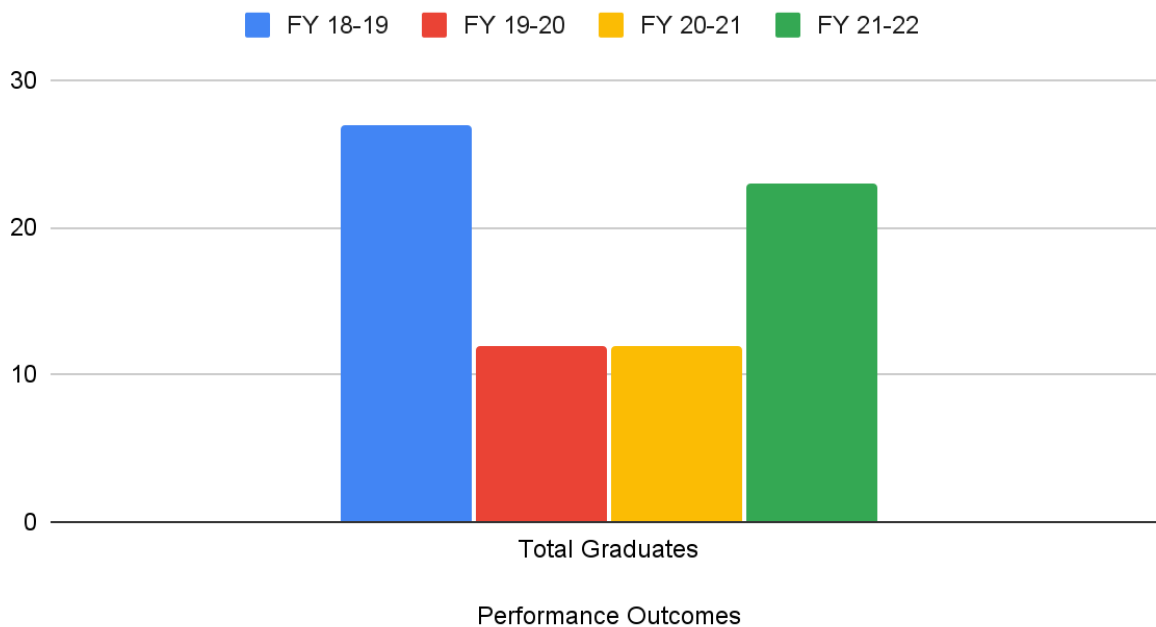
- 1) **Measurable Skills Gains (MSG)**: The 37.1% indicator was significantly exceeded with a 42.34%, 22% increase over the negotiated performance indicator.

MSG Rate



- 2) **Credential Attainment Rate:** ABQ-ALC slightly exceeded this rate by 20.70%; however, for our program this increase accounts for a 92% increase (12 to 23) in High School Equivalency (HSE) over the previous year. For example, 22 out of 23 HSE completers entered below 9th grade equivalency levels.

Graduates



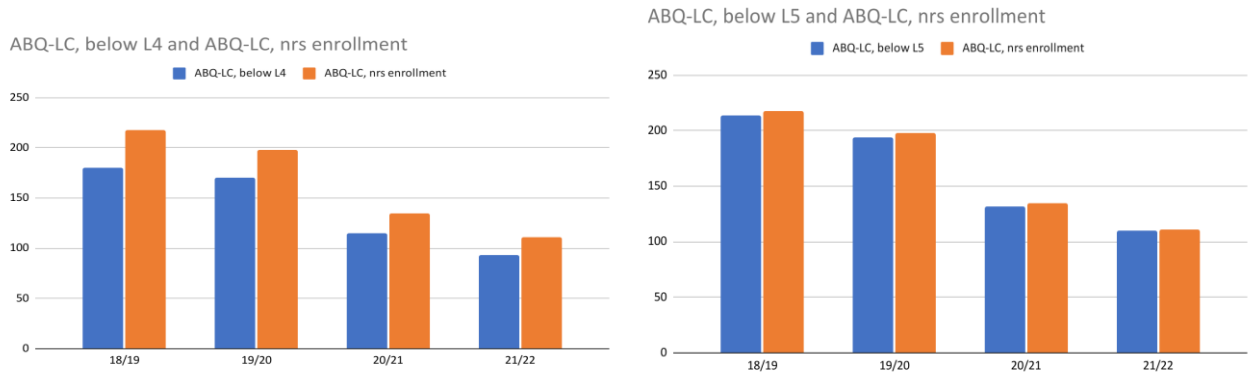
- 3) **Employment (after 2nd quarter after exit):** ABQ-ALC significantly exceeded the 25% indicator with a 64.36% rate or 257% of its target goal. For FY2020-2021, 31.95% of exited participants were employed 2nd quarter after exit as compared to 64.36% in FY2021-2022.
- 4) **Employment (after 4th quarter after exit):** ABQ-ALC slightly exceeded the 35.3% indicator with a 35.92% rate or 102% of its target goal. For FY2020-2021, 9.88% of exited participants were employed 4th quarter after exit as compared to 35.92% in FY2021-2022.

2. **For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?**

Non-Applicable; however, ABQ-ALC will continue to improve on several outcomes that only slightly exceeded expectations.

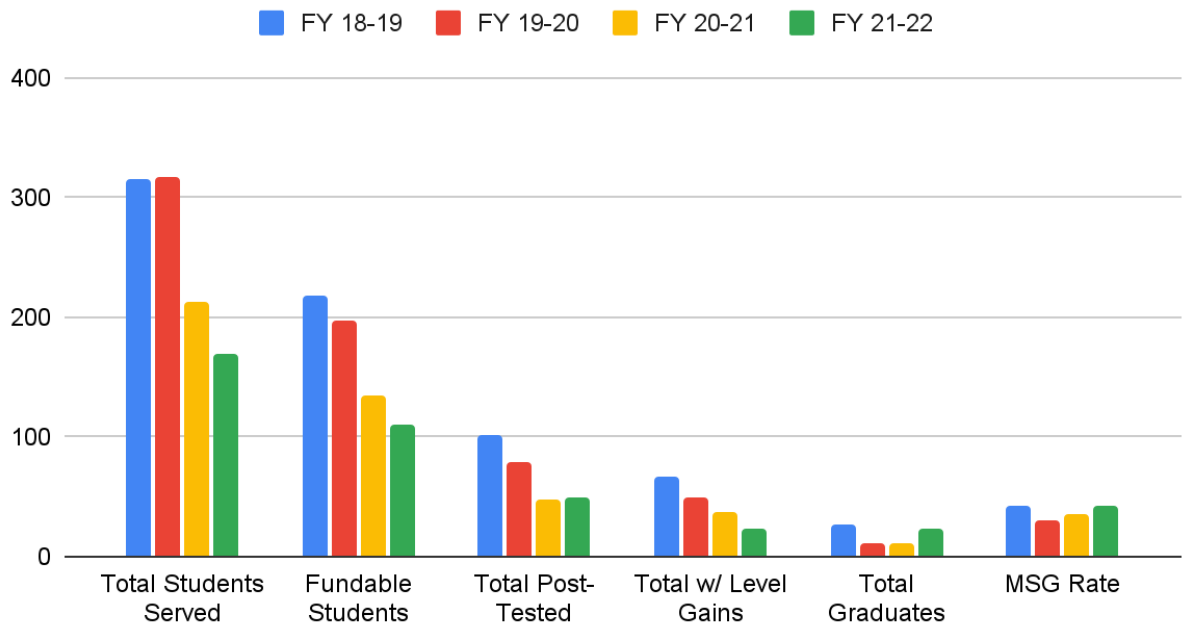
3. **Consider your performance data from the last and previous program years. What trends do you see?**

A significant trend we continue to see is the unprecedented high percentage of low-level learners our program continues to attract and serve. For example, our program has continued to serve an average of 84% enter below level 4 and 98% enter below level 5.



ABQ-ALC's performance comparison below provides a picture of our program stabilization efforts to work with our overall enrollment over the past fiscal year.

Performance Outcomes



The trends from previously targeted goals over the past four years focused on include increased enrollment, measurable skill gains, (MSG), and onboarding changes are as follows:

- **Enrollment:** ABQ-ALC's overall RFA goal is to serve 250 students per year. Regarding total students served including the Literacy cohort, we did see an upward trend with additional enrollment and stabilization over the pandemic. This increase reflects the first upward trend since Covid-19 closures and interest in resuming in-person learning.

Our AE/HSE Cohort total numbers served during this reporting period is 169 students, a decrease of 20% over the prior year (212), however, our new literacy cohort significantly increased 248% or 80 students overall (up from 23 during our first year). While we did see a 20.28% decrease in the total numbers served from FY 20-21 to FY 21-22, it is important to note that this is largely due to an increase in the proportion of students served in our literacy cohort. In prior years, including nearly half of FY 2020-2021, all students were served in mixed level classes and reported in our HSE LACES database. A new literacy funding source has allowed us to add a new class for those who test into NRS levels 1 and 2, now included in a separately reported cohort in LACES. These literacy level students are transitioned into our Pre-HSE/HSE cohort once they reach NRS level 3 or higher.

- **Measurable Skills Gains (MSG):** Overall, ABQ-ALC's MSG rates increased over the last fiscal year by 22%. ABQ-ALC attributes this incredible performance to a new team with one full year of dedicated professional development support throughout the year. Onsite pre- and post-testing restrictions continued; however, all staff supported post-testing with measurable increases in post-testing of 36% to 45% overall. Twenty-four (24) participants made at least one level gain. Twenty-three (23) students attained a High School Equivalency Credential where only one of 111 students entered above 6th grade-level. Of the 169 students served, 111 or 65.68% are fundable students (12+ contact hours), which decreased slightly (17.78%) from 135 in the prior year. ABQ-ALC attributes this decrease to a new onboarding process explained below.
- **Onboarding:** To address reduced enrollment and continue with upward momentum in this area, we have reclassified our intake coordinator's position from part-time to a full-time position. This full-time position is also designed to increase or at least maintain retention with follow-up measures required of students not reaching their eight (8) minimum instructional hours. Orientation decreases from five weeks to only 2-3 weeks will also increase access. Our instructional timeline changed and is identified under Section VI. Curriculum and Instruction. According to our LACES database, we are already experiencing an upward trend with 50% (56 of 111) of last year's NRS participants as of Term II (current fiscal year 2022-2023).

4. **Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific.* If you are a new Director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past practices to support continuous improvement. If you are an established Director, describe strategies you intend to use in the coming year to promote continuous improvement.**

ABQ-ALC understands the importance of program improvement in all aspects of its operations. As a small nonprofit organization under the state of New Mexico’s funding formula, it recognizes the need to improve from year to year. As such, ABQ-ALC is therefore in the constant process of program evaluation and improvement through its regular in-house “End-Of-Term meetings every six weeks and two annual training sessions, one held in July at the start of our fiscal year and the other in January at mid-year. This semi-annual professional development led by Jamie Trujillo, Program Director, and a Strategic Planning Session led by Gloria Rael, Executive Director, (full Board of Director participation), further informs staff’s needs and the organization’s overall plans for growth. Our “Strategic Direction” sessions include comparative data in all program indicators including our state core indicators. The purpose is to engage our team in strategy for the new fiscal year with the semi-annual training in January serving as a mechanism for change if needed in any of our program service sites, methods, training, and/or other student support services.

In terms of the communities we serve, which are largely in some of the most underserved populations in the Albuquerque metro area, we understand the complexities in delivering High School Equivalency Credentials and Post-Secondary Education when **over the past five years 96% of our total fundable students served entered below 6th grade equivalency levels.** For example, this past year **only one of 169 participants entered above 9th grade equivalency levels.** To address HSE and/or PSE, we are in constant dialogue with our partners and stakeholders to convey what we are experiencing in the communities we serve. Our Executive Director meets regularly with Bernalillo County’s Outreach Coordinator, makes connections with City Officials, County Commissioners, State Representatives, and even Senators at evening and/or weekend community events. Additionally, grant projects and grants offer ABQ-ALC an opportunity to identify the community need, issues, and/or opportunities to further impact the community through its array of adult education programs. ABQ-ALC’s partners and stakeholders support continuous program improvement by supporting pilot projects, program supportive strategies including cross-referrals and shared space with communities in need to extend services to additional participants. For example, our new partnership with Crossroads for Women will save over \$5,000 in FY23 while providing a new cohort of women in need of our literacy and HSE services. This partner addresses recovery, trauma, and many other barriers that we alone could not offer without additional travel and/or referrals that may or may not be sought out by our participants. Lastly, we often find innovative projects to support staff salaries and/or professional development opportunities including free workshops, webinars, and other wraparound services for our participants.

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. Fill out the chart for common career and training services applicable to AEFLA programs.**
For definitions of career and training services, how to calculate these costs, and other guidance, please read the appendix to this report template. Do not fill this out without reading the entire appendix.

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs	Total FEDERAL FUNDS Expenditure for This Service, Excluding Administrative Costs, for Program Year 2021-2022

Outreach, intake, and orientation information	Career Service	169	\$0	\$0
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	169	\$0	\$0
Referrals to and coordination of activities with other programs and services.	Career Service	5	\$44	\$220
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	0	\$0	\$0
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service	124	\$15.48	\$1,920
Integrated Education and Training (IET) programs	Training Service	5	\$432	\$2,160
Grand Totals:			\$491.48	\$4,300

- 2. In addition to the New Mexico State Combined Plan (link provided earlier, in Section I), each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards> Aside from the general fact of providing Adult Education services to people with barriers to employment, how is your program specifically working to serve the unique regional needs and priorities identified in the Local Plan?**

Though we no longer have a clearly defined IET partnership with the Associated Builders and Contractors of NM (ABC NM), we still maintain a cross-referral system where they refer potential apprentices to our program for HSE completion, and we in turn refer graduates to their program for potential employment and/or apprenticeship programs.

The Workforce Connection of Central NM (WCCNM) continues to host field trips for ABQ-ALC students where they provide information on all available services and allow students to tour the facility.

Additionally, the program director and instructional designer/coordinator participated in an informational fair hosted by WCCNM to provide information to and receive information from community partners including health providers, other education providers, and employers.

3. Describe specific activities and strategies your organization has implemented to partner with the LWDB(s) and your local One Stop staff / operators, including working to promote co-enrollment and braided funding. What's working well? What are your biggest challenges?

In FY 2021-2022, the Program Director participated in the Partnerships Technical Assistance/ Coaching (TAC) group for the statewide Career Pathways Initiative, which included meetings with Department of Workforce Solutions staff from both the Central and Northern region.

In addition, program leadership attended quarterly regional meetings hosted by the WCCNM. We have yet to present during one of these meetings, but we do plan to do so in the future. As mentioned above, the program director and instructional designer/coordinator participated in an informational fair hosted by WCCNM. This was well attended, and staff were able to make several connections with community partners for volunteer and student referrals.

Some of the main challenges ABQ-ALC has faced over the prior year include lack of central region recognition of Adult Education Providers despite WIOA AE and IET partnerships as MOU agreements and partnerships under the IFA agreement. Additionally, communications and/or invitations to partner meetings or events are often on the week of, or days prior to, the workforce event. For example, tabling events have left little time to plan and designate time to participate actively with the Workforce Connection of Central New Mexico (WCCNM). Lastly, funding for Integrated Education and Training (IET) Programs have not been fully supported and are furthermore inadequate for a program our size; however, this is largely a career pathway service which supports WIOA activities. We see opportunities to partner with the Central Region Workforce Board to provide additional instructors and/or opportunities to dislocated workers and those that have never entered these programs. Given the COVID-19 closures and hybrid learning experiences Adult Educators have overcome, if not increase enrollment, during the past two years, ABQ-ALC feels confident in its own ability to rebound and return to pre-pandemic numbers. With WIOA support, ABQ-ALC envisions full partner engagement and notable performance outcomes particularly with Measurable Skills Gains (MSG) rates.

4. 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. If you do not have an MOU and/or an IFA, please inform us of any efforts or discussions toward MOUs and IFAs in your local area.

The most current MOU and IFA are attached.

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 2021-2022 program year.

- 1. Briefly report on your program's level of engagement and activities related to the third and final year of the state-sponsored "Career Pathway Initiative." Describe how your program continued to develop its career pathways-oriented service delivery model this year as part of its global continuous improvement efforts. Any significant changes or challenges?**

ABQ-ALC was highly participatory in Year 3 of the Career Pathway Initiative. We continued to offer the Career Pathways Google Classroom (developed in Year 2) to our students and instructors as supplemental support for individual students and groups in the classroom. In addition, two of our staff not only participated in, but served as facilitators for different Technical Assistance/Coaching (TAC) groups. Our Program Director, Jamie Trujillo, served as the facilitator for the Partnerships TAC group, and Nadia Kader, Instructional Design Coordinator, served as the facilitator for the Contextualized Instruction TAC group. At the end of the year, they both presented on the work of our TAC groups and shared the resources that were collected, including a Google Drive folder for the entire state to utilize regarding different partnerships.

Within the organization, ABQ-ALC continues to train staff on career pathways contextualized curriculum. We also continue to offer transition support on an as needed basis to individual students. During the 2021-2022 fiscal year, staff facilitated career pathways workshops at the end of every six-week term. These workshops included topics such as resume writing/revising, entrepreneurship, job/post-secondary education research, to name a few. These workshops were offered in-person, online, and as a hybrid format with morning and evening options. We are exploring additional transition support service options to attract more participants in the upcoming fiscal year.

- 2. To what degree is career planning and advising structurally built into your Adult Education program at this point, for the students who want and need it? Be specific.**

Career planning and advising is offered to students right from the point of intake. During onboarding, students are taught how to set SMARTER goals, including career goals. These goals are then shared with their instructors upon enrollment in a class. As mentioned above, we provided optional career pathways workshops throughout the year for all interested students. We also conducted field trips to various post-secondary and business locations, such as the Workforce Connections building, the FUSE Makerspace, Build with Robots (a local IT company), the Associated Builders and Contractors of NM building, etc.

In the classroom, instructors provide individualized resume writing support as well as entrepreneurship support upon request. Students also have a Learning and Career Plan form that they fill out and review with their instructors at the end of every term. Instructors meet with students one-on-one to discuss academic progress and progress toward stated goals. These goals may be career oriented. Instructors are encouraged to report and share their employment/transitional support during end-of-term meetings which we attribute to our quarterly employment indicators. Finally, we have a partnership with the University of New Mexico's Educational Opportunity Center (EOC). This department works one-on-one with our students who are close to program completion and provides free FAFSA and admissions applications assistance. This occurs throughout the fiscal year.

3. Did your program offer any Integrated Education and Training (IET) programs this year?

If yes, please provide an Appendix to your report with the following information:

- i. A full list of all IET programs offered in the reporting year period.**
- ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINC checklist:**

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

No, ABQ-ALC did not offer IET programs due to the pandemic closures which restricted dual instruction as well as due to lack of funding.

4. If your program does not currently offer any IET programs to AE students but has plans to develop new IET programming, or if it is working in partnership with another organization or entity to develop such programs, please describe the nature and status of the effort(s) here.

While we previously had a formal onsite IET program with the Associated Builders and Contractors of New Mexico (ABCNM), this was discontinued in FY 2021-2022 due to lack of funding to support the partnership. As a result, our partnership has changed from an onsite formal IET program to a referral program where ABCNM continues to refer potential apprentices to our program so that they can earn their HSE credential and then transition to their apprenticeship program. In turn, we refer any interested graduates to their apprenticeship program as well as employment referrals to their member employers.

Section VI. Curriculum and Instruction

1. Please describe your program's orientation and onboarding process.

As in prior years, intake and registration was conducted online throughout the entire year. In FY 2021-2022, our onboarding process (activities conducted after registration) was significantly expanded to include 6 weeks of activities:

- During weeks 1-2, students completed a TABE pre-assessment
- During week 3, students completed 8 hours of digital literacy instruction (4 hours synchronous and 4 hours asynchronous)
- During weeks 4-5, students completed 16 hours of orientation (8 hours synchronous and 8 hours asynchronous).
- During week 6, new students are invited to class potlucks and field trips so that they can meet their instructors and fellow students in an informal, non-academic setting.

This was intended to ensure that incoming students are prepared to complete the minimum of 8 hours necessary per week of instruction once they enroll in a class. Additionally, students covered more topics during orientation (i.e. time management) that weren't previously covered. For FY 2022-2023, our Student Success Coordinator has adjusted the onboarding process to include an introduction meeting before TABE pre-assessment. The intent is to put students at ease with the

TABE test before asking them to sit for a 3+ hour assessment. We expect that this will reduce the number of students who drop before completing 12 instructional hours.

2. Describe how your program's schedule and components promote adequate intensity and frequency of instruction in order to support participants' achievement of substantial learning gains.

During FY 2021-2022, ABQ-ALC resumed in-person offerings starting in August of 2021. We offered sufficient instructional intensity as we had in our online classes in FY 2020-2021. In addition, we required 4 hours of in-person instruction and 4 hours of required asynchronous instructional time for a total requirement of 8 hours per week. This resulted in an increase in our overall MSG rate over the prior year (from 34.81% to 43.34%). Students were provided with an option to choose their class cohorts based on their scheduling needs. The four available options included morning, evening, and fully asynchronous, online schedules. ABQ-ALC continued as usual, separating its fiscal year into eight 6-week terms. Given the 8-hour per week instructional requirement, students were expected to reach 40 instructional hours and complete a post-test at least once per term. Post-testing was conducted onsite and virtually by each instructor. Each instructor is certified to proctor the TABE 11/12 exam. In addition, our intake coordinator, who is also TABE certified, assisted with proctoring TABE post-tests. Attendance data was entered and informed staff of students potentially ready to take a post-test on a weekly basis. Instructors utilized TABE score reports to inform instructional next-steps and to gauge student readiness for the GED® or Hi-SET tests.

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

- **Volunteer Training**

ABQ-ALC has implemented a revamped volunteer tutor training program to train volunteer tutors to support our students who need additional help in academic subjects. Our tutor training focuses on onboarding tutors (who are mostly retired K-12 teachers) to be prepared for working with adult learners. The modules cover an introduction to the ABQ-ALC, how to keep learners motivated, growth mindset, meeting with students, FERPA, how to read a TABE report, and technology learners use (Khan academy & Google Meet). Our goal for FY 2021-2022 was to recruit and train five (5) new volunteers from January to June. As of June 30, 2022, we recruited and trained three (3), or 60% of our targeted goal.

- **Career Pathways Projects**

ABQ-ALC created a self-paced Google Classroom course on career exploration focusing on researching different career tracks, creating career/college goals, applying for a business license, and how to keep track of jobs applied to. Three students piloted the classroom and gave critical feedback. We are in the process of revamping this classroom to better suit students' needs and address the need for staff support when students are participating in the classroom.

In addition to the Google Classroom, ABQ-ALC staff provided hours at the end of every term to facilitate two workshops for any students interested in attending. One workshop was

always resume building, the second rotated between how to job search online, Entrepreneurship, and Digital Literacy.

- **Career navigation services/referrals:**

ABQ-ALC maintains partnerships with Goodwill Industries for individual career placement and our local One-Stop Center (WCCNM), including referrals and field trips as identified above. Instructors also share information provided by a volunteer community navigator/client advocate, including local career fairs, health resources, housing, laundry services, etc.

- **Focused Learning Field Trips:** We have also conducted field trips for students to learn more about different career pathways including STEMulus center, Build with Robots, ABC contractors and the Workforce Development Center.

- **Technology & Equity:** ABQ-ALC's use of technology included asynchronous/distance learning as well as digital literacy for those who could attend in person. Distance Learning levels the adult learning arena for those who can access computers. In FY 2021-2022, 32 NRS fundable students completed distance learning hours, and all 169 students served were provided with digital literacy instruction during onboarding. In order to provide equity wherever possible, our executive director leveraged funding for the implementation of a Hybrid Learning Program in FY 2022-2023. This funding is capital outlay to further support direct service providers in the International District with additional computers, software, and connectivity through the development of satellites that will be supported with our tutor program developed by our Instructional Designer/Coordinator.

- **Family Literacy* (see below for WIOA definition and use of non-AEFLA funding:**

With multi-year funding leveraged from Bernalillo County, Albuquerque Adult Learning Center's family literacy program involves a three-pronged approach: (1) Adult Education for parents of the Duranes Elementary "Community Schools Partnership" in conjunction with Albuquerque Public Schools; (2) Science, Technology, Engineering, Art, and Mathematics (STEAM) services for children and adults, which also supports state career pathway efforts; (3) family engagement in educational / developmental activities offering physical indoor/outdoor problem solving fun.

This project was significantly interrupted with the onset of the global COVID pandemic, which blocked or severely restricted access to our designated APS community schools partner. When services were subsequently moved to a community center offering low capacity (but still much less restricted) access, this made all the difference in terms of numbers. ABQ-ALC will begin its final project grant year in September, which we hope to both renew in the form of a new grant and to replicate the service model in other underserved districts down the road.

ABQ-ALC's family literacy program is one of several ways this AEFLA-funded nonprofit has taken a systematic, multigenerational, and community/grassroots-driven approach to addressing statewide and community-specific low literacy + equity and social justice challenges. Our approach focuses on a population known to have low secondary graduation rates and offers a series of opportunities across generations to improve occupational opportunities, civic engagement, and children's educational outcomes. ABQ-ALC's overall outcomes for this reporting period were provided by Pivot Evaluation, Inc., (another leveraged resource) as follows:

Adult participants included 21 individuals. Four individuals had a 6-month lapse in participation and were considered inactive. One student HSE graduate, leaving 16 adults to

continue their diploma studies. While 25 children began the youth programming, an additional 28 joined when the activities moved to the community center.

Program	Participant Type	20-21 Family Number	21-22 Family Number
Adult Ed Svcs/Diploma Preparation	Adults	20	21 (21 started program, 4 left, one HSE=16 total)
(STEAM) Educational Enrichment)	Children	15 (plus 15 adults)	43 (plus 10 adults)
Family Engagement Activites	Families	4	4 Adults 28 Children

WIOA Section 203(9) defines family literacy activities as "activities of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family that better enable parents or family members to support their children's learning needs." Programs are encouraged to integrate the four key components of family literacy: Early Childhood Education / School; Adult Education and Literacy; Interactive Literacy Activities; and Parent Education. With respect to providing family literacy activities with AEFLA funds, ABQ-ALC has coordinated with local partner programs and services that are **not assisted with AEFLA funds **and funding for this program are strictly non-AEFLA funds** used for components of family literacy programs involving participants (e.g. children) **who are not AEFLA-eligible adults**.*

4. Describe how your program aligns instruction to the CCRS. Please include information on required curriculum and resources available to support instruction and the implementation of CCRS.

ABQ-ALC's lesson plan template requires that instructors reference the College and Career Readiness Standards of Adult Education (CCRS). In addition, professional development is being created that will teach instructors how to contextualize their lessons to career pathways. All instructors are given the autonomy to choose their own instructional materials for their lessons. Regardless of the textbook, learning software, or lesson resource however, the instructor must be able to demonstrate that each lesson has a career pathways component. Doing so ensures not only that students "begin with the end in mind," but that the content is relevant and applicable to their lives. This method of instruction will be utilized for literacy students as well as higher level learners. We also recommend that learning resources have differentiated instruction options and multimodal forms of delivery. For example, Khan Academy, Essential Education, YouTube, and Google Classroom are all learning tools that are used both in the classroom and at a distance for every level of learner and can be contextualized to career pathways.

5. How do you incorporate the essential components of reading instruction into your program?

ABQ-ALC closely aligns reading instruction with research from Center for Applied Linguistics, National Center for Family Literacy, and National Institute for Literacy, who respectively support in-house developed curricula that integrates culturally responsive instructional practices. One main role of the Instructional Designer/Coordinator is to research and train instructors on how to apply research-based instructional practices within the ABQ-ALC context, which continues to be an integral component of ABQ-ALC culture. Staff continue to be trained on brain-based learning theory and techniques learned in the *Training from the Back of the Room* (Bowman, 2009) statewide training that occurred in 2018 and 2019. ABQ-ALC also continues to use curriculum materials from Mockingbird Education, which uses cognitive instructional design, behavioral psychology, and social psychology at its core for all training and teaching resources. Finally, in FY 2021-2022, four ABQ-ALC staff participated in the intensive, 9-month STAR Reading training, which focused on intermediate level readers.

These resources have elevated teachers' thinking for applying formative strategies on reading efficacy, most notably, on ways to explicitly teach participants to self-assess reading proficiency in other academic subjects (math, writing) for test preparation and level gains in every subject area.

6. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.

The theoretical frameworks that have informed our in-house professional development are andragogy and constructivism. The in-house professional development was designed with the understanding that adult education instructors and staff need professional development that is:

- 1) Relevant to their jobs, and
- 2) Situations where they can bring their experience to the discussion. We do not quiz our staff on these concepts but ask them to contextualize them to what they practice in the classroom.

The four main components of the PD classroom are:

Historical foundations of adult ed: How Myles Horton, Paulo Freire, and Malcolm Knowles work influenced and structured the current state of adult education

Tying Theory to Practice: Pedagogy, Andragogy, Experiential Learning, Constructivism, Connectivism, and Maslow's Hierarchy of Needs

Best practices in instructional delivery: Bloom's Taxonomy & Webb's Depth of Knowledge, learning goals and objectives, lesson planning, and backwards design

State and federal recommendations via the New Mexico Hire Handbook: WIOA, CCRS, Career Pathways initiatives, and Contextualized Instruction

One example of connecting a historical figure's work with present practice: Instructors read an excerpt from *Pedagogy of the Oppressed* and answer a reflective question asking what they learned about systematic oppression and how we can prevent a 'banking model' in our own program. From tying theory to practice: After reviewing information on pedagogy and andragogy, What are some assumptions that adult education staff make about adult ed students? What are some

assumptions that you made about adult ed students? How can we implement what we know about pedagogy and andragogy into our instructional delivery to better support our students?
From Best practices: Choose one HSE or literacy learning activity. Using Webb's Depth of Knowledge question stems, challenge the activity with different DOK levels. From State and federal recommendations: What are some requirements of Career Pathways in New Mexico? How do you address Career Pathways in your role? What can we do as an organization to address Career Pathways needs of our students?

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

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

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

1. Please indicate the number of IELCE students (12+ hours) served: N/A

0

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. N/A
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. N/A
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 WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals. N/A
5. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible. N/A

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

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

(If your program did not provide these types of services in 2021-2022, just indicate N/A).

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

N/A

2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.

N/A

3. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

N/A

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 2021-2022. Please fill out all of the information requested.

Last Name	First Name	Position		Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Edelen	Matthew	Intake Coordinator/ Instructor		Full Time	HS	3	Teachers' Institute PD In-House Training COABE Conference Annual Conference	10/1/21 1/4-7/21 4/11-13/21 5/26-27/21	Virtual Albuquerque Seattle, WA Albuquerque
Enka	Samuel	Instructor		Full Time	BA	3	Teachers' Institute PD In-House Training COABE Conference Annual Conference	10/1/21 1/4-7/21 4/11-13/21 5/26-27/21	Virtual Albuquerque Seattle, WA Albuquerque
Kader	Nadia	Instructor/Instructional Designer/Coordinator		Full Time	MA	5	Teachers' Institute PD In-House Training COABE Conference Annual Conference	10/1/21 1/4-7/21 4/11-13/21 5/26-27/21	Virtual Albuquerque Seattle, WA Albuquerque
Phillips	Karina	Instructor		Full Time	BA	11	Teachers' Institute PD In-House Training COABE Conference Annual Conference	10/1/21 1/4-7/21 4/11-13/21 5/26-27/21	Virtual Albuquerque Seattle, WA Albuquerque
Rael	Gloria	Executive Director		Full Time	MPA	16	Teachers' Institute PD In-House Training Annual Conference	10/1/21 1/4-7/21 5/26-27/21	Virtual Albuquerque Albuquerque
Trujillo	Jamie	Program Director		Full Time	MS	17	Teachers' Institute PD In-House Training	10/1/21 1/4-7/21	Virtual Albuquerque

							COABE Conference Annual Conference	4/11-13/21 5/26-27/21	Seattle, WA Albuquerque
Villarreal	Raul	Instructor		Part-Time	JD	8	Teachers' Institute PD In-House Training Annual Conference	10/1/21 1/4-7/21 5/26-27/21	Virtual Albuquerque Albuquerque

X. Fiscal Survey

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

1. Please provide the total amount from Section IV of the amount of FEDERAL FUNDS used during the 2021-2022 fiscal year to provide Career Services Costs.

\$4,300

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well.

\$205.56

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
300	\$35.00	\$10,500

4. Please indicate FY 2021-2022 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

5. Please indicate FY 2021-2022 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
58	\$35.00	\$2,030

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

\$0

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

\$0

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

\$0

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
815	\$6	\$4,890
858	\$6	\$5,148
1,233	\$6	\$7,398
707	\$6	\$4,242

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2021-2022.

Source	Amount
Bernalillo County	\$39,548
City of Albuquerque (American Recovery Grant)	\$10,000
Nusenda Foundation (Community Rewards Grant)	\$3,000
Rotary Foundation (Contract Services)	\$2,100
New Mexico Oil & Gas	\$5,000
PNM Resources (Reduce Your Use Grant)	\$5,000

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2021-2022 fiscal year.

\$0.00

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	\$0.00

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, 2022.

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). For this report, *we ask you to calculate these costs only for Program Year 2020-2021* (not for the three preceding program years, as specified by WIOA).

Please do your best to calculate these expenditures faithfully; we appreciate your efforts. *Last year, some programs did not calculate these numbers very accurately or according to our guidance, leading to numerous data reporting problems on our end.* This year, we have provided in Section IV a table that you can use to more accurately calculate your expenditures. Please take note of the following additional guidance, and let us know if you have any questions.

- Because of the nature of career services (see the table in Section IV for a list of all of them) *all or nearly all* of the students in your programs receive many of the services listed as “career services” (e.g., orientation, initial assessment).
- You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you *do not need to report them in Section IV.*
- Do not include any administrative costs in your report.
- Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these activities are not included in the career and training services report.
- If your program utilizes AEFLA federal funds to provide an IET program, **only the training component** would be categorized as a training service and should be included in the cost calculation of training 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>

Please email Amber.Rodriguez@state.nm.us (and cc: Katya.Backhaus@state.nm.us) if you have any questions as you prepare this report.

See backup tables below.

Student:

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

Select Reporting
System:

NRS FY 21-22

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

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	1	2	0	0	1	2	4	20	0	0	1	4	0	0	35
ABE Level 3	3	7	0	1	1	2	12	25	0	0	4	2	0	1	58
ABE Level 4	0	0	0	0	1	0	7	6	0	0	1	2	0	0	17
ABE Level 5	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	9	0	1	3	4	24	51	0	0	6	8	0	1	111

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

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

Select Reporting

NRS FY 21-22 ▼

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

System:

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	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)
16-18	1	0	0	0	1	0	9	3	0	0	3	2	0	0	19
19-24	1	1	0	0	0	0	8	14	0	0	1	1	0	1	27
25-44	2	7	0	1	2	1	5	31	0	0	1	4	0	0	54
45-54	0	1	0	0	0	2	2	3	0	0	1	1	0	0	10
55-59	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	9	0	1	3	4	24	51	0	0	6	8	0	1	111

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

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

Select Reporting

NRS FY 21-22 ▼

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

System:

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	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)
16-18	1	0	0	0	2	1	7	3	0	0	1	2	0	0	17
19-24	0	1	0	0	1	1	11	7	0	0	0	2	0	1	24
25-44	2	2	0	0	0	2	3	8	0	0	0	2	0	0	19
45-54	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
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	0	0	0	0	0	0	0	0
Total	3	3	0	0	3	4	21	18	0	0	2	6	0	1	61

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

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

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

Ethnicity/Race: See Table 1

NRS Table 3: Participants by Program Type and Age

Select Reporting

NRS FY 21-22 ▼

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

System:

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**	18	27	54	10	1	0	110
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	1	0	0	0	0	0	1
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	0	0	0	0	0
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	19	27	54	10	1	0	111

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

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

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

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

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

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

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

Select Reporting System:

▼

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

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

[illegible]

ABE Level 2	35	0	1831.75	9	2	0	14	10	31.43	35	9	2	0	31.43
ABE Level 3	58	0	4464.5	14	10	0	11	23	41.38	58	14	10	0	41.38
ABE Level 4	17	0	1203.5	1	10	0	2	4	64.71	17	1	10	0	64.71
ABE Level 5	1	0	24	0	1	0	0	0	100	1	0	1	0	100
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	111	0	7523.75	24	23	0	27	37	42.34	111	24	23	0	42.34
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	111	0	7523.75	24	23	0	27	37	42.34	111	24	23	0	42.34

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

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

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

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 Total	0	0	0	0	0	0	0	0	0
Grand Total	30	21	70	13	43.33	0	0	0	0

Instructions for Completing Table 4A

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

NRS Table 4B

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

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	13	1181.5	9	1	3	69.23
ABE Level 3	28	3231	17	3	8	60.71
ABE Level 4	9	969.75	4	1	4	44.44
ABE Level 5	0	0	0	0	0	0
ABE Total	50	5382.25	30	5	15	60
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0
Total	50	5382.25	30	5	15	60

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

- Column B is the number of participants who have received a pretest and posttest.
- Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula: $G = \text{Column D} / \text{Column B}$

Select Reporting System:

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

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

[illegible]

ABE Level 2	9	0	318	3	0	0	5	1	33.33	9	3	0	0	33.33
ABE Level 3	18	0	1194.5	6	4	0	5	3	55.56	18	6	4	0	55.56
ABE Level 4	4	0	174.25	1	3	0	0	0	100	4	1	3	0	100
ABE Level 5	1	0	24	0	1	0	0	0	100	1	0	1	0	100
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	32	0	1710.75	10	8	0	10	4	56.25	32	10	8	0	56.25
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	32	0	1710.75	10	8	0	10	4	56.25	32	10	8	0	56.25

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

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

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

NRS Table 5

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

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 *	100	65	65	101	65	64.36
Employment Fourth Quarter after exit *	141	51	36.17	142	51	35.92
Median Earnings Second Quarter after exit **	65	4385.7		65	4385.7	
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	1	50	2	1	50
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0

Attained any credential (unduplicated) *****	2	1	50	2	1	50
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Instructions for Completing Table 5

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

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

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

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

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

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

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

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

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

NRS Table 5A

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

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	99	64	64.65	100	64	64
Employment Fourth Quarter after exit	65	34	52.31	65	34	52.31
Median Earnings Second Quarter after exit	64	4377.81		64	4377.81	
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
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Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

NRS Table 6: Participant Status and Program Enrollment

Select Reporting

NRS FY 21-22

Agency:

Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

System:

Participant Status on Entry into the Program (A)	Number (B)	
Employed	56	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	31	
Not in the Labor Force	24	
TOTAL	111	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	1
Grades 1-5	1	0
Grades 6-8	17	2
Grades 9-12 (no diploma)	88	0
Secondary School Diploma or alternate credential	0	2
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	0	0
Postsecondary or professional degree	0	0
Unknown	0	0
TOTAL (both US Based and Non-US Based)	111	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	0	
In Community Correctional Program	0	
In Other Institutional Setting	0	
TOTAL Institutional	0	

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

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

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

Employment Status definitions:

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

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

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

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

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

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

Select Reporting

NRS FY 21-22 ▼

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

System:

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

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

NRS Table 9

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

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

Voted or Registered to Vote	0	0	0	
Increased Involvement in Community Activities	0	0	0	

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting

NRS FY 21-22 ▼

Agency:

Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

System:

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

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

NRS Table 11

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Employment 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 11

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

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

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

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

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

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

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

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

Select Reporting System:

▼

System:

[illegible]

NRS Table 14: Local Grantees by Funding Source

Select Reporting

Agency: Albuquerque Adult Learning Center, Inc. (ABQ-ALC)

System:

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

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

Instructions for Completing Table 14

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

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.

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

*** Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

WCCNM One-Stop Operating Budget Infrastructure Funding Agreement

Albuquerque Adult Learning Center, Inc.



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

WCCNM ONE-STOP OPERATING BUDGET

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

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

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

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

Infrastructure / Facilities Cost

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

Additional Costs (allocated to participating partners)

Shared Costs:

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

Career Services Costs:

Welcome Desk Support

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

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

PY22 Bernalillo County – Operating Budget – Attachment A (PY22 – July 2022 thru June 2023)

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

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

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

Albuquerque Adult Learning Center, Inc.

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

These services are utilized in direct benefit of the Albuquerque Adult Learning Center, Inc. clients and costs are allocated using the method described below. The potential number of Albuquerque Adult Learning Center, Inc. clients is based on the number of Albuquerque Adult Learning Center, Inc. clients designated as job-ready for the prior fiscal year.

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

The following table provides IFA costs and other relevant information for PY22 – Period July 2022 thru June 2023.

Total Individuals Served at the WCCNM Comprehensive One-Stop	Total Infrastructure PY22 Estimated Costs:	Albuquerque Adult Learning Center, Inc.
16,816	\$ 352,080.00	
	Albuquerque Adult Learning Center, Inc. Clients (Annual)	23
	Percentage of total clients served	0.1368%
	Allocated Infrastructure Costs	\$ 481.56
	Albuquerque Adult Learning Center, Inc. Annual Budget	\$ 451,512.00
	1.5% Limit	\$6,772.68
	Proposed Contribution	\$ 481.56

Memorandum of Understanding (MOU)

Between

Workforce Connection of Central New Mexico (WCCNM)

And

New Mexico Workforce Connection (American Job Centers)

Partners

July 1, 2020 – June 30, 2023



New Mexico
Workforce Connection

A Proud Partner of the American Job Center Network

LEGAL AUTHORITY

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

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

PURPOSE

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

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

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

Vision

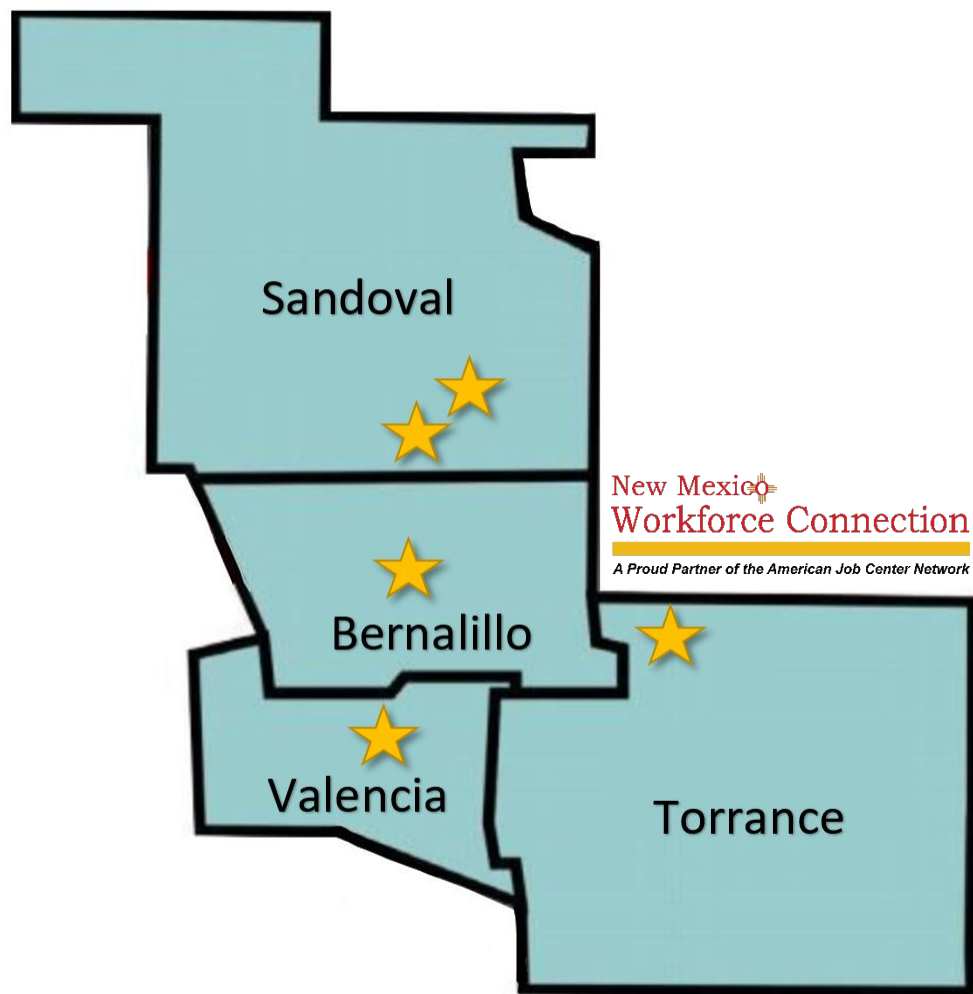
A strong economic environment, growing industries, highly competitive and profitable businesses, skilled and productive workers and growing, thriving communities.

Mission

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

SYSTEM STRUCTURE

WCCNM New Mexico Workforce Connection Centers (American Job Centers)



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

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

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

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

WCCNM PARTNERS

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

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

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

Required External Partners

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

Additional external community partners

- Innovate+Educate
- NMCAN
- HopeWorks LLC

TERMS AND CONDITIONS

Services

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

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

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

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

Roles Responsibilities

All Parties to this agreement shall comply with:

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

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

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

Additionally, all Parties shall:

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

Chief Elected Official (CEO)

The CEO's for the WCCNM will:

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

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

Workforce Connection of Central New Mexico

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

The WCCNM will:

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

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

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

One-Stop Operator

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

Responsibilities may include:

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

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

Implementation and Compliance

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

Business Services

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

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

Specific activities include:

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

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

Partners

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

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

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

Data Sharing

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

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

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

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

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

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

Confidentiality

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

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

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

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

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

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

Referrals

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

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

Accessibility

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

Physical Accessibility

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

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

Virtual Accessibility

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

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

Communication Accessibility

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

Programmatic Accessibility

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

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

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

Outreach

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

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

Dispute Resolution

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

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

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

Monitoring

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

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

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

Non-Discrimination and Equal Opportunity

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

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

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

Indemnification

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

Severability

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

Drug and Alcohol-Free Workplace

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

Certification Regarding Lobbying

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

Debarment and Suspension

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

Priority of Service

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

Buy American Provision

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

Salary Compensation and Bonus Limitations

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

Non-Assignment

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

Governing Law

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

Steps to Reach Consensus

1. Notification of Partners

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

2. Kickoff Meeting

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

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

3. Negotiations

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

4. Draft MOU

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

5. Review and Comment

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

6. Finalized Draft

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

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

MOU Modification Process

1. Notification

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

2. Discussion/Negotiation

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

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

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

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

3. Signatures

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

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

Termination

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

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

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

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

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

Effective Period

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

One-Stop Operating Budget

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

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

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

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

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

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