

**Annual Program Report
Cover Page**

Program Name:	Adult Basic Education	
Institution or Organization:	Central New Mexico Community College	
Address:	525 Buena Vista Dr. SE	
City:	Albuquerque	
County:	Bernalillo	
Zip:	87106	
Main Phone:	(505) 224-3000	
Website:	https://www.cnm.edu/programs-of-study/programs-a-z/adult-basic-education	
Social Media:	https://www.facebook.com/CNMsuncats/	
Workforce Region(s) Served:	Central	
New Mexico Counties Served:	Bernalillo	
Submission Date:		
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Tracy Hartzler

Digitally signed by Tracy Hartzler
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8/24/22

Signature of the Chief Executive Officer or Designee

DATE

Tracy Hartzler, President

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.

Program description, in brief

The following program description can be found at <https://www.cnm.edu/programs-of-study/programs-a-z/adult-basic-education>:

“The Adult Basic Education (ABE) program offers non-credit courses in English as a Second Language (ESL) and High School Equivalency Exam (HiSET) / General Educational Development (GED) Preparation.

Non-credit courses in the ABE program are offered in basic reading, writing, math, science, social studies, and English as a Second Language. Coursework will prepare you for higher education, job advancement, and personal fulfillment.

Our program acknowledges and utilizes the experience, wisdom, and needs of adult learners to provide a pathway that can lead to success in college, careers, and the community.

The ABE program is a separate non-college credit component of CNM. You will receive the same services and benefits as other CNM students. However, ABE students do not follow the traditional admission or registration process and are not eligible for financial aid.”

Services provided

WIOA Sec. 203 specifically requires that Adult Education provides education services below the post-secondary level that “increase an individual’s ability to read, write and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment” (WIOA p. 185).

CNM fulfills these requirements by providing tuition-free, non-credit instruction with a modest \$10 registration fee for eligible individuals. Instruction is offered as described previously. Additionally, ESL students have the option of enrolling in I-BEST programs that lead to college certificates/degrees and employment. Instruction is offered in classroom, online, small-group and tutoring formats. HSE students are provided career pathways and integrated training to complete career and technical education programs while earning their HSE diploma.

Regarding workforce preparation, CNM will continue to provide activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. Students in our program will develop competencies in utilizing resources, using information, working with others, understanding systems, transitioning into and successfully completing postsecondary education or training or employment.

Regarding integrated education and training, CNM will continue to provide adult education and literacy activities concurrently with workforce preparation activities and workforce training for specific occupations and occupational clusters based on the needs of our region.

All funds previously awarded to CNM for Adult Education have been spent on salaries and benefits for instructors, tutors, an achievement coach/advisor, the program director, and staff providing educational services such as assessment and registration.

Students Served

CNM primarily serves students who reside in Bernalillo County. Demographic data for our student population is included in NRS Tables available in LACES. NRS Table 1 shows educational functional levels by ethnicity/race and sex. NRS Table 2 shows our student data by age, ethnicity/race, and sex.

Data shown in NRS Table 2 indicate that, of the 746 total students served in FY 21-22, 539 (72.3%) identified as Hispanic/Latino, and 406 (54.4%) were female Hispanic/Latino. The predominant age range of all participants was 25-44 years of age at 373 (50%) participants.

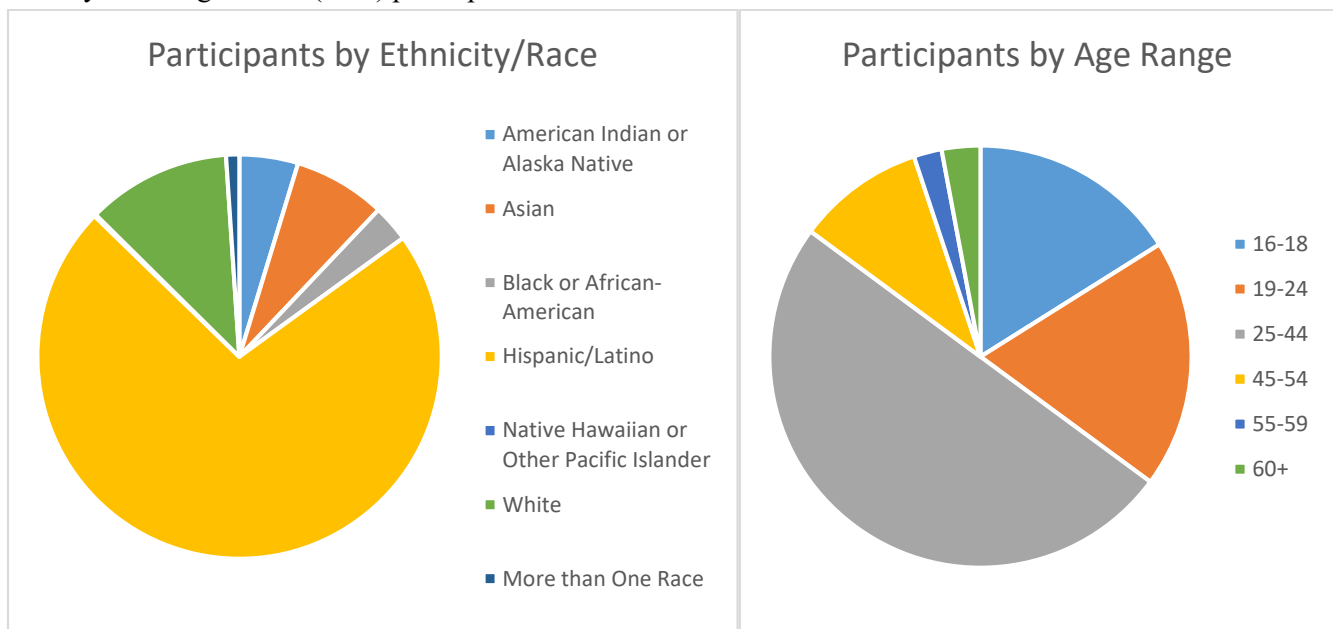


Figure 1: Proportion of participants by ethnicity/race and age ranges

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.

Staffing Changes

Before FY 21-22, two staff changes were made that affected the operational nature of the program in FY 21-22. Both staff members were full-time employees, one paid by the School of Adult and General Education and the other by ABE grants. Both employees assisted with registration, process advising, and answering general questions. By June 30, 2021, the grant-funded employee retired after a long career at CNM. The other employee was moved to the supervision of our Enrollment Services department, along with the budget to support her.

This presented challenges as we transitioned into FY 21-22. To meet these challenges, our Enrollment Services department provided an employee dedicated to the ABE program, on a temporary basis, beginning in July 2021. This employee served until a full-time, grant-funded replacement was hired in November 2021. The new employee served in this role until July 2022, when she moved to a new position within Enrollment Services. At this time, another new employee was hired full-time to serve the ABE program, fully funded by ABE grants. The CNM funded position that moved to Enrollment Services has not been recovered in the fullest sense. Rather, Enrollment Services has provided support to serve the application and registration needs of the ABE program during peak times.

In Spring 2022, our ABE Achievement Coach moved on to another role at the college. During this transition, we hired a new ABE Achievement Coach. The new coach is bilingual in English and Spanish, and has worked hard to learn about the ABE program while providing excellent service to our students. Our ABE Achievement Coach serves as the central contact point for all new ABE students at CNM. Our ABE faculty also assist with coaching and advising for our continuing students.

Program Enhancements

CNM continued its reorganization efforts through FY 21-22, including the reorganization of the Academic Affairs division and the division of Enrollment Services, now titled Enrollment Management and Student Success. The reorganization of Academic Affairs placed the CNM ABE program in the new School of Education while the School of Adult and General Education dissolved.

At the same time, the CNM ABE program continued to develop an integrated services model. In this model, ABE students are served in the same areas as all other CNM students. These areas include the Welcome Center on each CNM campus, the Contact Center, Enrollment Services, and the Assessment Center. ABE staff are strategically located within these areas to offer support to ABE students, and to collaborate with CNM staff working in similar contexts.

Our CNM ABE program website has been enhanced with help from CNM's Marketing and Communication Office (MCO). See <https://www.cnm.edu/programs-of-study/programs-a-z/adult-basic-education>. The design of our webpages was considered from the student perspective, which led to improvements in readability and navigation.

Director's Goals and Priorities

1. Increase enrollment to address the needs of the local area.
 2. Increase student satisfaction by
 - a. enhancing integrated services,
 - b. improving our onboarding processes, and
 - c. continuously improving our websites and communications.
 3. Increase high school equivalency attainment.
 4. Increase career pathway opportunities and transitions to post-secondary education and training.
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?

Pandemic response and return to campus

CNM has continued to provide a safe and robust educational experience throughout the duration of the pandemic and changing contexts in the state. Several modes of instructional delivery are used to offer instruction and training to meet the needs of our students. In particular, the CNM ABE program has offered courses both face-to-face (in-person) and online through Quality Matters reviewed distance learning courses, delivered asynchronously. Please review the following resources for more information on CNM's pandemic response, and the various modes of instructional delivery offered.

- <https://www.cnm.edu/covid-19>
- <https://www.cnm.edu/students/services/class-options-at-cnm>

Plans for the Fall 2021 and Spring 2022 academic terms included a target of 60% face-to-face (in-person) courses and 40% online courses. However, student registration behaviors indicated a clear preference for online courses. We responded to our students accordingly, with the result that during the Fall 2021 term our *distribution of courses* was approximately 24% face-to-face (in-person) and 76% online. By the Spring 2022 term, our *distribution of courses* changed to approximately 41% face-to-face (in-person) and 59% online. During both academic terms, face-to-face courses had a lower average enrollment than online courses. During the Fall 2021 term, *of the total students served*, 13% choose face-to-face (in-person), and 87% choose online delivery. During the Spring 2022 term, *of the total students served*, 24% choose face-to-face (in-person), and 76% choose online delivery. During the Summer 2022 term, approximately 47% *of our courses* were offered face-to-face (in-person), while 53% were offered online. *Among the students served* during the Summer 2022 term, approximately 37% choose face-to-face (in-person) courses, and 63% choose online. Overall, by percent of ABE students enrolled at the end of the academic term, the trend indicates that students are increasingly preferring to come back to campus for face-to-face (in-person) courses, as shown in Figure 2.

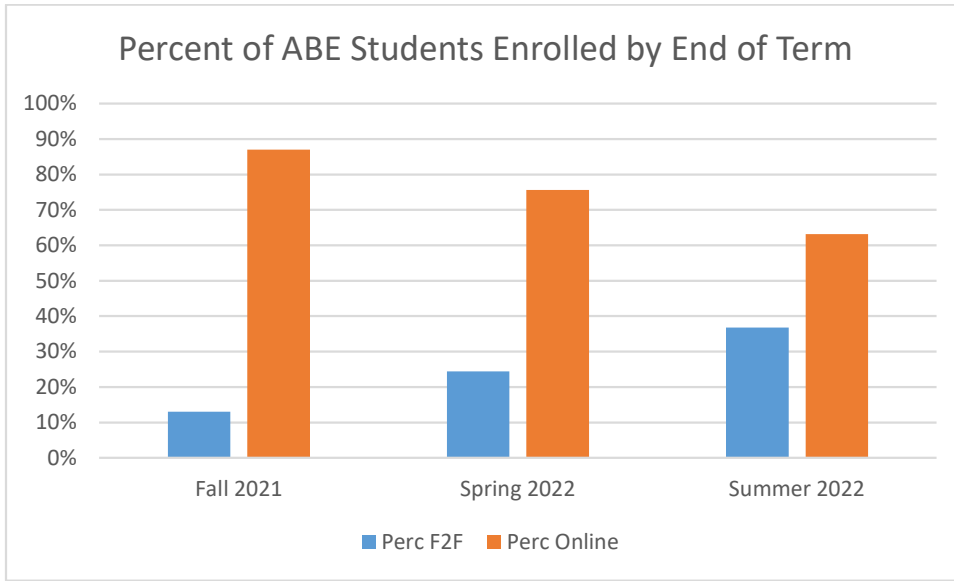


Figure 2: Percent of ABE students enrolled by the end of each academic term by Face-to-Face (F2F) or Online course delivery

For the Fall 2022 term, we’re planning to offer an initial schedule of 60% face-to-face (in-person) and 40% online per guidance from the division of Academic Affairs. However, we will remain flexible in light of student needs and preferences. Whether students prefer face-to-face (in-person) or online, the CNM ABE program is prepared to serve every eligible student.

Digital literacy

CNM offers a “Jumpstart for Learners” course to all students, including students in the CNM ABE program. This course benefits students who are new to the online learning environment as well as students in our face-to-face (in-person) courses. As stated in our online student resources,

“The Jump Start for Learners course is a free, non-credit course that will provide you with an opportunity to become familiar with Brightspace [CNM’s learning manage system for distance learning courses]. This self-paced course will introduce you to the tools to access course materials/content, communicate with classmates and instructors, submit homework, take tests, and check your grades within Brightspace.” (Online Student Resources)

For more information go to <https://www.cnm.edu/depts/academic-affairs/innovation-and-instructional-support/students>.

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.

CNM ABE coordinates activities with a number of education, training, and social service resources in Albuquerque, both internal and external to CNM. Below is a list of our current partnerships.

CNM ABE partners with Lutheran Family Services (LFS) by providing adult education and I-BEST training to their clients. We have an arrangement with LFS case managers whereby we provide them with our class schedules, access to educational records (via waivers signed by the students), and in some cases appointment times for them to

bring several refugee students to our office for registration. Some of their refugee clients come to the US with high levels of education and training from their home countries, including medical professionals. **(MOU)**

CNM has a Memorandum of Understanding (MOU) with NM TESOL to host the Professional ESL Resource Center (PERC) at the Montoya Campus. The PERC houses an extensive array of commercial and custom-developed ESL teaching materials, accumulated and created by the donors Catherine and Mac Lewis. The materials range from pre-K to adult and offer a broad variety of resources to help students learn, practice and improve their English skills. Two NM TESOL Board members take turns in helping ESL teachers from around the state check out materials from the PERC. **(MOU)**

Tres Manos Child Development Center provides low-cost, high-quality child care to parents who are CNM students, including CNM's Adult Education students. This partnership enables CNM ABE students, many of whom are parents of young children, to attend school while their children are being cared for at a facility located adjacent to the CNM Main Campus. **(Informal Agreement)**

New Mexico Child Advocacy Network (NMCAN): This organization helps support youth who are aging out of the foster-care system. CNM ABE provides services, academic coaching, and other resources as needed. **(Informal Agreement)**

Through CNM's School of Nursing and Patient Support, CNM's Nursing Assistant I-BEST program provides students with the knowledge and skills needed to become a Certified Nursing Assistant. The I-BEST program provides additional support to students in theory and skill practice as well as exam preparation. Additionally, the program coordinates with local health care organizations throughout the city to provide clinical training to our ABE I-BEST Nursing Assistant students. **(Informal Agreement)**

Since the inception of I-BEST programs at CNM in 2012, CNM ABE has partnered with CNM's career technical training programs to offer technical training in integrated basic education and training. CNM also continues to create innovative career pathway programming, in collaboration with other schools at the institution. CNM ABE has partnered with for-credit programs including:

- Early Childhood Multicultural Education (2012 to present) **(Informal Agreement)**
- Nursing Assistant (2013 to present) **(Informal Agreement)**
- Customer Service Training (2017 to present) **(MOU)**
- Retail Management (2020 to present) **(MOU)**
- Hospitality and Tourism (2020 to present) **(MOU)**
- Automotive Service Fundamentals (2020 to present) **(MOU)**
- Unmanned Aircraft Systems (2020 to present) **(MOU)**

CNM ABE's program director, David Valdés, is a member of the board of the Workforce Connection of Central New Mexico (WCCNM). Following the central region workforce board's plan, the ABE program will partner with CNM's postsecondary certificate and degree programs to focus on the top projected growth occupations in our region, expanding our current offerings.

CNM ABE has an **MOU** with the Workforce Connection of Central New Mexico (WCCNM). WCCNM provides resources and services through the local "One-stop" operator. These resources and services are described in detail in the attached MOU at the end of this report.

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.

Performance Measure	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022
Measurable Skill Gain (MSG)	37.1%	23.19% NRS Table 4, Column J
Credential Attainment Rate	20.4%	18.26% NRS Table 5, Column D
Employment (Second Quarter After Exit)	25%	40.14% NRS Table 5, Column D
Employment (Fourth Quarter After Exit)	35.3%	28.59% NRS Table 5, Column D
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$ 4584.75 NRS Table 5, Column C

Table 1: Core Indicators of Performance 2021-2022

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.

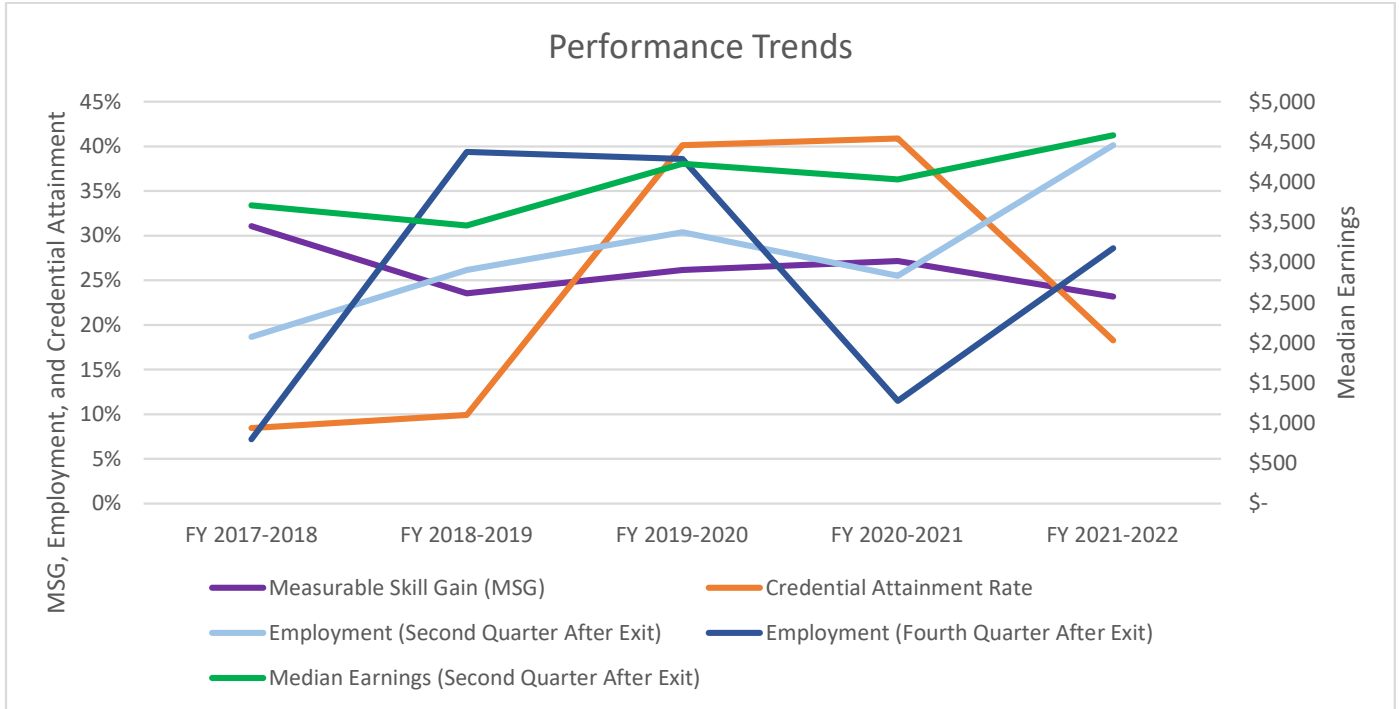


Figure 3: Performance trends over a five-year period.

During the 2021-2022 fiscal year, median earnings exceeded the negotiated targets shown in Table 1. MSG’s and credential attainment rates fell short, while the employment rate (second quarter after exit) exceeded the negotiated targets and employment rate (fourth quarter after exit) fell short. Additional information for MSG’s is reported below.

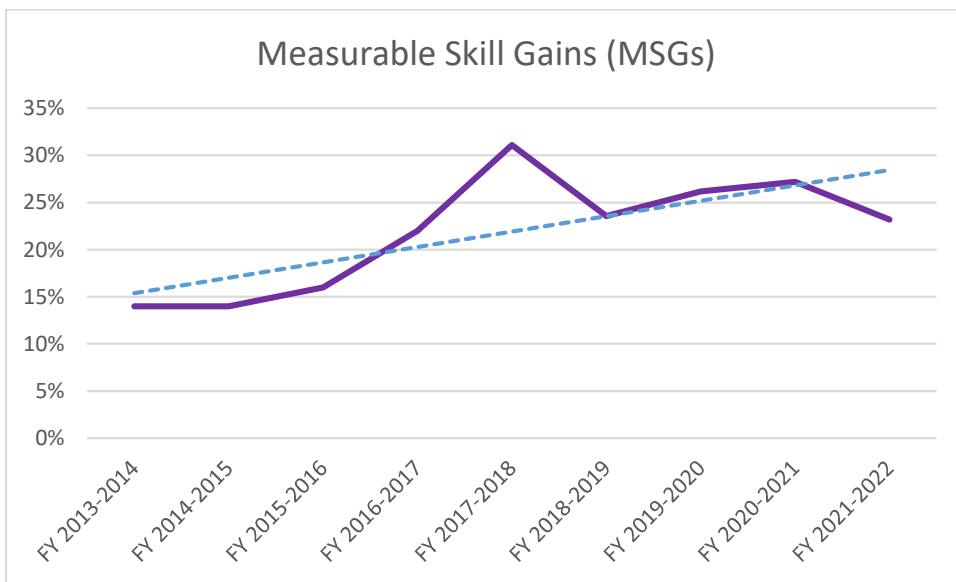


Figure 4: Measurable skill gains over a nine-year period

Measurable skill gains have increased, on average, over the nine-year period shown in Figure 4. The high point, shown in FY 2017-2018, was attributed to improvement in program practices including training and professional development for faculty and staff, onboarding processes such as orientation, advising, and class scheduling, and program data tracking and analysis.

Several changes occurred in the CNM ABE program in the last few years, such as moving from 10-week courses to intensive 5-week courses, increasing our online offerings in response to the COVID-19 pandemic, and the shift from in-person proctoring of CASAS exams to predominately remote proctoring.

Changes in measurable skill gains can be caused by many factors such as curricular changes, changes in testing practices, and changes in the student population. We've also seen that changes in performance can be due to disease and geopolitical circumstances.

Going forward, the CNM ABE program will continue to

- offer professional development and training for our faculty and staff,
- improve our onboarding processes such as orientation, application, testing, and registration,
- improve coaching and advisement while students are in the program,
- improve offboarding processes to increase post-secondary education and training.

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

As we move into the next phase of the pandemic response, more of our testing will be conducted in-person, more courses will be offered in-person according to student demand, and more of our processes will become automated, to name a few. Any one change in practice affects multiple performance measures. Therefore, all strategies will be considered both individually and holistically.

For example, the shift to automated orientations is anticipated to increase enrollment. This increase will place higher demands on already strained remote testing practices. (Remote testing is strained because each student is remotely proctored by one staff member per test, whereas in-person testing allows several students to one proctor.) One solution is to offer as many in-person tests as possible, and to encourage students to take tests in person. This solution relates to the test-taking experience of the students. Tests taken in-person vs. remotely are experienced differently. Remote testing may place higher stress on the student, which we anticipate would cause reduced performance, ultimately leading to reduced measurable skill gains. This problem may also exist for HSE attainment as the primary method of HSE testing has been remote throughout the pandemic and leading to today. Unfortunately, the data required to understand the cause-and-effect relationship between mode of testing (in-person or remote) and performance is confounded by the fact that courses simultaneously shifted from in-person to remote instruction during the pandemic. Furthermore, longitudinal studies of the effect of remote testing on student performance seems to largely still be in the development phase.

As we come out of the initial response to the pandemic, and into the uncharted territory of continuous pandemic-type protocols and policies, the CNM ABE program will continue to implement strategies to increase performance. In the next fiscal year, we plan to

- automate orientations to increase enrollment, process efficiency, and student satisfaction,
- increase in-person CASAS testing to allow for greater enrollment and potentially reduce test-taking anxiety,
- increase in-person course offerings to provide the richness of in-person communication,
- continually develop faculty and staff,
- enhance integrated services through increased communications and problem solving with our partners in the Enrollment Management and Student Success division,
- and continue to build career pathways in collaboration with CTE schools at CNM.

3. Consider your performance data from the last and previous program years. What trends do you see? (Note: If you need help obtaining such data, reach out to Katya.)

Trends and analysis are given in response to the first two questions in this section.

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.

Both qualitative and quantitative data are continuously analyzed by the CNM ABE program to promote student success, faculty success, staff success, and program success. This will be used as a framework for the proceeding discussion.

Student Success

Course completion, number of course repeats, CASAS exam results, and overall student satisfaction are common measures of student success used by the program. Since we offer two five-week sessions each academic term, we take the opportunity to continuously evaluate student progress.

One of the successful actions we've taken to improve the efficacy of the program, during FY 2021-2022, was to enforce our course repeat process. When a student has repeated the same course three times and wishes to take the course for a fourth time, they are required to meet with the ABE program director to discuss the best strategy to move forward in achieving their goals. This discussion has often resulted in our students working directly with HSE and ESL tutors to increase their proficiency in the targeted area in which they need the most help. This approach has given our students new motivation to succeed while restoring confidence in their own abilities.

Faculty Success

Faculty in the CNM ABE program regularly review our curriculum and courses for continuous improvement. For example, during this review period, all levels of math, language arts, social studies, and science online courses went through a rigorous Quality Matters (QM) review process. While doing this work, faculty regularly met with a course designer from the college's distance learning department. These courses were reviewed by a team including a QM Master Reviewer, a subject matter expert and an external QM reviewer. After final revisions, all courses were approved by the team. This work was funded through CARES federal relief funding.

Post-test rate and level gain rates are measured down to the course and section level. This gives our program the opportunity to discuss student success within a particular discipline, e.g., math, or on the individual level to highlight successes and opportunities.

Classroom observations are conducted on a regular basis by the associate dean or faculty chair to gauge student responses to instructional delivery and instructor effectiveness in the classroom. The observer provides formal feedback to the instructor following the classroom observation. These classroom observations are also part of the faculty performance review.

At CNM, including in the CNM ABE program, faculty are evaluated by their supervisor on a scheduled basis. This evaluation includes student course evaluations, classroom observations, faculty reflections on how they meet documented expectations, goal setting, faculty reflections on alignment with CNM values, faculty participation in professional development, and a holistic discussion with their supervisor.

Additional faculty support and collaboration activities include regular meetings with the full-time faculty, and individual faculty meetings with the Associate Dean and ABE Director, David Valdés.

Staff & Program Success

Data related to staff activities include email exchanges within our "CNM ABE Staff" listserv in Microsoft Outlook, orientation webform submissions, application information through Banner (CNM's enterprise resource planning tool), test scheduling information through Register Blast (software used by the Assessment Center at CNM),

appointments with our ABE Achievement Coach via Microsoft Bookings and Outlook, Smartsheet software to track student progress through our onboarding process, LACES, and more. (Note that LACES is the source of truth for the CNM ABE program.)

Data related to program success include all the data points shown in Table 1 as well as post-testing rates and all other areas described in the above paragraphs in this section. Budgets and spending are also continuously analyzed to ensure grant compliance and to provide high quality instruction, instructional supports, and continuous improvement.

All the aforementioned data points are continuously reviewed to ensure that our staff is operating with the highest level of customer service, and that the program is operating smoothly and always presents an open door to our local adult population.

Strategies to discuss staff and program success include weekly staff meetings with ABE staff and partners in Enrollment Services, weekly to bi-weekly individual meetings between each staff member and the ABE director, weekly meetings with the Dean of the School of Education, weekly meetings with the leadership of the School of Education, monthly meetings with leadership of CNM's Contact Center, Assessment Center, and Enrollment Services, and ad hoc meetings with other CNM service areas such as Accessibility Services. Budget meetings are held monthly with the ABE director, the ABE grant accountant, and the executive assistant to the Vice President of Academic Affairs.

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 (Including participants with less than 12 hours of instruction)	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	2073	\$ 0.08	\$ 162
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	1189	0	0
Referrals to and coordination of activities with other programs and services.	Career Service	60	0	0
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	75	0	0
Integrated Education and Training (IET) programs	Training Service	140	0	0
Grand Totals:				\$ 162

Table 2: Career and Training Services Applicable to AEFLA

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?

The Workforce Connection of Central New Mexico (WCCNM) serves Bernalillo, Sandoval, Torrance, and Valencia counties. WCCNM's local development plan for the central region can be viewed here: <https://www.wccnm.org/wp-content/uploads/2021/02/WIOA-Local-Plan-PY2020-PY2023-Final-Approved-2-19-21.pdf>

Page 51 states:

“Postsecondary schools, especially community colleges, are a fundamental part of the workforce development systems. Strengthening communication between schools and colleges is especially important so that today's students have hope for future employment in a post-pandemic economy. Key partners with the WCCNM Workforce Board include representatives from schools such as CNM, UNM-Valencia, etc.” (WCCNM WIOA Local Plan)

CNM's President, Tracy Hartzler, and Associate Dean and ABE Director, David Valdés, serve as WCCNM full board members. In this role, they actively participate in discussions and decisions, as well as direct the CNM community, as appropriate, to take action based on the information presented in meetings of the full board.

Page 52 states:

“The [Albuquerque metro] area is also home to more than 60,000 college students from which to recruit. This is a young, affordable, and smart work force. Albuquerque ranks among the top metros in the nation for the percentage of workers with a college degree: 32 percent in Albuquerque and 29 percent of our combined workforce in the metro area have a bachelor's or advanced college degree. (Source: Albuquerque Economic Development, September 2020).” (WCCNM WIOA Local Plan)

CNM continues to offer high quality, low cost education and training to a large portion of the number of college students cited. As such, CNM provides the CNM ABE program ample opportunities to help our participants

- increase their English language acquisition through developmental and college-level courses in English for Speakers of Other Languages,
- increase transition to post-secondary education and training through the traditional path of HSE attainment, then on to meaningful college programs, as well as through career pathways that integrate ABE and college-level coursework while students are served by the ABE program for the express purpose of leading students into careers and career clusters,
- increase employment opportunities through work with CNM's Office of Career and Job Placement. <https://www.cnm.edu/depts/student-services/office-career-and-job-placement>

Page 54 states:

Overall, the region is projected to gain 73,000 new jobs between 2016 and 2040 to reach a total employment forecast of 485,000. Bernalillo County, which includes the City of Albuquerque, will continue to be the economic engine for both the state and the region. With over 413,000 jobs in 2040, it will contain four out of every five jobs in the region. However, it is notable that surrounding counties are expected to see much faster job growth. Sandoval County will see more substantial employment growth than it has seen in the past, as it is forecast to grow by 20 percent. This growth is driven by the City of Rio Rancho, which is expected to attract new jobs in order to meet the demands of a growing population. There is evidence of this potential by its rapidly expanding health services sector. Valencia County is also expected to see a 19 percent employment expansion that will help to provide more convenient options for the existing workforce and grow local economies.” (WCCNM WIOA Local Plan)

In light of the projected growth of the central region, CNM is well positioned to meet the current and future educational demands of the local adult population by offering ABE courses at our primary campus locations: Main Campus, Montoya Campus, Westside Campus, South Valley Campus, and Rio Rancho Campus. These campuses are strategically located to provide service to the Albuquerque metro area and Rio Rancho.

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?

CNM's ABE program hosted a table at the Spring 2022 Central Region Quarterly Gathering to highlight opportunities for the local adult population, in addition to providing general information for the staff of the New Mexico Workforce Connection office.

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 of us of any efforts or discussions toward MOUs and IFAs in your local area.

A copy of the current IFA with the local One Stop is included as an attachment at the end of this report.

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?**

Global continuous improvement efforts

In late 2020, Memorandums of Understanding were created between the schools of Adult and General Education, Business and Information Technologies, and Applied Technologies. These MOUs created the framework to establish new HSE career pathways that take advantage of the Ability to Benefit stated in financial aid code. The MOUs also contain example term-by-term programs of study for Retail Management, Hospitality and Tourism, Automotive Service Fundamentals, and Unmanned Aircraft Systems.

During Summer 2021, contextualized curriculum was developed for the four HSE career pathways stated in the MOUs. Curriculum included weekly curriculum maps and lesson plans connected to College and Career Readiness standards. Curriculum was specifically developed for HSE Language Arts and Mathematics.

During Spring 2022, two faculty members developed 3-contact hour, 5-week courses for Retail Management, and Hospitality and Tourism. These courses were fully built in Brightspace, the Learning Management System used by CNM to deliver online courses. The courses are versatile in that they can be used as stand-alone online courses or to complement in-person instruction.

Entry into both ESL and HSE career pathways are coordinated. Part-time faculty assist in the coordinated entry of our long-standing I-BEST model courses for the Nursing Assistant, and Early Childhood Multi-Cultural Education programs.

Our ABE Achievement Coach is actively recruiting for Retail Management and Hospitality and Tourism career pathways for the Fall 2022 academic term while our faculty continue to develop additional contextualized courses.

Engagement in the Career Pathway Initiative

The ABE Director participated in all sessions held by Jeff Fantine, consultant and trainer for NMHED. During these sessions participants discussed progress made in the previous two years and plans for the third year. Several resources were provided and used by the CNM ABE program.

CNM presented our current and planned career pathways at the 2022 New Mexico Adult Education Conference held at the Albuquerque Marriott hotel in the spring of 2022.

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.**

All career pathway students are recruited and continually advised by the ABE Achievement Coach, Andrea Juárez-Gutiérrez. All new students are advised on entry by the ABE Achievement Coach, who is also available to all ABE students, by appointment. Continuing students are advised by faculty during their class sessions. Our ABE Technician, Francisco Alvarado, provides advising as backup to the ABE Achievement Coach, as needed. Both are bilingual in English and Spanish.

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. **See Appendix B.**

- 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'S checklist:
https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf
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.

IET's will continue to be developed at CNM as we build on the strength of our current programs.

Section VI. Curriculum and Instruction**1. Please describe your program's orientation and onboarding process.**

Our onboarding process includes the following steps:

- (1) Orientation – during FY 2021-2022, all students completed virtual orientations hosted by ABE faculty in the Zoom platform. ESL, HSE, and HSE in Spanish have separate orientations, each describing the specifics of these programs. The content of orientation covers program and student expectations, CNM and community resources to support student success as well as next steps for students to take.
- (2) Application – after completion of the orientation, students receive an email with a link to our online application form. Upon completion of this form, they received an admissions letter and a CNM student ID and username.
- (3) Testing – students are directed to schedule CASAS testing in their admissions letter. CASAS test scheduling is conducted through Register Blast, an online platform used by CNM's Assessment Center. Tests are offered both remotely and in person. Remote testing was the predominate method used due to continued COVID related practices.
- (4) Advising – after the completion of CASAS testing, students schedule an appointment with the ABE Achievement Coach using Microsoft Bookings (which is connected to the Outlook calendar). During the advising session, students select their path and courses.
- (5) Registration – upon completion of advising, students are registered in both LACES and BANNER (CNM's enterprise resource planning tool).
- (6) Payment – students are directed to pay the \$10 program fee. Fee waivers are available to all students.

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.

Our courses are offered in 5-week sessions, twice per academic term, with a minimum of 45 instructional hours per course. In-person courses meet 4 days per week for 2 hours and 15 minutes each session. In addition to class time, faculty hold at least three office hours per week to provide time for individual instruction. Online courses are offered with the same rigor and require the same amount of time commitment from our students.

To enhance and complement instruction, we also provide ESL and HSE tutors, and ESL conversation groups.

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.

CNM ABE provides computer and internet access to all students, and access to Learning Express Library, PLATO, ALEKS, and instructor-designed courses on CNM's learning management system, Brightspace. CNM has numerous computer classrooms and laptops available for students to check out. These options allow students to access learning software while in class, complete courses and homework off campus, and also to access HSE practice tests online.

CNM ABE offers distance-learning (DL) options for ESL and HSE students. Students are taught by a DL-certified instructor, and courses cover all of the ESL and HSE topics. Students in the DL classes access their assignments, learning materials, and instructors through Brightspace. CNM DL courses follow nationally recognized Quality Matters (QM) standards (qualitymatters.org) to ensure course quality for students, regardless of who created the course. QM's mission is to "promote and improve the quality of online education and student learning" through "development of current, research-supported, and practice-based quality standards and appropriate evaluation tools and procedures". ABE DL courses are regularly observed and reviewed for alignment with the QM standards. ABE faculty are encouraged to participate in QM professional development opportunities.

CNM ABE strives to employ a variety of teaching and learning methodologies. Much research has shown the importance of motivation in adult learning, and varying instructional technologies can be a key to maintaining adult learner enthusiasm (see Battista and Ruble, “Nine Strategies to Spark Adult Students’ Intrinsic Motivation,” Faculty Focus, 2014). To increase the amount and quality of learning by varying teaching methodologies in classroom instruction, CNM ABE faculty and students employ technologies including instructional media resources, video production capabilities, computer labs, wireless computer carts, smartboards, tablet computers, and instructional software programs such as PLATO. All of our ESL materials (published by Cambridge and Pearson) include websites for supplemental practice, with recorded segments for listening, grammar, vocabulary and reading practice, and online quizzes that provide instant feedback to students.

By offering students options to complete their learning online, removing disability barriers, and motivating them through the use of varying teaching methodologies, we are expecting to increase student level gains.

In addition, CNM’s Accessibility Services (formerly known as the Disability Resource Center) offers a wide array of learning technologies designed for disabled students, including large screen computers, Braille printers, and other types of adaptive equipment to assist students in overcoming barriers.¹

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.

ABE faculty designed the mathematics curriculum based on the College and Career Readiness Standards (CCRS) for Adult Education, which are adapted from the Common Core State Standards (CCSS) for K-12 education, aligned with available information about CASAS Math Goals, and correlated to mathematics concepts assessed on the GED/HiSET.

Our program has used materials from the Career Pathway Institute to develop contextualized curriculum, using the CCRS standards, for all career pathways with the School of Applied Technologies and the School of Business and Information Technology. In specific, the curriculum and outcomes of our GED Language Arts (GELA 0950) and GED Mathematics (GEMA 0950) courses have been aligned to certificates in Automotive Service Fundamentals, Unmanned Aircraft Systems, Retail Management, and Hospitality and Tourism, all in line with CCRS.¹

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

ABE faculty members understand that reading development is central to student success. In remote learning, instructors use a variety of websites such as Readworks.org, which allows them to find appropriate passages based on reading-grade level, Lexile, topic or specific content (e.g. Text Structure). All passages include a set of questions, vocabulary, and short answer sections. In traditional classrooms, faculty use the Challenger Adult Reading Series (levels 5-8), which focuses heavily on skills development in the areas of comprehension, vocabulary building and critical thinking.

Formal writing instruction centers on content development (e.g. staying on topic), organization, and common errors such as run-ons, fragments and punctuation. Common mistakes with apostrophe usages, word choice (homonyms/homophones) and capitalization are also reviewed and reinforced throughout the courses. Additionally, faculty consistently use informal writing (e.g., journals and “quick writes”) for students to practice and develop their writing skill. Finally, faculty integrate writing and reading strategies such as Cornell Notes, outlines and graphic organizers whenever possible

ABE faculty include opportunities for students to improve their speaking skills through short research-based presentations in which students must deliver their topic in a cohesive and formal manner. Instructors also include activities such as oral interviews (for jobs, college admission, bank loan, etc.). Emphasis is placed on the presentation’s content, inclusion of class vocabulary, and students’ use of academic/formal language. Daily class discussions based on readings and assignments are also utilized.

Within the social studies and science classes, there are numerous opportunities for students to continue working on reading, writing and math skills. For example, in social studies courses, students look at correlation and causation, leaning heavily on math skills when calculating the Pearson Correlation Coefficient or the least-squares regression

line. Furthermore, in both social studies and science, there are numerous short answer writing assignments, which reinforce writing instruction as well as provide experience and exposure to short answer questions like those found on the HSE exam.

ABE faculty have identified and adapted the following best practices (National Research Council, 2012) in the areas of reading and writing instruction. (Duke & Pearson, 2002)

Content and instruction in both should be:

- Learner-centered
- Consistent
- Relatable (based on prior knowledge and experience)
- Purposeful
- Vocabulary Rich
- Work/career related
- Collaborative
- Modeled by both instructor and student
- Appropriate to reading level
- Easily assessable

Using these guidelines, faculty select texts to create level-appropriate, interactive activities in which students are engaged in learning and implementing essential strategies.

In both traditional and online courses, faculty deliver reading instruction within the frameworks of sheltering, scaffolding, Competency Based Education (skills mastery) and Targeted Reading Instruction (TRI) (Aiken, H.H., Bratsch-Hines, M., Amendum, S., & Vernon-Feagans, L., 2002).

The selected texts are meaningful, consistent (each class), student-centered, and mixed with other strategies (above) to provide student success. Additional reading strategies such as SQ3R are also employed.

References and Resources

Aiken, H.H., Bratsch-Hines, M., Amendum, S., & Vernon-Feagans, L. (2020). Targeted Reading Instruction: Four Guiding Principles. *The Reading Teacher*, 00(00), 1– 11. <https://doi.org/10.1002/trtr.1975>

Barr, R. (2020) Call 'Em as you Hear 'Em. TESOL Workshop at American University <https://studylib.net/doc/12913093/call-%E2%80%98em-as-you-hear-%E2%80%98em---ear-training-andamp%3B-phonetic-tr...>

Broca's area and movement <https://journals.physiology.org/doi/full/10.1152/physiol.00043.2004>

New Mexico Workforce Innovation and Opportunity Act (WIOA) Central Area Workforce Board 2020-2023. <https://www.wccnm.org/wp-content/uploads/2021/02/WIOA-Local-Plan-PY2020- PY2023-Final-Approved-2-19-21.pdf>

Duke, N. K., & Pearson, P. (2002). Effective Practices for Developing Reading Comprehension. In Alan E. Farstrup & S. Jay Samuels (Eds.), *What Research Has to Say About Reading Instruction* (3rd ed., pp. 205-242). Newark, DE: International Reading Association, Inc.

Edmentum, Inc. (2012). The Effectiveness of Edmentum Online Solutions in the Context of School Improvement: A Curriculum Effectiveness Study from Edmentum. <https://www.edmentum.com/resources/research#Courseware>

Gibbons, P., & Cummins, J. (2002). Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom. Portsmouth, NH.

National Research Council. (2012). Improving adult literacy instruction: Supporting learning and motivation. National Academies Press.

Paradigms of Education (2021) <https://www.paradigmseducation.com/cognitive-constructivism/#:~:text=The%20constructivist%20paradigm%20viewed%20knowledge%20not%20as%20something,is%20how%20people%20make%20sense%20of%20their%20experience.>

Pressley, M. (2006). Solving problems in the teaching of literacy. Reading instruction that works: The case for balanced teaching (3rd ed.). Guilford Press.

Richards, Jack. & Rogers T. (2014) Approaches and Methods in Language Teaching, 3rd ed. Cambridge University Press

Willingham, D.D., & Price, D. (2009). Theory to Practice Vocabulary Instruction in Community College Developmental Education Reading Classes: What the Research Tells Us. Journal of College Reading and Learning, 40, 105 - 91.

Note

1. Select responses, relevant to this reporting period, were reported in our 2020-2021 annual report.
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.**

As the leader of the program, I employ several principles to ensure operational effectiveness and efficiency, as well as drive continuous improvement. Some of my primary principles are stated below.

Principle 1: Use the Golden Rule – treat people as I want to be treated.

Principle 2: Include all stakeholders in all substantive communications. Stakeholders are anyone impacted by actions taken by the program. Stakeholders are also visionaries and influencers who strive for program improvement.

Principle 3: Engage in continuous communication with superiors, colleagues, and subordinates alike. This provides the continuous flow of information necessary for ideation and relationship building.

Principle 4: Use experts to create and revise new services, processes, curriculum, etc. Experts are identified by high-quality work in their respective areas (rather than by a title or years of experience).

Principle 5: Officially recognize good ideas and achievement from all sources.

Principle 6: Say “Yes” as often as possible.

Principle 7: Try new things.

Principle 8: Be involved in a wide variety of activities, including those that seem unrelated to the program.

Principle 9: Make incremental changes for lasting improvement.

Principle 10: Change the system to address the symptom.

A few books that have influenced the development of these principles, and on my thinking about leadership and success in general, are given in the following references.

Ramsey, Dave. 2011. *Entreleadership: 20 years of practical business wisdom from the trenches*. New York: Howard Books.

Powell, Colin L., and Tony Koltz. 2012. *It worked for me: in life and leadership*.

Gladwell, Malcolm. 2019. *Outliers: the story of success*.

Program Design

Situated within an institution of higher education, the CNM ABE program strives to increase post-secondary education and training as a primary focus. All elements of how the program operates keeps this goal in mind. For example, ABE students are given CNM student IDs and usernames as soon as they enter the program. The service areas used by all CNM students are also used by ABE students, as are services themselves.

Curriculum Development

Curriculum development is a well-defined process at CNM, led by the full-time faculty. ABE curriculum is developed and maintained following CNM processes. Many relevant processes may be reviewed at this location: <https://www.cnm.edu/depts/academic-affairs/key-processes/curriculum-processes> Full-time faculty follow a collaborative approach to course development and revision as well as teaching methodology and assessment development.

Change Management

Perhaps more important than the operational mechanics of a given change, is how we approach change. The ABE Director had the opportunity to complete the change management course offered by PROSCI (<https://www.prosci.com/>). This course offers insight into how people react to change as well as provides many resources for initiating and implementing change. One of the common taglines of this program is “managing the people side of change.” Managing the people side of things is an important concept to keep in front of all change plans and designs, from minor to major.

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**
2. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
3. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
4. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
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.

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.
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.

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
ALVARADO	FRANCISCO	ABE Technician	FT	AA	7	New Mexico Adult Education Conference	May 2022	ABQ, NM
BARNETT	MARGUERITE	Assessment Supervisor	FT	BA	9	New Mexico Adult Education Conference	May 2022	ABQ, NM
JUAREZ-GUTIERREZ	ANDREA	ABE Achievement Coach†	FT†	MA	1			
MARTINEZ	REBECCA	ABE Achievement Coach†	FT†	M.Ed	5			
FLACK	WINTER	Student Services Technician	FT	BA	1			
VALDES	DAVID	Associate Dean & ABE Director	FT	MS	3	New Mexico Adult Education Conference	May 2022	ABQ, NM
CHRISTENSEN	AMY	Faculty	FT	MA	31	1. Presented twice and attended the NMAEA/NM TESOL/NMHED Teacher Institutes. 2. Presented and attended at CNM Cooperative for Teaching and Learning spring conference 3. Presented on 2 different ESL topics with David Williams at the International TESOL conference	October 2021 January 2022 March, 2022	Online Online Pittsburgh PA

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						<p>4. Presented and attended at NMAEA/ NM TESOL/NMHED spring conference</p> <p>5. Served as NM TESOL President. Served on planning committee for 2021/2022 conferences.</p>	<p>May, 2022</p> <p>2021/2022</p>	<p>ABQ, NM</p> <p>ABQ, NM</p>
EHLE	MARY	Faculty	FT	PHD	9	<p>1. Attended Annual COABE Conference, Spring 2022</p> <p>2. Attended CNM's Cooperative for Teaching and Learning Spring Conferenc</p> <p>3. Participated in Faculty Learning Circle on Trauma Informed Teaching and Learning, Spring 2022</p> <p>4. Training for new platform to deliver online orientation for HSE students</p>	<p>April 2022</p> <p>January 2022</p> <p>March/April 2022</p> <p>May/June 2022</p>	<p>Virtual</p> <p>Virtual</p> <p>Virtual</p> <p>Online</p>
McINDOO	LAURA	Faculty	FT	MA	26	<p>1. Attended NMAEA/NM TESOL/NMHED Teacher Institutes</p> <p>2. Attended CNM's Cooperative for Teaching and Learning spring conference</p>	<p>October 2021</p> <p>January 2022</p>	<p>Online</p> <p>Online</p>

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						3. Served as NM TESOL Co-President. Served on planning committee for 2021/2022 conferences.	June – December 2021	Abq, NM
MESA MARTINEZ	STEPHANIE	Faculty	FT	BS	11	<p>1. Attended Pathways to Success FY22 Virtual Seminar Series</p> <ul style="list-style-type: none"> • Let's Get Real-Contextualized and Differentiated Instruction Jun, 2021 • NM CPI - Creating/Enhancing IET Programs July, 2021 • Creating an Active Teaching & Learning Classroom Oct., 2021 • Teaching Lower-Level Students April, 2022 <p>2. CNM's Cooperative for Teaching and Learning Faculty Focus Day</p> <p>3. Attended CNM's Cooperative for Teaching and Learning spring conference</p>	June, 2021 through April, 2022	Online, Albq. NM
							Aug, 2021	Online
							Jan., 2022	Online

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WILLIAMS	DAVID	Faculty	FT	MA	21	<p>1. Presented and attended the NMAEA/NM TESOL/NMHED Teacher Institutes.</p> <p>2. Presented on 2 different ESL topics with Amy Christensen at the International TESOL conference</p> <p>3. Served as NM TESOL treasurer</p> <p>4. Attended CNM's Cooperative for Teaching and Learning spring conference</p> <p>5. CARES 2.0 QM project</p>	<p>October 2021</p> <p>March 2022, Pittsburgh Pennsylvania</p> <p>March 2020-April 2022</p> <p>Jan 2022</p> <p>August 2021-April 2022</p>	<p>Online</p> <p>PGH, PA</p> <p>ABQ</p> <p>CNM online</p> <p>online</p>
BERES	MARILYN	Faculty	PT	MA	8	<p>1. Faculty Focus Day</p> <p>2. Teacher's Institute</p> <p>Lesson Planning Using Brain-Based Learning and the 4 C's (HSE Track)</p> <p>The World is Your Classroom: Teach Abroad with the English Language Fellow Program (ESL Track)</p> <p>Collaborate: Bring your Textbook to Life (ESL Track)</p> <p>3. CNM Cooperative for Teaching and Learning</p>	<p>Aug 2021</p> <p>Oct 2021</p> <p>Jan 2022</p>	<p>CNM ONLINE</p> <p>ABQ, NM</p> <p>CNM Online</p>

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						<p>Using Brightspace in a F2F class 7 Steps to Flipping a class</p> <p>4. New Mexico Adult Education Conference</p> <p>5. CTL Small Teaching Study Group</p>	<p>May 2022</p> <p>May – June 2022</p>	<p>ABQ NM</p> <p>CNM Online</p>
ELSHENAWY	YASER	Faculty	PT	BS		New Mexico Adult Education Conference	May 2022	ABQ, NM
FARMER	NATHAN	Faculty	PT	MA				
GAMAL	RANDA	Faculty	PT	PHD	13			
HENDERSON	HOWARD	Faculty	PT	BA				
JIJON	LAURA	Faculty	PT	BA	40	<p>NMALTSD conference;</p> <p>NMAEA/NMTESOL conference</p>	<p>Nov 2021;</p> <p>May 2022</p>	
KAPFHAMMER	JENNIFER	Faculty	PT	MA				
KOVARZINA	IZABELLA	Faculty	PT	PHD	16	<p>1. Attended "Celebrating Indigenous Cultures Conference"</p> <p>2. Completed CNM "Register Blast" training</p> <p>3. Attended "Indigenous Cultures and Customs Event"</p> <p>4. Attended NM Adult Education Teachers ELL Webinar and Workshop Series</p>	<p>July 2021</p> <p>August 2021</p> <p>December 2021</p> <p>April 2022</p>	<p>ETKIE, ABQ, NM</p> <p>Online</p> <p>Merida, Yucatan, Mexico</p> <p>Online</p>

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MAEZ	DONALD	Faculty	PT	MA	23			
MALIK	TANVIR	Faculty	PT	PHD	21			
MCKILLIP	KATHERINE	Faculty & Tutoring Coordinator	PT	BA	12			
MORENIKE	DMITRI	Faculty	PT	MA	8			
MORTIER	PENNY	Faculty	PT	MA	25	NMAEA/NMHED/NM TESOL Spring Conference	May 2022	ABQ, NM
NGUYEN	HUY	Faculty	PT	MA				
POLLARD	LAUREN	Faculty	PT	MA	15	CNM Faculty Focus Day	August 25, 2021	CNM online
ROMERO	STEVEN	Faculty	PT	BA				
SCHULTZ	JENNIFER	Faculty	PT	MA				
SHERRY	REBECCA	Faculty	PT	MA	23	<ol style="list-style-type: none"> 1. Presented at and attended NMAEA/ NM TESOL Teacher Institutes 2. Utilizing the QM Self-Review Checklist 3. Presented at and attended NMAEA/ NM TESOL Annual Conference 4. Ed Tech Maker Space (research/evaluate OER for adult education, earned Workforce Preparation Achievement & Workforce 	<p>October 2021</p> <p>April 22, 2022</p> <p>May 2022</p> <p>May-July 2022</p>	<p>Online</p> <p>CNM Online</p> <p>Albuquerque, NM</p> <p>Online</p>

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						Preparation Leader badges) 5. Member, NM Teacher Credentialing Workgroup 6. NMAEA Board Central Region Representative & Membership Committee Chair	Nov 2021-April 2022 July 2021-present	Online Albuquerque, NM
SKILES	PAUL	Faculty	PT	MA				
TOVAR-HERNANDEZ	JONICE	Faculty	PT	MA	21			
WETTERAU ZHUPIKOV	AMY	Faculty	PT	MA				

† Rebecca Martinez moved to a different position at CNM in March 2022. Andrea Juárez-Gutiérrez was hired as the new ABE Achievement Coach in the same month.

Table 3: CNM ABE staff and *active* faculty experience and professional development during FY 2021-2022

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.

\$162

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

\$256.91

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
374	\$16	\$5984

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

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	0

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

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	0

6. Please indicate total fair market value of donated supplies and materials. (e.g., books) – This represents 30 calculators at \$20 each.

\$600

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
\$23592 [†]	\$12	\$283,104
443 [†]	\$15	\$6645

[†] Office space = 443 sq. ft.; Classroom space = 23592 sq. ft. Note that classroom space is only used during the time the classroom is scheduled for instruction. All classrooms used are also available for use by other classes at CNM.

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
CNM Assessment Center (for the purchase of CASAS exam licenses, 2000 licenses at \$2 each)	\$4000

B. Program Income Activities

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

\$ 37273.60

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
COURSE SOFTWARE MCGRAW HILL EDUCATION	\$6,900.00
COURSE SOFTWARE MCGRAW HILL EDUCATION	\$2,075.00
COURSE SOFTWARE MCGRAW HILL EDUCATION	\$2,425.00
COURSE SOFTWARE CAMBRIDGE UNIVERSITY PRESS	\$1,000.00
COURSE SOFTWARE CAMBRIDGE UNIVERSITY PRESS	\$680.00
COURSE SOFTWARE CAMBRIDGE UNIVERSITY PRESS	\$300.00
COURSE SOFTWARE CAMBRIDGE UNIVERSITY PRESS	\$1,640.00
COURSE SOFTWARE CAMBRIDGE UNIVERSITY PRESS	\$2,700.00
COURSE SOFTWARE CAMBRIDGE UNIVERSITY PRESS	\$2,700.00
COURSE SOFTWARE CAMBRIDGE UNIVERSITY PRESS	\$1,800.00
COURSE SOFTWARE CAMBRIDGE UNIVERSITY PRESS	\$2,700.00
COURSE SOFTWARE MCGRAW HILL EDUCATION	\$2,375.00
COURSE SOFTWARE EDMENTUM INC	\$502.43
COURSE SOFTWARE EDMENTUM INC	\$6,380.00

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 A: 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 2021-2022* (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.

Appendix B: Integrated Education and Training (IET)

IET is described in 34 CFR 463, specifically

[§ 463.36 What are the required components of an integrated education and training program funded under title II?](#)

An integrated education and training program must include three components:

- (a) Adult education and literacy activities as described in [§ 463.30](#).
- (b) Workforce preparation activities as described in [§ 463.34](#).
- (c) Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act.

(Authority: [29 U.S.C. 3272, 3174](#))

CNM ABEs I-Best Nursing Assistant (IBNA) and I-Best Early Childhood (IBEC) programs fit the criteria shown in the code of federal regulations segment above, and are briefly described below.

I-Best Nursing Assistant (IBNA)

Career opportunities stated in the CNM course catalog upon completion of this program: “Jobs are available in hospitals, outpatient clinics, nursing homes, and private homes.”

As described by ESL instructor, Penny Morier, “During the course of this program, students will

- ✓ Learn medical vocabulary & abbreviations
- ✓ Speak in English with patients and health care team
- ✓ Record patient conditions using medical English
- ✓ Review English grammar to sound professional at work
- ✓ Review NA skills, textbook, and study materials
- ✓ Prepare for tests and exams
- ✓ Create a resume and prepare for job interviews
- ✓ Receive in-person coaching for communication during hands-on lab skills”

TERM	IBNA NON-CREDIT	CREDIT COURSES
TERM 1 Program is one term	ADULT BASIC EDUCATION IBNA 500 I-BEST NURSING ASSISTANT	HEALTH, WELLNESS, PUBLIC SAFETY (HWPS) NA 1020 PRINCIPLES NURSING ASSISTANT THEORY ONLINE (3 credits) NA 1093 PRINCIPLES OF NURSING ASST LAB (2 credits) NA 1190 NURSING ASSISTANT CLINICAL (1 Credit) HLTH 1001 or 1003 CLINICAL PREP THEORY (1 Credit) CNM CERTIFICATE AWARDED UPON COMPLETION https://catalog.cnm.edu/preview_program.php?catoid=49&pooid=11417
POST-PROGRAM		PROMETRIC EXAM NM DEPARTMENT OF HEALTH STATE OF NEW MEXICO CERTIFICATION AWARDED UPON PASSING

I-Best Early Childhood Multicultural Education (IBEC)

Career opportunities stated in the CNM course catalog upon completion of this program: “Students who receive the Child Development Certificate are immediately employable upon graduation. Well-qualified educators are needed as early care and education teachers, educational assistants, Head Start assistant teachers, administrators, early interventionists,

Adult Education Local Program Annual Report

2021-2022

and home visitors. Students are encouraged to continue with the associate's degree in Early Childhood Multicultural Education for additional career opportunities.”

As described by ESL instructor, Rebecca Sherry, “This program serves students who take the Early Childhood Certificate in Spanish. CNM ABE offers a two-course multilevel ESL sequence with language skills contextualized for the early childhood professional, primarily preschool teachers.”

TERM	IBEC NON-CREDIT	CREDIT COURSE
Term 1	IBEC 0500 ESL for Child Development	ECED 1110 (3 credits) Child Development
Can take at the same time as ECED 1110 or any term before or after	IBEC 0596 ESL for Health, Safety, and Nutrition	ECED 1115 (2 credits) Health, Safety, and Nutrition
Can take at the same time as ECED 1110 or any term before or after (usually after)	No IBEC	ECED 1125 (3 credits) Assessment and Evaluation
Can take at the same time as ECED 1110 or any term before or after (usually after)	No IBEC	ECED 1130 (3 credits) Family and Community Collaboration

https://catalog.cnm.edu/preview_program.php?catoid=49&poid=11275

Additional IET's will launch in FY 2022-2023 for the following programs:

- Retail Management
- Hospitality & Tourism
- Automotive Service Fundamentals
- Unmanned Aircraft Systems

Memorandum of Understanding
School of Applied Technologies & the Adult Basic Education program in the School of Adult and General Education
Central New Mexico Community College

Purposes

1. To increase the rate of high school equivalency completion.
2. To increase certificate/degree completion.
3. To help students use the Ability-To-Benefit (ATB) as defined in the Federal Student Aid Handbook.

Understanding

Students who are working to obtain a high school diploma will be permitted to declare a major, and to register for eligible courses in the school of Applied Technologies, for

- 1) any program such that beginning coursework does not include a Reading & Writing Skill or Math Skill pre- or corequisite requirement.

OR

- 2) any program such that beginning coursework pre- or corequisite requirements are satisfied by Adult Basic Education courses (as listed in the Adult Basic Education Prerequisite Crosswalks spreadsheet).

Examples are shown on the following pages.

Term of Memorandum

- This memorandum will be effective November 9, 2020.
- This memorandum will be in effect as long as the Ability-To-Benefit is available.
- This memorandum will terminate at the will of either school within one academic term of written notification.

Signatures

 X Amy Ballard
Digitally signed by Amy Ballard
Date: 2020.11.06 16:18:51 -0700

Amy Ballard
Dean of the School of Applied Technologies

 X LouAnne Lundgren
Digitally signed by LouAnne Lundgren
DN: cn=LouAnne Lundgren, o=CNM, email=lundgren1@cnm.edu, c=US
Date: 2020.11.06 12:01:12 -0700

LouAnne Lundgren
Dean of the School of Adult and General Educati...

 X Nora Nixon
Digitally signed by Nora Nixon
Date: 2020.11.06 14:01:10 -0700

Nora Nixon
Adult Basic Education Director

Memorandum of Understanding
School of Applied Technologies & the Adult Basic Education program in the School of Adult and General Education
Central New Mexico Community College

EXAMPLE

Automotive Service Fundamentals, Certificate of Achievement

TERM 1 (students will apply as a CNM student – with ABE attribute)

- GELA 0950 (0 credit-hours) (equivalent level to IRW 0980)
- AUTC 1110 (4 credit-hours)
- AUTC 1140 (4 credit-hours)

TERM 2 (student now has the ability to benefit from financial aid)

- GEMA 0950 (0 credit-hours) (equivalent level to MATH 0970, 0980, and 1110)
- AUTC 1120 (3 credit-hours)
- AUTC 1130 (3 credit-hours)
- *Pass HSE exam to obtain GED*
- *Receive certificate upon completion of the term*

Note: The credit-bearing courses shown in the above example may also be applied to the Automotive Technology, Certificate of Completion (https://catalog.cnm.edu/preview_program.php?catoid=46&poid=10406&returnto=6447), and the Transportation Technology (AAS), Automotive Technology Concentration (https://catalog.cnm.edu/preview_program.php?catoid=46&poid=10526&returnto=6447)

EXAMPLE

Unmanned Aircraft Systems (UAS), Certificate of Completion

TERM 1 (students will apply as a CNM student – with ABE attribute)

- GELA 0950 (0 credit-hours) (equivalent level to IRW 0980)
- BCIS 1110 (3 credit-hours)
- GIS 1002 (3-credit-hours)

TERM 2 (student now has the ability to benefit from financial aid)

- GEMA 0950 (0 credit-hours) (equivalent level to MATH 0970, 0980, and 1110)
- UAS 1010 (3 credit-hours)
- UAS 1011 (1 credit-hours)
- UAS 1020 (1 credit-hours)
- UAS 1030 (2 credit-hours)
- *Pass HSE exam to obtain GED*

TERM 3 (student is now a regular CNM student for all intents and purposes)

- UAS 1031 (2 credit-hours)
- UAS 2010 (or UAS 2020) (3 credit-hours)
- UAS 1040 (or other program approved elective) (3 credit-hours)
- *Receive certificate upon completion of the term*

Memorandum of Understanding

School of Business and Information Technology & the Adult Basic Education program in the School of Adult and General Education
Central New Mexico Community College

Purposes

1. To increase the rate of high school equivalency completion.
2. To increase certificate/degree completion.
3. To help students use the Ability-To-Benefit (ATB) as defined in the Federal Student Aid Handbook.

Understanding

Students who are working to obtain a high school diploma will be permitted to declare a major, and to register for eligible courses in the school of Business and Information Technology, for

- 1) any program such that beginning coursework does not include a Reading & Writing Skill or Math Skill pre- or corequisite requirement.

OR

- 2) any program such that beginning coursework pre- or corequisite requirements are satisfied by Adult Basic Education courses (as listed in the Adult Basic Education Prerequisite Crosswalks spreadsheet).

Examples are shown on the following pages.


Term of Memorandum

- This memorandum will be effective November 9, 2020.
- This memorandum will be in effect as long as the Ability-To-Benefit is available.
- This memorandum will terminate at the will of either school within one academic term of written notification.

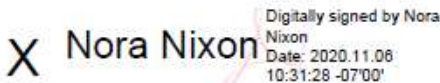
Signatures

 X **Kalynn Pirkel**
Digitally signed by Kalynn Pirkel
DN: cn=Kalynn Pirkel, e=kpirkel@cnm.edu
Reason: I am the author of this document
Location: your signing location here
Date: 2020.11.09 10:47:43
Full Reader Version: 9.7.2

Kalynn Pirkel
Interim Dean of the School of Business and Infor...

 X **LouAnne Lundgren**
Digitally signed by LouAnne Lundgren
DN: cn=LouAnne Lundgren, o=CNM, ou=SAGE,
email=lundgren1@cnm.edu, ou=US
Date: 2020.11.09 10:13:47 -0700

LouAnne Lundgren
Dean of the School of Adult and General Educati...

 X **Nora Nixon**
Digitally signed by Nora Nixon
Date: 2020.11.08
10:31:28 -0700

Nora Nixon
Adult Basic Education Director

Memorandum of Understanding

School of Business and Information Technology & the Adult Basic Education program in the School of Adult and General Education
Central New Mexico Community College

EXAMPLES

Retail Management, Certificate of Completion

TERM 1 (students will apply as a CNM student – with ABE attribute)

- GELA 0950 (0 credit-hours) (equivalent level to IRW 0980)
- BCIS 1110 (3 credit-hours)
- BUSA 1130 (3 credit-hours)

TERM 2 (student now has the ability to benefit from financial aid)

- GEMA 0950 (0 credit-hours) (equivalent level to MATH **0970**, 0980, and 1110)
- BUSA 1180 (3 credit-hours)
- BUSA 1115 (3 credit-hours)
- MGMT 2110 (3 credit-hours)
- *Pass HSE exam to obtain GED*

TERM 3 (student is now a regular CNM student for all intents and purposes)

- ACCT 2110 (3 credit-hours)
- BUSA 2330 (3 credit-hours)
- BUSA 2220 (3 credit-hours)
- MKTG 2110 (3 credit-hours)
- *Receive certificate upon completion of the term*

Note: The credit-bearing courses shown in the above example may also be applied to the Business Administration (AAS), Retail Management Concentration. Source: https://catalog.cnm.edu/preview_program.php?catoid=48&poid=10832&returnto=6851

Hospitality and Tourism, Certificate of Completion

TERM 1 (students will apply as a CNM student – with ABE attribute)

- GELA 0950 (0 credit-hours) (equivalent level to IRW 0980)
- BIT 1005 (3 credit-hours) (program approved elective)
- BCIS 1110 (3 credit-hours)

TERM 2 (student now has the ability to benefit from financial aid)

- GEMA 0950 (0 credit-hours) (equivalent level to MATH 0970, **0980**, and 1110)
- BUSA 1115 (3 credit-hours)
- BUSA 1130 (3 credit-hours)
- HT 1101 (3 credit-hours)
- *Pass HSE exam to obtain GED*

TERM 3 (student is now a regular CNM student for all intents and purposes)

- HT 2215 (3 credit-hours) (program approved elective)
- HT 1111 (1 credit-hours)
- MKTG 2110 (3 credit-hours)
- HT 2201 (3 credit-hours)
- HT 2235 (3 credit-hours)
- *Receive certificate upon completion of the term*

Note: With the exception of BIT 1005, the credit-bearing courses shown in the above example may also be applied to the Hospitality and Tourism, Associate of Applied Science. Source: https://catalog.cnm.edu/preview_program.php?catoid=48&poid=10933&returnto=6851

Student:

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

Select Reporting System:

NRS FY 21-22

Agency: Central New Mexico Community College

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 (P)
	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)	
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	0	1	0	1	1	0	3	8	0	0	0	0	0	0	14
ABE Level 3	1	7	0	2	1	2	12	46	0	0	3	5	0	2	81
ABE Level 4	4	12	2	2	0	5	43	104	0	0	11	16	0	2	201
ABE Level 5	2	4	0	0	2	2	23	53	0	0	5	9	1	1	102
ABE Level 6	1	3	0	1	0	0	11	21	0	0	3	8	0	0	48
ESL*** Level 1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ESL Level 2	0	0	0	2	0	0	2	4	0	0	1	0	0	0	9
ESL Level 3	0	0	1	0	0	2	3	18	0	0	2	2	0	0	28
ESL Level 4	0	0	2	8	0	1	11	34	0	0	2	5	0	1	64
ESL Level 5	0	0	3	11	0	2	11	59	1	0	0	5	1	0	93
ESL Level 6	0	0	7	13	2	2	14	58	0	0	2	7	0	0	105
Total	8	27	15	40	6	16	133	406	1	0	29	57	2	6	746

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: Central New Mexico Community College

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 (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	1	4	1	1	1	1	35	46	0	0	16	12	0	2	120
19-24	3	7	3	6	1	2	28	72	0	0	4	13	0	3	142
25-44	3	14	6	21	2	10	56	229	0	0	7	22	2	1	373
45-54	1	2	4	7	1	2	8	40	0	0	0	8	0	0	73
55-59	0	0	0	2	1	0	2	10	0	0	1	0	0	0	16
60+	0	0	1	3	0	1	4	9	1	0	1	2	0	0	22
Total	8	27	15	40	6	16	133	406	1	0	29	57	2	6	746

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: Central New Mexico Community College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	4	4	4	0	4	1	56	56	0	0	18	17	3	2	169
19-24	8	6	2	2	4	4	74	92	0	0	18	11	1	3	225
25-44	4	15	11	14	1	6	112	178	0	1	15	27	0	2	386
45-54	1	3	1	8	1	1	13	44	0	1	0	4	0	0	77
55-59	0	0	0	2	0	0	2	8	0	0	1	3	0	0	16
60+	0	0	0	2	1	0	5	9	0	0	2	1	0	0	20
Total	17	28	18	28	11	12	262	387	0	2	54	63	4	7	893

*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: Central New Mexico Community College

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**	74	64	134	18	4	2	296
Integrated Education and Training Program	0	5	27	2	0	1	35
Adult Secondary Education***	40	46	58	5	0	1	150
Integrated Education and Training Program	0	2	11	0	0	0	13
English Language Acquisition****	6	32	181	50	12	19	300
Integrated Education and Training Program	0	5	43	15	2	1	66
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	120	142	373	73	16	22	746

*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.

ABE Level 2	14	0	1100.5	6	0	0	4	4	42.86	15	6	0	0	40
ABE Level 3	81	0	7141.3	20	1	0	47	13	25.93	83	20	1	0	25.3
ABE Level 4	201	0	12635.5	39	13	0	113	36	25.87	206	39	13	0	25.24
ABE Level 5	102	0	6307	6	7	1	72	16	13.73	107	6	8	1	14.02
ABE Level 6	48	0	2196	0	11	0	28	9	22.92	48	0	11	0	22.92
ABE Total	446	0	29380.3	71	32	1	264	78	23.32	459	71	33	1	22.88
ESL Level 1	1	0	34.5	0	0	0	1	0	0	1	0	0	0	0
ESL Level 2	9	0	290.25	3	0	0	1	5	33.33	9	3	0	0	33.33
ESL Level 3	28	0	1676	12	0	0	9	7	42.86	28	12	0	0	42.86
ESL Level 4	64	0	4257	13	1	0	20	30	21.88	66	13	1	0	21.21
ESL Level 5	93	0	7359	24	1	0	37	31	26.88	98	24	1	0	25.51
ESL Level 6	105	0	6405.25	14	1	0	54	36	14.29	108	14	1	0	13.89
ESL Total	300	0	20022	66	3	0	122	109	23	310	66	3	0	22.26
Grand Total	746	0	49402.3	137	35	1	386	187	23.19	769	137	36	1	22.63

- 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 4A - Educational Functioning Level Gain

Select Reporting System:

Agency: Central New Mexico Community College

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	6	2	33.33	6	100	0	0	0	0
ABE Level 3	21	16	76.19	12	57.14	0	0	0	0
ABE Level 4	41	30	73.17	15	36.59	0	0	0	0
ABE Level 5	9	4	44.44	6	66.67	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	77	52	67.53	39	50.65	0	0	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0
ESL Level 2	3	3	100	0	0	0	0	0	0
ESL Level 3	12	12	100	0	0	0	0	0	0
ESL Level 4	14	14	100	0	0	0	0	0	0
ESL Level 5	25	25	100	0	0	0	0	0	0
ESL Level 6	14	14	100	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Total	68	68	100	0	0	0	0	0	0
Grand Total	145	120	82.76	39	26.9	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: Central New Mexico Community College

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	6	904.5	6	0	0	100
ABE Level 3	40	5726.3	21	10	9	52.5
ABE Level 4	77	7510.5	41	23	13	53.25
ABE Level 5	38	3732.5	9	19	10	23.68
ABE Total	161	17873.8	77	52	32	47.83
ESL Level 1	0	0	0	0	0	0
ESL Level 2	5	206.25	3	0	2	60
ESL Level 3	16	1306.5	12	0	4	75
ESL Level 4	29	3000.75	14	3	12	48.28
ESL Level 5	48	5736.5	25	7	16	52.08
ESL Level 6	45	4246.75	14	13	18	31.11
ESL Total	143	14496.75	68	23	52	47.55
Total	304	32370.55	145	75	84	47.7

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: $G = \text{Column D} / \text{Column B}$

ABE Level 2	11	0	881.5	4	0	0	4	3	36.36	12	4	0	0	33.33
ABE Level 3	65	0	5970.3	16	1	0	39	9	26.15	66	16	1	0	25.76
ABE Level 4	184	0	11900	35	11	0	108	30	25	189	35	11	0	24.34
ABE Level 5	94	0	5799	6	7	1	69	11	14.89	99	6	8	1	15.15
ABE Level 6	45	0	2046.5	0	10	0	27	8	22.22	45	0	10	0	22.22
ABE Total	399	0	26597.3	61	29	1	247	61	22.81	411	61	30	1	22.38
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	3	0	85.5	1	0	0	0	2	33.33	3	1	0	0	33.33
ESL Level 3	15	0	787.5	5	0	0	8	2	33.33	15	5	0	0	33.33
ESL Level 4	35	0	2250.25	7	1	0	15	12	22.86	37	7	1	0	21.62
ESL Level 5	60	0	5174	12	1	0	30	17	21.67	64	12	1	0	20.31
ESL Level 6	85	0	5281.25	9	0	0	50	26	10.59	88	9	0	0	10.23
ESL Total	198	0	13578.5	34	2	0	103	59	18.18	207	34	2	0	17.39
Grand Total	597	0	40175.8	95	31	1	350	120	21.27	618	95	32	1	20.71

- 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: Central New Mexico Community College

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 *	588	236	40.14	599	241	40.23
Employment Fourth Quarter after exit *	843	241	28.59	859	248	28.87
Median Earnings Second Quarter after exit **	236	4584.75		241	4557	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	99	4	4.04	100	4	4
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	99	9	9.09	100	9	9
Attained a Postsecondary Credential while enrolled or within one year of exit ****	16	10	62.5	16	10	62.5

Attained any credential (unduplicated) *****	115	21	18.26	116	21	18.1
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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: Central New Mexico Community College

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	587	236	40.2	598	241	40.3
Employment Fourth Quarter after exit	336	147	43.75	337	147	43.62
Median Earnings Second Quarter after exit	236	4584.75		241	4557	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	52	4	7.69	52	4	7.69
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	52	7	13.46	52	7	13.46
Attained a Postsecondary Credential while enrolled or within one year of exit	11	7	63.64	11	7	63.64

Attained any credential (unduplicated) *****	63	16	25.4	63	16	25.4
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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:

Central New Mexico Community College

System:

Participant Status on Entry into the Program (A)	Number (B)	
Employed	372	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	187	
Not in the Labor Force	187	
TOTAL	746	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	7	25
Grades 1-5	6	5
Grades 6-8	16	29
Grades 9-12 (no diploma)	274	109
Secondary School Diploma or alternate credential	3	3
Secondary School Equivalent	3	6
Some Postsecondary education, no degree	1	11
Postsecondary or professional degree	6	60
Unknown	106	76
TOTAL (both US Based and Non-US Based)	746	
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: Central New Mexico Community College

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:

 ▼

Agency: Central New Mexico Community College

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 System:

NRS FY 21-22 ▼

Agency: Central New Mexico Community College

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: Central New Mexico Community College

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	114	11	9.65	118	11	9.32
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	114	2	1.75	118	2	1.69
MSG via Secondary or Postsecondary Transcript	114	1	0.88	118	1	0.85
MSG via Progress Toward Milestones	114	0	0	118	0	0
MSG via Passing Technical/ Occupational Skills Exam	114	0	0	118	0	0
Employment Second Quarter after exit	73	24	32.88	74	25	33.78

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	88	29	32.95	91	31	34.07
Median Earnings Second Quarter after exit	24	6322		25	6103	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	2	0	0	2	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	2	0	0	2	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	14	8	57.14	14	8	57.14

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

Agency: Central New Mexico Community College

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**

CNM School of Adult & General Education (SAGE)



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.

PY21 Bernalillo County – Operating Budget – Attachment A (PY21 – July 2021 thru June 2022)

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:

CNM School of Adult & General Education (SAGE)

- 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 CNM School of Adult & General Education (SAGE) clients and costs are allocated using the method described below. The potential number of CNM School of Adult & General Education (SAGE) clients is based on the number of CNM School of Adult & General Education (SAGE) clients designated as job-ready for the prior fiscal year.

Proportionate infrastructure costs are based upon the number of potential CNM School of Adult & General Education (SAGE) 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 CNM School of Adult & General Education (SAGE) 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 PY21 – Period July 2021 thru June 2022.

Total Individuals Served at the WCCNM Comprehensive One-Stop	Total Infrastructure PY21 Estimated Costs:	CNM School of Adult & General Education (SAGE)
24,580	\$ 321,838.20	
	CNM School of Adult & General Education (SAGE) Clients (Annual)	25
	Percentage of total clients served	0.1017%
	Allocated Infrastructure Costs	\$ 327.34
	CNM School of Adult & General Education (SAGE) Annual Budget	\$453,336.00
	1.5% Limit	\$6,800.04
	Proposed Contribution	\$327.34

Total Sf=24000

Office #	Description/ Program	Office Sq Footage	Allocated To															
			WIOA Adult*	WIOA DW*	WIOA Youth In*	WIOA Youth Out*	Wagner Peysner	Rapid Response	Apprenticeship Sector Strategies	Veterans Partner	WIOA Operator	TAA Partner	NMWorks WS & CL	RESEA Partner	NDWGs Grant	NM DVR Partner	Vacant Partner	Vacant Partner
Office #1	DWS Area Manager - Anthony Jenks	237.00					189.60	47.40										
Office #2	Operations Manager - Joy Forehand	237.00								237.00								
Office #3	Operations Admin Assistant - Common - Jo Ann Boru	-																
Office #4	Career Services Staff - Wagner Peysner Vacant	60.00					48.00	12.00										
Office #5	RESEA - Odella Trujillo	60.00											60.00					
Office #6	Career Services Staff - Robert Whitaker	60.00					48.00	12.00										
Office #7	Vets-David Triggs	109.00								109.00								
Office #8	Vets-Vacant	104.00								104.00								
Office #9	Vets-Vacant	104.00								104.00								
Office #10	Vets-Ray Pitts	104.00								104.00								
Office #11	Vets-Theresa Figueroa	104.00								104.00								
Office #12	WIOA Adult/DW-Vacant	155.00	77.50	77.50														
Office #13	Career Services Staff-Lilianna Valadez	117.00					93.60	23.40										
Office #14	WIOA Adult/DW-Bianca Delgado HOLD	117.00	58.50	58.50														
Office #15	Career Services Staff - Karen Huladek	90.00					72.00	18.00										
Office #16	Career Services Staff-Stewart Shatz	90.00					72.00	18.00										
Office #17	WIOA Adult/DW-Victoria Perez	126.00	63.00	63.00														
Office #18	WIOA Adult/DW-Vacant	132.00	66.00	66.00														
Office #19	WIOA Adult/DW-Christina Magallenes	132.00	66.00	66.00														
Office #20	WIOA Supervisor Adult/DW-Patricia Georges	132.00	66.00	66.00														
Office #21	WIOA Operations (Program Manager) - Mona Koehle	100.00							100.00									
Office #22	Computer Room - Common	-																
Office #23	NM DVR-Rhonda Estrada	100.00															100.00	
Office #24	Vets - Vacant HOLD	100.00							100.00									
Office #25	NM DVR- Jennifer Saavedra	100.00															100.00	
Office #26	NM DVR - Vacant	100.00															100.00	
Office #27	NM DVR - Vacant	100.00															100.00	
Office #28	RESEA - Lucille Serrano	80.00											80.00					
Office #29	Career Services Staff - Lisa Lamont	80.00					64.00	16.00										
Office #30	WIOA Adult/DW-Kristy Aragon	80.00	40.00	40.00														
Office #31	WIOA Adult/DW- Kendra Morrison	80.00	40.00	40.00														
Office #32	WIOA Adult/DW-Hannah Gadri	80.00	40.00	40.00														
Office #33	WIOA Adult/DW - Bianca Gonzales	80.00	40.00	40.00														
Office #34	WIOA Adult/DW - Twila Sanchez	80.00	40.00	40.00														
Office #35	WIOA Adult/DW - Vacant	80.00	40.00	40.00														
Office #36	NMWorks Wage Sub/CareerLink - Vacant	80.00										80.00						
Office #37	NMWorks Wage Sub/CareerLink - Vacant	80.00										80.00						
Office #38	Common Area	-																
Office #39	WIOA Youth - Audriana Vega	80.00		20.00	60.00													
Office #40	WIOA Youth - Vacant	80.00		20.00	60.00													
Office #41	WIOA Youth - Vacant	80.00		20.00	60.00													
Office #42	NM DVR - Vacant	80.00															80.00	
Office #43	Common Area	-																
Office #44	WIOA Youth - Cristina Garduno	80.00		20.00	60.00													
Office #45	TAA - HOLD	80.00										80.00						
Office #46	TAA - Ceanna Pettis-Smith	80.00										80.00						
Office #47	Common Area	-																
Office #48	RESEA - Chris Lucero	80.00												80.00				
Office #49	Career Services Staff - Arlene Luchetti	80.00					64.00	16.00										
Office #50	NMWorks Wage Sub/CareerLink - Chris Shea	80.00										80.00						
Office # 51	Career Services Staff - Wagner Peysner	80.00					64.00	16.00										
Office #52	RESEA - Mariam Jiron	80.00												80.00				
Office #53	RESEA - Luz Elena	80.00												80.00				
Office #54	Career Services Staff - Erica Martinez	80.00					64.00	16.00										
Office #55	NMWorks Wage Sub/CareerLink - Estela Patino	80.00										80.00						
Office #56	NMWorks Wage Sub/Careerlink - Ana Castro	80.00										80.00						
Office #57	Career Services Staff - Chase Mascarenas	80.00					64.00	16.00										
Office #58	WIOA Youth Business- Eloy Torrez	110.00		27.50	82.50													
Office #59	NEG DWG - Kendra HOLD	110.00															110.00	
Office #60	Vacant	700.00																
Resource Room	Resource Room	1188.00	71.28	71.28	16.63	66.53	484.70	121.18	11.88	59.40	0.00	35.64	5.94	142.56	5.94	59.40		
Common Areas:			6.00%	6.00%	1.50%	6.00%	39.20%	9.80%	1.00%	5.00%	0.00%	3.00%	5.00%	12.00%	0.50%	5.00%		
Common Area Sqft		17,597.64																
Total Office Space		6,402.36	708.28	708.28	124.13	389.03	1327.90	331.98	111.88	684.40	237.00	195.64	405.94	522.56	115.94	539.40	0.00	0.00
Pct of Total			11.06%	11.06%	1.94%	6.08%	20.74%	0.05	0.02	10.69%	3.70%	3.06%	6.34%	8.16%	1.81%	8.43%	0.00%	0.00%
Common Area Share			1,946.79	1,946.79	341.19	1,069.29	3,649.90	912.48	307.52	1,881.15	651.42	537.74	1,115.77	1,436.32	318.67	1,482.60	0.00	0.00
Total Allocation Cost (sqft)=		24,000.00	2,655.07	2,655.07	465.32	1,458.32	4,977.80	1,244.45	419.40	2,565.55	888.42	733.38	1,521.71	1,958.88	434.61	2,022.00	0.00	0.00
Check-Verify		7,138.00																
Telephone		54.00	6.00	6.00	4.00	1.00	8.80	2.20	1.00	6	1	2	5	5	1	5	0	
Internet Connections		80	24															
Internet Connections with Proportionate Share of Resource Room			7.44	7.44	4.36	2.44	18.208	4.55	1.24	7.2	1	2.72	6.2	7.88	1.12	6.2	0	
FTE		54	6.00	6.00	4.00	1.00	8.80	2.20	1.00	6.00	1.00	2.00	5.00	5.00	1.00	5.00	0.00	

**NM Workforce Connection-Bernalillo County
PY21 Infrastructure Funding Agreement-Operating Budget**

Attachment "A"

Revised 08/2021

Effective 07/01/2021

Total Square Footage = 24,000

Allocated Area	WIOA Adult*	WIOA Div*	WIOA Youth In*	WIOA Youth Out*	Wagner Poyser	Rapid Response	Apprenticeship Sector Strategies	Veterans Partner	WIOA Operator	TAA Partner	NMWorks WS & CL	RESEA Partner	NDWGS Grant	NM DVR Partner	Vacant Partner	Vacant Partner	Total							
																		3.30%	9.30%	5.45%	3.08%	22.78%	5.69%	1.55%
Unit Percentage Internet	11.11%	11.11%	7.41%	1.85%	16.30%	4.07%	1.85%	11.11%	1.85%	3.70%	9.26%	9.26%	1.85%	9.26%	0.00%	0.00%	100.00%							
Unit Percentage Telephone & Facilities Mgmt	11.11%	11.11%	7.41%	1.85%	16.30%	4.07%	1.85%	11.11%	1.85%	3.70%	9.26%	9.26%	1.85%	9.26%	0.00%	0.00%	100.00%							
FTE Percentage	14.62%	3.66%	2.23%	6.89%	27.23%	6.81%	0.88%	6.61%	0.00%	4.63%	19.93%	0.81%	6.61%	5.29%	0.00%	0.00%	100.00%							
Served Percentage																								
Square Footage	6,402.36	708.28	708.28	124.13	389.03	1327.90	331.98	111.88	684.40	237.00	195.64	405.94	522.56	115.34	539.40	0.00	0.00	6402.36						
Assigned SF Allocated Percentage		11.06%	11.06%	1.94%	6.08%	20.74%	5.19%	1.75%	10.69%	3.70%	3.06%	6.34%	8.16%	1.81%	8.43%	0.00%	0.00%	100.00%						
Common Area Allocated	17,597.64	1946.79	1946.79	341.19	1069.29	3649.90	912.48	307.52	1881.15	651.42	537.74	1115.77	1436.32	318.67	1482.60	0.00	0.00	17597.64						
Common Area Percentage		11.03%	11.06%	1.94%	6.38%	20.74%	5.19%	1.75%	10.69%	3.70%	3.06%	6.34%	8.16%	1.81%	8.43%	0.00%	0.00%	100.00%						
Total Square Footage	24,000.00	2655.07	2655.07	465.32	1458.32	4977.80	1244.45	419.40	2555.55	898.42	733.38	1521.71	1958.88	434.61	2022.00	0.00	0.00	24000.00						
	Allocable	Cost Basis	Annual Cost	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	QUARTERLY COST	Total Shared Costs						
INFRASTRUCTURE COST ITEMS	Y	N	Sq Ft	Served	Unit																			
Facilities Cost:																								
Building Lease	X	X				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
Utilities/refuse	X	X																						
Electric	X	X				\$ 35,000.00	\$ 8,750.00	\$ 967.99	\$ 967.99	\$ 168.66	\$ 531.68	\$ 1,814.82	\$ 453.71	\$ 152.90	\$ 935.36	\$ 323.30	\$ 267.38	\$ 554.79	\$ 714.17	\$ 158.45	\$ 737.19	\$ -	\$ -	\$ 8,750.00
Gas	X	X				\$ 15,000.00	\$ 3,750.00	\$ 414.85	\$ 414.85	\$ 72.71	\$ 227.86	\$ 777.78	\$ 194.45	\$ 65.53	\$ 400.87	\$ 138.62	\$ 114.59	\$ 237.77	\$ 306.07	\$ 67.91	\$ 315.94	\$ -	\$ -	\$ 3,750.00
Water	X	X				\$ 8,000.00	\$ 2,000.00	\$ 243.38	\$ 243.38	\$ 42.65	\$ 133.68	\$ 456.30	\$ 114.07	\$ 38.44	\$ 235.18	\$ 81.44	\$ 67.23	\$ 139.49	\$ 179.56	\$ 39.64	\$ 185.35	\$ -	\$ -	\$ 2,200.00
Building Maintenance**	X	X				\$ 31,830.60	\$ 7,957.50	\$ 880.32	\$ 880.32	\$ 154.28	\$ 483.52	\$ 1,650.45	\$ 412.61	\$ 139.06	\$ 850.64	\$ 294.57	\$ 243.16	\$ 504.54	\$ 649.49	\$ 144.10	\$ 670.42	\$ -	\$ -	\$ 7,957.50
Property Contents Insurance**	X	X				\$ 1,600.00	\$ 375.00	\$ 41.49	\$ 41.49	\$ 7.27	\$ 22.79	\$ -	\$ -	\$ 6.55	\$ -	\$ 13.88	\$ -	\$ -	\$ -	\$ 6.79	\$ -	\$ -	\$ -	\$ 140.25
Security Cameras & monitors(alarm)	X	X				\$ 4,500.00	\$ 1,125.00	\$ 124.46	\$ 124.46	\$ 21.81	\$ 68.36	\$ 233.33	\$ 58.33	\$ 19.66	\$ 120.26	\$ 41.64	\$ 34.38	\$ 71.33	\$ 91.82	\$ 20.37	\$ 94.78	\$ -	\$ -	\$ 1,125.00
Preventive Maintenance (HVAC, sprinklers, fire)	X	X				\$ 22,000.00	\$ 5,500.00	\$ 606.45	\$ 606.45	\$ 106.64	\$ 334.20	\$ 1,140.75	\$ 285.19	\$ 96.11	\$ 587.94	\$ 203.60	\$ 168.07	\$ 348.73	\$ 448.91	\$ 99.60	\$ 463.38	\$ -	\$ -	\$ 5,500.00
Internet	X				FTE	\$ 20,000.00	\$ 5,000.00	\$ 465.00	\$ 465.00	\$ 272.50	\$ 1,138.00	\$ 284.50	\$ 77.50	\$ 450.00	\$ 170.00	\$ 170.00	\$ 387.50	\$ 492.50	\$ 70.00	\$ 387.50	\$ -	\$ -	\$ 4,875.00	
Telephone, Web & Virtual Services (Ring-Central)	X				FTE	\$ 39,400.00	\$ 9,850.00	\$ 1,094.44	\$ 1,094.44	\$ 729.63	\$ 3,821.41	\$ 1,625.19	\$ 401.20	\$ 182.41	\$ 1,094.44	\$ 364.81	\$ 912.04	\$ 912.04	\$ 182.41	\$ 912.04	\$ -	\$ -	\$ 9,850.00	
Supplies (janitorial - Maintenance)	X	X				\$ 13,000.00	\$ 3,250.00	\$ 359.54	\$ 359.54	\$ 63.01	\$ 197.48	\$ 674.08	\$ 168.52	\$ 56.79	\$ 347.42	\$ 120.31	\$ 99.31	\$ 206.07	\$ 265.26	\$ 58.85	\$ 273.81	\$ -	\$ -	\$ 3,250.00
IT Maintenance & Support (60%)	X				FTE	\$ 82,806.60	\$ 15,701.65	\$ 1,744.63	\$ 1,744.63	\$ 1,163.09	\$ 290.77	\$ 2,558.79	\$ 639.70	\$ 290.77	\$ 1,744.63	\$ 290.77	\$ 581.54	\$ 1,453.86	\$ 1,453.86	\$ 290.77	\$ 1,453.86	\$ -	\$ -	\$ 15,701.65
One-Stop Facilities Management (10%)	X	X				\$ 15,821.60	\$ 3,880.40	\$ 429.28	\$ 429.28	\$ 75.24	\$ 235.79	\$ 804.83	\$ 201.21	\$ 67.81	\$ 414.81	\$ 143.64	\$ 118.58	\$ 246.04	\$ 316.72	\$ 70.27	\$ 326.92	\$ -	\$ -	\$ 3,880.40
One-Stop Administrative/Infrastructure Support (20%)	X				FTE	\$ 12,480.00	\$ 3,120.00	\$ 346.67	\$ 346.67	\$ 231.11	\$ 57.78	\$ 508.44	\$ 127.11	\$ 57.78	\$ 346.67	\$ 57.78	\$ 115.56	\$ 288.89	\$ 288.89	\$ 57.78	\$ 288.89	\$ -	\$ -	\$ 3,120.00
Janitorial-Maintenance/Service	X	X				\$ 40,000.00	\$ 10,000.00	\$ 1,106.28	\$ 1,106.28	\$ 193.88	\$ 607.63	\$ 2,074.09	\$ 518.52	\$ 174.75	\$ 1,068.98	\$ 370.18	\$ 305.57	\$ 634.05	\$ 816.20	\$ 181.09	\$ 842.50	\$ -	\$ -	\$ 10,000.00
Total Facilities Cost:						\$ 321,838.20	\$ 80,459.55	\$ 8,826.79	\$ 8,826.79	\$ 3,303.47	\$ 3,526.44	\$ 15,438.85	\$ 3,859.21	\$ 1,428.07	\$ 8,997.19	\$ 2,325.43	\$ 2,650.17	\$ 6,985.08	\$ 6,935.50	\$ 1,448.24	\$ 6,952.58	\$ -	\$ -	\$ 80,999.80
Less Contribution by Non-Participating Partners:						\$ 219,077.99	\$ 54,789.50	\$ 6,008.47	\$ 6,008.47	\$ 2,248.70	\$ 2,400.48	\$ 10,507.99	\$ 2,627.90	\$ 970.74	\$ 5,852.18	\$ 1,582.94	\$ 1,804.00	\$ 4,074.10	\$ 4,721.05	\$ 985.83	\$ 4,732.68	\$ -	\$ -	\$ 54,824.82
NL Partners Prior Reimbursements						\$ 25,210.03	\$ 10,974.00	\$ 10.97%	\$ 10.97%	\$ 4.11%	\$ 4.38%	\$ 19.19%	\$ 4.89%	\$ 1.77%	\$ 10.69%	\$ 3.29%	\$ 7.44%	\$ 8.62%	\$ 1.80%	\$ 8.64%	\$ 0.00%	\$ 0.00%	\$ 100%	
ADDITIONAL COSTS																								
Shared Costs:						ACTUAL																		
Security Guard	X				FTE	\$ 45,000.00	\$ 11,250.00	\$ 1,250.00	\$ 1,250.00	\$ 833.33	\$ 208.33	\$ 1,833.33	\$ 458.33	\$ 208.33	\$ 1,250.00	\$ 208.33	\$ 416.67	\$ 1,041.67	\$ 1,041.67	\$ 208.33	\$ 1,041.67	\$ -	\$ -	\$ 11,250.00
Software	X				FTE	\$ 5,000.00	\$ 1,250.00	\$ 138.89	\$ 138.89	\$ 92.59	\$ 23.15	\$ 203.70	\$ 50.93	\$ 23.15	\$ 138.89	\$ 23.15	\$ 46.30	\$ 115.74	\$ 115.74	\$ 23.15	\$ 115.74	\$ -	\$ -	\$ 1,250.00
Postage Meter Rental	X				FTE	\$ 800.00	\$ 125.00	\$ 13.89	\$ 13.89	\$ 9.26	\$ 2.32	\$ 20.37	\$ 5.09	\$ 2.32	\$ 13.89	\$ 2.32	\$ 4.63	\$ 11.58	\$ 11.58	\$ 2.32	\$ 11.58	\$ -	\$ -	\$ 125.00
Office Supplies	X				FTE	\$ 8,000.00	\$ 2,125.00	\$ 236.11	\$ 236.11	\$ 157.41	\$ 39.35	\$ 346.30	\$ 86.57	\$ 39.35	\$ 236.11	\$ 39.35	\$ 78.70	\$ 196.76	\$ 196.76	\$ 39.35	\$ 196.76	\$ -	\$ -	\$ 2,125.00
Printed Materials -letter head, business cards, outreach	X				FTE	\$ 8,000.00	\$ 2,125.00	\$ 138.89	\$ 138.89	\$ 92.59	\$ 23.15	\$ 203.70	\$ 50.93	\$ 23.15	\$ 138.89	\$ 23.15	\$ 46.30	\$ 115.74	\$ 115.74	\$ 23.15	\$ 115.74	\$ -	\$ -	\$ 2,125.00
One-Stop Administrative Support (80%)	X				FTE	\$ 82,400.00	\$ 15,600.00	\$ 1,733.33	\$ 1,733.33	\$ 1,155.56	\$ 288.89	\$ 2,542.22	\$ 635.56	\$ 288.89	\$ 1,733.33	\$ 288.89	\$ 577.78	\$ 1,444.44	\$ 1,444.44	\$ 288.89	\$ 1,444.44	\$ -	\$ -	\$ 15,600.00
Copier Lease and Supplies	X				FTE	\$ 11,000.00	\$ 2,750.00	\$ 305.56	\$ 305.56	\$ 203.70	\$ 50.93	\$ 448.15	\$ 112.04	\$ 50.93	\$ 305.56	\$ 50.93	\$ 101.85	\$ 254.63	\$ 254.63	\$ 50.93	\$ 254.63	\$ -	\$ -	\$ 2,750.00
Postage (based on usage)	X					\$ 200.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Shared Costs						\$ 34,350.01	\$ 3,816.67	\$ 3,816.67	\$ 2,544.45	\$ 636.11	\$ 5,597.78	\$ 1,399.44	\$ 636.11	\$ 3,816.67	\$ 636.11	\$ 1,272.22	\$ 3,180.56	\$ 3,180.56	\$ 636.11	\$ 3,180.56	\$ -	\$ -	\$ 34,350.01	
Career Services Costs:																								
Welcome Desk Support	X				X	\$ 49,876.80	\$ 12,394.20	\$ 1,812.44	\$ 453.11	\$ 276.20	\$ 828.59	\$ 3,374.77	\$ 843.69	\$ 109.42	\$ 818.88	\$ -	\$ 574.33	\$ 100.86	\$ 2,470.77	\$ 75.64	\$ 655.51	\$ -	\$ -	\$ 12,394.20
Interpreive Services	X				X	\$ 10,000.00	\$ 2,500.00	\$ 365.58	\$ 91.40	\$ 55.71	\$ 167.13	\$ 680.72	\$ 170.18	\$ 22.07	\$ 165.17	\$ -	\$ 115.85	\$ 20.34	\$ 498.37	\$ 15.26	\$ 132.22	\$ -	\$ -	\$ 2,500.00
Career Services Costs						\$ 59,876.80	\$ 14,894.20	\$ 2,178.02	\$ 544.50	\$ 331.91	\$ 995.72	\$ 4,055.49	\$ 1,013.87	\$ 131.49	\$ 984.06	\$ -	\$ 690.17	\$ 121.19	\$ 2,969.14	\$ 90.89	\$ 787.73	\$ -	\$ -	\$ 14,894.20
Total Additional Costs:						\$ 197,176.80	\$ 49,244.21	\$ 5,994.69	\$ 4,361.17	\$ 2,876.35	\$ 1,631.84	\$ 9,653.27	\$ 2,413.32	\$ 767.60	\$ 4,800.73	\$ 636.11	\$ 1,962.40	\$ 3,301.75	\$ 6,149.70	\$ 727.00	\$ 3,968.29	\$ -	\$ -	\$ 49,244.21
TOTAL COSTS						\$ 519,015.00	\$ 129,703.76	\$ 14,821.48	\$ 13,187.96	\$ 6,179.83	\$ 5,158.28	\$ 25,090.12	\$ 6,272.53	\$ 2,193.67	\$ 13,397.92	\$ 2,961.54	\$ 4,612.57	\$ 9,286.83	\$ 13,085.20	\$ 2,175.24	\$			

Customers Served:

24,580

Attachment "A"

Non-Participating Partners (served or potential to serv)	CNM Carl Perkins	CNM Adult Basic Education	ABE ABQ Adult Learning Center	ABE - SIPI (EXEMPT)	ABE - Catholic Charities	ABE - Santa Fe Community College (EXEMPT)	Job Corps	Goodwill Industries of NM SCSEP	NM Aging and Long-Term Services	National Farmworker - Job Programs - Help NM (EXEMPT)	CSBG Grant - Help NM	NICOA National Indian Council on Aging (EXEMPT)	Unemployment Insurance	NMDWS - TANF NM Works	WIOA National Indian Youth Council (EXEMPT)
Program Clients		25	20		94		225	70	\$		366	0		2183	0
Percent of Potential Customers Served	0.0000%	0.1017%	0.0814%		0.3824%		0.9154%	0.2848%	0.0203%		1.4890%			8.8812%	
Program's Federal Funding - Proportionate Share	\$ 1,476,733.33	\$ 453,336.00	\$ 356,237.00		\$ 347,690.00		\$ 1,446,432.00	\$ 54,384.00	\$ 245,744.41		\$ 159,500.00			\$ 28,583.11	
Allocated Costs (based on clients served):	\$ -	\$ 327.34	\$ 261.87		\$ 1,230.79	\$ -	\$ 2,946.04	\$ 916.54	\$ 65.47	\$ -	\$ 4,792.22	\$ -	\$ 42,591.88	\$ 28,583.11	\$ -
1.5% Limiting Factor:	\$ 22,151.00	\$ 6,800.04	\$ 5,343.56		\$ 5,213.85		\$ 21,696.48	\$ 815.76			\$ 3,686.17	\$ -	\$ 42,591.88	\$ 23,925.00	\$ -
Estimated Allocated Costs:	\$ 22,151.00	\$ 327.34	\$ 261.87	\$ -	\$ 1,230.79	\$ -	\$ 2,946.04	\$ 916.54	\$ 65.47	\$ -	\$ 3,686.17	\$ -	\$ 42,591.88	\$ 28,583.11	\$ -

Set Amount (FFY-October & Billed in June)

Set Amount (FFY-October & Billed Quarterly)

KEY
Data request sent, Estimation will be used for Q1.
Organization Exempt for Quarterly Contribution.
IFA Contribution Amount Complete.

TOTAL \$ 102,760.20