Annual Program Report
Cover Page

Program Name:	**Center for Educational Opportunity and Career Pathways**
Institution or Organization:	**Catholic Charities**
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Workforce Region(s) Served:	**Central New Mexico**
New Mexico Counties Served:	**Bernalillo**
Submission Date:	**9/1/2022**
Program Director, Manager, or Coordinator Name and Title:	**Tara Armijo-Prewitt**

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Dolores Nunez
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Signature of the Chief Executive Officer or Designee

09/01/2022
_____
DATE

Dolores Nuñez, Chief Executive Officer
_____

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.

Catholic Charities is a 501(c)(3) nonprofit human service agency providing a wide range of programs through six programmatic Centers for Excellence: Center for Educational Opportunity & Career Pathways, Children's Learning Center, Center for Immigration and Citizenship Legal Assistance, Center for Refugee Support, Center for Self-Sufficiency and Housing Assistance, and the Center for Community Involvement.

Catholic Charities' Center for Educational Opportunity & Career Pathways provides adult education classes to support students in English language acquisition, attaining high school equivalency, developing job skills, and transitioning to post-secondary education, and training or employment. Our diverse team of teachers, support staff, and volunteers are dedicated to strengthening the Albuquerque community by helping adult students achieve their educational goals in a safe and supportive learning environment.

Our main site is within Catholic Charities' main office building, Casa de Corazon, which is located in the heart of the Albuquerque South Valley at 2010 Bridge Blvd. SW, Albuquerque, NM 87105. Prior to the pandemic, we also provided classes at a few other sites throughout the Albuquerque Metro Area, mostly within or near the South Valley, with most students from the 87105/87121 area. We have a particular focus on low-income immigrants/asylees/refugees with limited English proficiency. The majority of our students speak Spanish, but we also collaborate with Catholic Charities' Center for Refugee Support to serve recently resettled refugees speaking Arabic and Dari/Pashto.

Due to the COVID-19 pandemic, almost of our classes in the 2021-2022 year were online. We offered a laptop loan program and digital literacy support to help overcome the digital divide and ensure all students could participate.

Under our AEFLA program, we our classes included:

- High School Equivalency (HSE): We offer several classes in English and Spanish and cover academic knowledge and skills in the areas of reading, writing, social studies, science, and math, to prepare students to pass the HSE tests (GED and HiSET). At higher levels, classes focus on specific content areas, with one focused on reading, social studies, and science, one focused on writing, one focused on basic math, and one focused on advanced math. HSE classes also integrate the use of digital technologies, as well as activities intended to empower students as they select, plan, and pursue a career pathway. Our program uses BurlingtonEnglish and Ellii software to supplement instruction for English language learners along with dedicated ESL lab classes contextualized to the HSES courses, that meet weekly online.

- English as a Second Language (ESL): We offer five levels of ESL classes. Our teachers help students determine the appropriate class level that will help challenge studenst to improve. Most courses are aimed at Spanish speakers, but we also have a course for Arabic speakers and for Dari and Pashto speakers. Our goal is for students to understand, speak, read, and write English by the end of our program. Classes focus on grammar, writing practice, everyday skills, reading, speaking, and technology. Our classes utilize

BurlingtonEnglish and Ellii, blended literacy educational software designed to help students gain basic language skills, develop digital literacy, and learn useful vocabulary in order to communicate and interact successfully in their everyday lives.

- Conversation Partners: This is a community building class where English language learners can engage with English speaking volunteers and instructors. This provides opportunities for students to use new English vocabulary and to encourage comfort and confidence in speaking English. Students and volunteers share conversation, and culture. The goals of this class are to build English vocabulary, listening, and speaking skills. At the end of this course, students will have met personal goals which include introducing themselves to a new acquaintance and asking and answering "small talk" questions to get to know them.

- College Readiness: This course is designed to help students get started on their college registration process, polish their academic English language skills for advanced levels, and prepare for the ACCUPLACER entrance exam for CNM.

- Heavy Equipment Operation: This course uses curriculum from the National Center for Construction Education and Research (NCCER), a standardized internationally-recognized program of accredited craft training. Key features of the program include instructor certification, competency-based training, and performance testing. The program provides trainees and companies with a standard form of industry-recognized credentials through the National Registry of the NCCER. To support low-level learners, who may or may not possess a high school diploma or equivalent, this program integrates HSE coursework with workforce prep and training in order to achieve the three key shifts in the college and career readiness: focus, coherence, and rigor

Classes meet for a total of four hours a week, either meeting for two hours twice a week or four hours once a week. Schedules of individuals who benefit from our education services vary; therefore, we offer classes at different times so that classes can be available to everyone seeking them. Students can get additional help in various areas through learning labs or tutoring from instructors and volunteers.

Our curriculum addresses the three fundamental components of title II of WIOA: communication skills, computation, and basic Civics. Beginning with ESL, students are gradually educated about language skills, mathematics knowledge for life and workplace, and cultural and historical principles of life in the United States. In this way, students will progressively increase their knowledge of the social setting in which they live through the acquisition of both language and cultural competencies.

Other Services

In addition to our AEFLA program, we also provide EL/Civics classes, a roofing apprenticeship program in partnership with the New Mexico Roofing Contractors association, and adult education/workforce development for Justice Involved individuals.

Our EL/Civics program offers three levels of U.S. Citizenship classes to meet students' different English language skills. Students are placed in appropriate classes based on their NRS levels.

Our reentry program began in 2019 with funding from the AE Justice Initiative to create a comprehensive and sustaining support network of services for returning citizens upon release, while fulfilling individuals' immediate needs of accessing employment and training opportunities.

In summer 2020 to current, we have partnered with the City of Albuquerque Office of Economic Development to offer a special Childcare English for Special Purposes program. This course is for intermediate English speakers and is designed to improve the English language skills of students interested in pursuing a career in the childcare field. Students are supported in contextualized English development for speaking and writing skills required to be successful in the field.

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.

In 2021-2022, Tara Armijo-Prewitt became the Director of the center with the departure of the prior Director, Kris Degenhardt. Director Armijo-Prewitt has prioritized establishing more diverse course options for students, broadening the appeal of our courses to a wider demographic with an emphasis on materials being made available for distribution in English, Spanish and Arabic.

The center is making progress toward improving our data quality with the hire of a new data technician, Rodrigo Gechem-Guevara, and an increased focus on data integrity.

Student retention is also high priority goal and steps will be made in the coming term to increase our rentention.

Josh Miles, a new instructor, was hired. Dana VanTilborg left the agency.

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?

Our program continues to be primarily online using Zoom, Google Meet, and Google Classroom. Distance learning is enhanced by textbook and laptop distributions and student engagement via phone calls, texts, emails and zoom office hours. Outreach is occurring through the agency web page, Facebook and other social media outlets as well as through targeted email and paper flyer communications with community groups and partners.

We have used student surveys and feedback to inform our planning. When asked about the return to in-person classes, most respondents report that they prefer to remain online due to transportation and childcare barriers. Some would like a mostly distance option with occasional in-person class meetings. For the fall we will continue to implement primarily distance learning, and explore in-person options for the spring. Our heavy machine operation course continues to have a regular in person component.

Digital equity and digital literacy are very important considerations for our distance learning model. We ensure digital equity through our laptop loan program so that every student has access to a computer. Recently, our center was awarded a grant from UnidosUS to incorporate their Digital Skills for Life (DS4L) program into our curriculum over the course of the next 18 months. DS4L is a 20-hour foundational digital literacy training aimed at Latinx adults that covers the basics, including internet exploring skills, communication skills, social media skills, computer hardware skills, apps, software and websites, safety/security, problem solving, and digital content creation. We also receive support from our agency's Digital Inclusion Specialist. This is a Jesuit Volunteer Corp member working out of Catholic Charities' Center for Community Involvement to help bridge the digital divide for participants in all of our centers, by collecting donated computers/tablets, collaborating

with Adelante for refurbishing, and providing one-on-one tech support, digital literacy workshops, and assisting with in person digital literacy workshops as needed.

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.

This past program year, Catholic Charities' Center for Educational Opportunity had Memoranda of Understanding (MOU's) in place with a variety of educational institutions and organizations in central New Mexico, all of which are designed to promote career pathways for our students. At present, partners include:

- New Mexico Roofing Contractors Association
- Albuquerque Hispano Chamber of Commerce
- New Mexico Workforce Connections
- Wings for Life
- Goodwill Industries of New Mexico
- Crossroads for Women
- City of Albuquerque Dept. of Economic Development
- Safety Zone Credentialing

The center also has working relationships with several community partners. These relationships are aimed at providing off-site classes, referring students to our programs, recruiting volunteers to provide tutoring and other support to our program, providing professional development for our teachers, connecting our students to further higher education, or enhancing our classes to further our students' career skills and opportunities. These partners include:

- CNM
- The Mexican Consulate of Albuquerque
- New Mexico Adult Education Association
- Rio Grande Credit Union
- New Mexico Information Technology Apprenticeship Program
- ABC Community School Partnership
- Atrisco Companies
- United Way of Central New Mexico
- Mission Training Center
- NM DELT
- Upland Team Commercial Roofing
- US Citizenship Immigration Services
- BeWell New Mexico
- New Mexico Hispanic Cultural Center
- Catholic Charities USA
- Hispano Chamber of Commerce

Additionally, cooperative arrangements are an essential component of Catholic Charities, both as a key member of the Archdiocese of Santa Fe, and as a human services agency providing a wide-spectrum of services to those in need. Through the Archdiocese of Santa Fe, Catholic Charities has extensive ties to local communities, parishes, and neighborhoods throughout central New Mexico. Our Center for Educational Opportunity & Career Pathways is just one of six Centers of Excellence encapsulating Catholic Charities' many services. The others are Center for Self-Sufficiency and Housing Assistance, Children's Learning Center, Center for Immigration and Citizenship Legal Assistance, Center for Refugee Support and Center for Community Involvement. Each of these programs have other program and mission partners. These relationships help us provide wrap-around services for students and to connect to a wide variety of students throughout Albuquerque, particularly Spanish-speaking parishes in the South Valley who often welcome us to recruit students.

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%	19.74%
Credential Attainment Rate	20.4%	0*
Employment (Second Quarter After Exit)	25%	9.09%
Employment (Fourth Quarter After Exit)	35.3%	13.89%
Median Earnings (Second Quarter After Exit)	$3,220.00	$3919.33

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.

2. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?
   We will implement stricter procedures around the timing of testing of our students, which should aid in improving our MSG rates.
   Many of our students do not have social security numbers, which is the identifier required for automatic data matches to populate our data. In order to capture our metrics after exit, we have created a staff member job description to include student outreach to capture this missing data with individual student surveys.

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.)
   Data analyses of different parameters pertaining to student retention indicates the following issues: Percent of NRS participants significantly dropped between 2018 and 2020 to a very low 30%. While the NRS percentage is showing recovery, but it is still well below the state level. Suggested steps: research why the incoming participants are not becoming NRS captured (hours, pre-test or intake issues). Offer increased support to incoming students. In-depth analyses of the issue with non-NRS participants is indicated. The percent MSG also showed a very significant drop between 2018 and 2020. While there is also a recovery in MSG level, it is still below the state average. Suggested steps: make sure that time between assessments is within the levels recommended. Try to make sure that all gains are captured. The percentage of post-tested students showed a large drop in 2020. This drop provides some explanations for drop in MSG levels in 2020. This feature shows recovery to state levels in FY 21/22.

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.
   It appears that data analyses have not been a historical or significant tool used to assess or set goals within the center. This is a priority in the center going forward and as we become more thoroughly trained, thanks to NMHED's monthly LACES training opportunities, this will be a focus within our program to use the data to improve retention and assess program opportunities for growth. Testing protocols and timing will be significantly improved over the course of the next term and this should improve our data significantly.

Section IV. WIOA Partner Activities, Career Services, and Training Services

For this section we will be asking about working with WIOA Partners, alignment with LWDB plans, infrastructure agreements, one-stop responsibilities, and career and training services.

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	*Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding* Administrative Costs	Total FEDERAL FUNDS Expenditure for This Service, *Excluding* Administrative Costs, for Program Year 2021-2022
Outreach, intake, and orientation information	Career Service	11 (HEO cohort 1) 6 (HEO cohort 2) 302 total students	35.15	10615.06
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	11 (HEO cohort 1) 13 (HEO cohort 2)* 263 total students *Following initial TABE battery, some students were deemed ineligible for WIOA Employment and Training funding or withdrew their application ahead of start date.	191.41	50342
Referrals to and coordination of activities with other programs and services.	Career Service	11 (HEO cohort 1) 13 (HEO cohort 2)* 233 total students	61.42	14312
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	233 total students	13.48	3140
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	Career Service	1 (HEO cohort 2) 233 total students	4.56	1062

benefits; EITC; assistance under TANF, and other supportive services and transportation)				
Integrated Education and Training (IET) programs	Training Service	11 (HEO cohort 1) 6 (HEO cohort 2)	1380.76	23473.20
Grand Totals:			1686.78	102944

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?

Alignment with the goals outlined in S*ection B. Analysis of Workforce Development Activities*

"Outreach to employers will continue with the goal of identifying needs that fall into apprenticeship or apprenticeship pathway arena."

Recently, Catholic Charities' program staff have connected with the Hispano Chamber of Commerce to begin organizing peer learning opportunities and business development workshops with a specific focus on promoting the hiring of people with criminal records. As reported by the chamber itself, many of the small and medium-sized businesses members are fair-chance employers.

In a similar effort of promoting peer learning among sector employers and encouraging their input in the development of education and training programs, we will be meeting with contractors from ABC NM and AGC NM to better understand what makes larger companies more comfortable hiring returning citizens. In other words, what qualities of both training and trainee can we enrich to fit their criteria for machine operators and their needs for qualified workers? In addition to addressing employers' concerns and indulging their expertise, we will also educate them on our current IET offerings with the goal of creating a pipeline from our program towards long-term job placement with these contractor members.

Alignment with *Section C. Strategic Vision and Goals*

"4. Develop Youth Career and Training events to connect employers to young adults."

In supporting WCCNM's goal of connecting youth (ages 16-24) to potential employers, Catholic Charities is participating in AGC New Mexico's Heavy Equipment Rodeo and Job Fair, which seeks to introduce career opportunities and sector employers to local students.

"8. Educate individuals to industry standards and employer-based certifications with emphasis on short-term education offering stackable credentials."

Catholic Charities' heavy equipment program uses curriculum from the National Center for Construction Education and Research (NCCER), a standardized internationally-recognized program of accredited craft training. Key features of the program include instructor certification, competency-based training, and performance testing. The program provides trainees and companies with a standard form of industry-recognized credentials through the National Registry of the NCCER.

The NCCER organization is supported by participation of partnering trade associations, construction and maintenance firms, contractors, manufacturers, owners, schools, and third-party training providers. The mission of the NCCER is to build a safe, productive and sustainable workforce of craft professionals. These efforts help to ensure that the construction, maintenance and energy industries attract, train, and retain the skilled workforce needed to compete in the global marketplace.

Working in partnership with various sectors of the construction, maintenance and energy industries, NCCER has dedicated itself to developing and maintaining a quality curriculum – the NCCER Learning Series and a training process that is internationally recognized, standardized, portable, and competency-based. NCCER has developed standards for the operation of accredited training programs to ensure that a standardized quality education is provided for all construction, maintenance, and energy trainees.

"The Workforce Connections of Central New Mexico vision and goals aligns and supports the Governor's vision for human-centered, inclusive, and innovative workforce development system that grows the talent, knowledge, and skills of people in diverse communities, including Veterans, unemployed workers, youth and state tribal and pueblo communities."

In upholding the governor's vision for inclusive, human-centered training services, Catholic Charities has partnered with Goodwill, Wings for Life, New Mexico Veteran's Integration Center, Federal Probation, Fathers Building Futures, and Crossroads for Women to develop a referral process that privileges recruitment of low-level learners, returning citizens, tribal and pueblo community members, and veteran participants. In doing so, Catholic Charities aims to slow the dramatic trend of recidivism (50%) among New Mexico's population of returning citizens; eliminate the skills gap among low-level learners in need of significant academic remediation in the core subjects of math, reading, and writing; and support veterans successful transition back into civilian life.

Catholic Charities supports the measurable successes of these diverse communities through particular qualities of programming. For instance, veterans who gained significant experience in the field of heavy equipment operations during their military service are eligible for a skills waiver (to the discretion of the instructor) that exempts them from having to attend the 16-week training program. With this waiver, participating veterans can immediately take their written assessment and performance verification evaluation, affording a more expedited path to stable employment and a sustaining income.

To support low-level learners, who may or may not possess a high school diploma or equivalent, this program integrates HSE coursework with workforce prep and training in order to achieve the three key shifts in the college and career readiness: focus, coherence, and rigor. As a

guiding principle of "integration" in modeling instruction and fostering skill gain, the Specialized Heavy Equipment Operator training provides concurrent reading, writing, and math remediation; applied science skills; employability and career exploration; and the development of technical construction skills and critical thinking in the field will be integrated through four models of instruction and skills verification: individual performance tasks, objective-based classroom lessons, and module's culmination with knowledge and skills assessment. Through this balance of rigorous contextualized adult education, literacy *(64 contact hours)*, workforce preparation, and workforce training, Catholic Charities' trainees develop academic skills and competencies required to successfully pursue a post-secondary education in construction site management, soil science, and related associate degree-bearing programs.

Catholic Charities has also taken steps to dedicate its outreach to employers that prioritize the hiring of members of local and regional tribal communities. Through this outreach, Catholic Charities has connected with the Navajo Nation, which has received an additional federal grant (as part of an extension of the Surface Mining Control and Reclamation Act), to fund the reclamation of coal and uranium mines in the Grants, NM area. This grant requires that a large percentage of the project's workforce be of tribal decent. With many of our trainees possessing tribal membership to the pueblos and Navajo nation, we ambition to supply these reclamation projects with a steady stream of indigenous industry talent.

Addressing areas of weakness in the WCCNM workforce activities

"The WCCNM is facing significant challenges and issues related to the utilization of the New Mexico Workforce Connection online system (www.jobs.state.nm.us) and consistency in the application of function, activity, and service codes."

Catholic Charities' prospective trainees have found similar difficulties navigating the online system as part of their required labor market and job sector research. To resolve this issue, trainers and program coordinators have incorporated these requirements into the onboarding process. This includes a guided tutorial of the website during the first week of programming with emphasis on navigating available job-seeker services and organizing and uploading relevant employment documents (resume, cover letter, credentials, CV) to their online profile. Program staff also take the time to introduce other local resources for employment, including contractor association job boards and the trainee and employer directory maintained by the NCCER registry system.

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?

As aforementioned, for the last year and a half, Catholic Charities has also been working with Joseph Montoya of Safety Zone Credentialing (an NCCER-certified Accredited Training Unit to develop a new heavy equipment training opportunity that would help resolve the shortage of new workers coming into the construction industry; the dramatic trend of recidivism (50%) among New Mexico's returning citizens; and the skills gap among low-level learners in need of significant

remediation in the core disciplines of math, reading, and writing. For the first cohort of students, all textbooks and printed modules, module testing and certification fees, NCCER card and membership fees, and equipment rentals were covered using Adult Education and Family Literacy Act funding provided by the Adult Education Division of New Mexico Higher Education.

AEFLA funds were also used in the purchase of the heavy equipment simulator, simulator. As a result, we have made adjustments to the content and scope of the training to meet the requirements of an Integrated Education and Training program (IET) set for under Title II (AEFLA) of WIOA (34 CFR Part 463 Subpart D):

> *IET is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (§463.35).*

To satisfy this definition of "concurrence," students also attend supplemental review classes in the areas of reading, writing, science, and math taught by a Catholic Charities instructor. The integration of adult education, applied science skills; employability and career exploration; and the development of technical construction skills and critical thinking in the field supports students' achievement of three key learning shifts defined by the college and career readiness standards: focus, coherence, and rigor.

Title II of WIOA also sets parameters for who is eligible for IET and adult education services. For this reason, our program does not accept any students who place above or at a post-secondary level (defined as grade level 11.9) during their state-required pretesting. Those students who place above the 11.9 grade level are referred to programs aligned with their competency level. These strict terms have not inhibited our recruitment as most students applying to the program-even those with a high school diploma-place below this post-secondary level in at least one of the subject areas included in the state-approved battery.

Following the first cohort, we've referred students to NMWFCC to apply for training accounts with the WIOA Title I Adult and Dislocated Worker Program. Safety Zone Credentialing has maintained its status as an eligible training provider, meaning students can use their allotted federal funds to cover the cost of his training service. Though NMWFCC has warned against relying on Dislocated Worker funds as a sole, sustaining source of funding, we aim to use this program to cover at least a portion of materials and fees for future cohorts.

This collaboration with NM Workforce Connections and the Adult Education Division of Higher Education, braiding funds from and according eligibility requirements of both stakeholders, has not been without challenges. The constant turnover among NMWFCC career specialist has caused significant delays in the onboarding of new trainee candidates, significantly delaying the start date of new training cohorts. These delays are further exacerbated by NMWFCC falling behind in the implementation of new modification requirements as outlined in the most current Training and Employment Guidance Letter. As a result, certain WIOA youth candidates who had initially been approved for funding were disqualified when the new requirements for out-of-school youth went into effect (weeks after these students had begun the WIOA Employment and Training onboarding and application process). This resulted in a number of frustrated individuals and families who abashed their experience of being overpromised and underserved.

Our delays in filling a roster with fundable candidates have been further challenged by the lack of referrals from NMWFCC. In previous meetings with NMWFCC staff and administrators, the agency had highlighted its ability to supply local training units with their wide network of job seekers interested in trade education, specifically equipment operations. They have also advertised their chartered service of placing students, promising outreach to industry leaders through its business services division in order to create a pipeline between training providers and regional employers. However, we have yet to receive any referrals from workforce nor support for trainee placement and employer education and outreach.

Such issues with NMWFCC seem to be shared among local and out-of-state adult education and career training service providers. We have taken time networking with organizations and individuals with a longer track record of using WIOA training monies, offering sustainable programming within correctional institutions, and ensuring students receive appropriate career specialist services. We have met with directors from Louisiana Corrections Department (LA DPS&C), Catholic Charities USA, and Vermont Works for Women (VWW). Vermont Works for Women's mission is to promote economic justice by advancing gender equity and supporting women and youth at every stage of their career journeys. Founded in 1987, VWW engages women, girls and gender-expansive individuals in hands-on career education and exploration programs to help them overcome barriers, build confidence, and pursue their employment goals. With VWW's counsel and mentorship, along with other peers in the field, Catholic Charities has grown our capacity to 1) adapt a business services model, as outlined in the local workforce development plan, into our efforts of employer outreach and student placement, 2) seek supplemental grant opportunities that fit program scope, and 3) develop training schedules and program timelines.

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?

    Catholic Charities Center for Educational Opportunity & Career Pathways has participated in the CPI over the course of the last year. The new director's TAC group offered by NMHED and Jeff Fantine provided guidance on further exploring our career pathways oriented programming. This process led to the further development of our ESP Childcare course to include support for students pursuing their industry required 45-hour certification as well as internships for this new cohort of students this fall.

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.

For all students enrolled in our program, career planning is supported during onboarding and through our partnerships with CNM and WCCNM. With CNM, we currently work with an academic advisor who provides assistance with financial aid applications, tours of campus, and academic advising for referred Catholic Charities students. Our work with WCCNM includes walking students through creating accounts in and using the resources provided by the New Mexico Workforce Connections portal, and referrals to their One Stop. Both CNM and WCCNM also provide information to all of our students during our onboarding process, and often work with us to host informational events. We further support career planning through a "bulletin board" of local resources on our Google Classrooms, and our onboarding process with includes a career interest inventory and helping students form short and long-term goals.

Catholic Charities and Safety Zone Credentialing staff use the NCCER curriculum as both a template and model for significant soft and technical skill instruction in order to ensure students successfully transition from entry-level trainees to self-motivated and successful craft professionals. Areas covered include communication and employability skills, specifically active listening on the job site; reading and interpreting body language; paraphrasing or summarizing directions; writing a resume and cover letter; job interview skills and simulations; and composing and understanding written construction documents (such as manuals for tools, codebooks, and installation manuals from manufacturers). Students are able to practice these skills of critical thinking, conflict resolution and receiving criticism, and being an effective leader through on-the-job experience working on different community construction projects in the Albuquerque-metro area. Through simulations, on-the-job training, guest lectures from industry professionals, and opportunities for peer sharing, students are given ample practice in premeditating and resolving issues they will likely encounter on the job site.

In addition to teaching the soft skills necessary for succeeding in the construction industry as an entry-level professional, the program supports students in thinking about career advancement and long-term planning. Instructors provide lessons that demonstrate how the academic and technical skills they develop during the program can support their future pursuits of education and training at a post-secondary level, including reviewing the incentives offered by degree-bearing programs in project management, site superintendent, industry apprentice, and senior management positions. Trainers further support this practice of long-term planning by encouraging students to think about the future consequences of working in such a physically-demanding industry; in other words, how can students pivot in their careers when they are no longer able to perform worksite tasks due to age or injury.

Finally, during program onboarding sessions, students are offered materials from the NCCER Build Your Future resource repository (https://byf.org/). BYF includes videos, career path infographics, industry employment demand map, and "plan the future" activity. These materials are further explored in the students' Core module work, which supports their understanding the state of the industry, the job opportunities that currently exist, and the training options that will lead trainees on the path to their new construction career.

3. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:

      i.   A full list of all IET programs offered in the reporting year period.

      ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINCS checklist:

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

Yes. Please see full response in appendix.

3. 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.

Please see attached MOU.

I.   Introduction to Construction Skills/Specialized Heavy Equipment Operation
This class uses a CATSim so that students can get the required number of seat time hours in conjunction with core and OSHA compliance classes. Students are given a non-standard pre-assessment upon enrollment to determines students reading and math levels meet the academic requirements for the NCCER curriculum (eighth grade reading level), but do not exceed the eligibility requirements for AEFA-funded activities. To further assure that students meet such eligibility requirements, the entire cohort is given the TABE 11 battery; the results, reviewed with the student, also offer more sophisticated feedback on student-trainees' areas of academic deficit. As part of the federal guidelines for integrated education and training programming, reading, writing, and math remediation; applied science skills; employability and career exploration; and the development of technical construction skills and critical thinking in the field are offered concurrently through four models of instruction and skills verification: individual performance tasks, objective-based classroom lessons (including "Reading for Life" and "Everyday Math," both organized and guided by the CCRS content and process category descriptors); TABE 12 post-test; and each module's culmination with knowledge and skills assessment.

Through this balance of rigorous contextualized adult education, literacy skill work, workforce preparation, and workforce training, Catholic Charities' Introduction to Construction Skills/Specialized Heavy Equipment Operation training supports students in gaining proficiency with the content and performance categories of High School Equivalency subject tests (developed from the College- and Career- Readiness Standards). Students will achieve two outcomes, 1) placing at or above the 11.9 grade level threshold through state-approved battery testing in reading and math (assuring students possess academic knowledge, critical thinking, and formative test-taking skills beyond the level of a high school graduate). 2) Students will also achieve an industry-recognized credential required to start a career in thriving labor market of heavy

equipment operations. Upon gaining this credential and stable employment in the field, a student can advance in their career path through the pursuance of post-secondary education in construction site management, soil science, and related associate degree-bearing programs.

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.

Section VI. Curriculum and Instruction

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

During our orientation/onboarding process, all participants receive outreach, intake, and orientation information; initial assessment of skill levels (including literacy, numeracy, and English language proficiency), as well as aptitudes, abilities, and supportive service needs; and referrals to New Mexico Workforce Connection and their online portal. At onboarding and throughout the term teachers would offer students information on availability of supportive services or assistance and appropriate referrals based on any needs the student communicated, including providing information about how Catholic Charities staff can assist with ERAP applications for COVID related rental assistance and how to sign up for Catholic Charities' monthly mobile food pantry.

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.

Most classes meet online for a total of four hours a week, either meeting for two hours twice a week or four hours once a week. Schedules of individuals who benefit from our education services vary; therefore, we offer classes at different times so that classes can be available to everyone seeking them. Students can get additional help in various areas through learning labs or tutoring from instructors and volunteers.

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.

Career planning is integrated into onboarding as well as each class with career interest inventories, periodic labor market discussions and goal setting. This is supplemented with our partnerships with CNM and WCCNM. With CNM, we currently collaborate with academic advisor who provides assistance with financial aid applications, tours of campus, and academic advising for referred Catholic Charities students. Our work with WCCNM includes walking students through creating accounts in and using the resources provided by the New Mexico Workforce Connections portal, and referrals to their One Stop. Both CNM and WCCNM also provide information to all of our students during our onboarding process, and often work with us to host informational events.

Teachers provide referrals to community services as needed, and to the other services at Catholic Charities through our Children's Learning Center, Center for Immigration and Citizenship Legal Assistance, Center for Self-Sufficiency and Housing Assistance, Center for Refugee Support and Center for Community Involvement. Programs in these centers include emergency rental assistance, a monthly mobile food pantry, low-cost childcare that accepts vouchers, and more.

Digital equity and digital literacy are very important considerations for our distance learning model. We ensure digital equity through our laptop loan program so that every student has access to a computer. Recently, our center was awarded a grant from UnidosUS to incorporate their Digital Skills for Life (DS4L) program into our curriculum this fall. DS4L is a 20-hour foundational digital literacy training aimed at Latinx adults that covers the basics, including internet exploring skills, communication skills, social media skills, computer hardware skills, apps, software and websites, safety/security, problem solving, and digital content creation. We also receive support from our agency's Digital Inclusion Specialist. This is a Jesuit Volunteer Corp member working out of Catholic Charities' Center for Community Involvement to help bridge the digital divide for participants in all of our centers, by collecting donated computers/tablets, collaborating with Adelante for refurbishing, and providing one-on-one tech support, digital literacy workshops, and more.

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.

All of Catholic Charities' adult education classes including our citizenship classes use the standardized lesson plan template which require incorporating standards from Equipped for the Future (EFF), College and Career Readiness (CCR), and Comprehensive Adult Student Assessment System (CASAS). These lesson plan templates ask for inclusion of language instruction, direct instruction, inquiry instruction, workforce development/employment activities and/or blended learning. Our use of Paxen online curriculum for our HSE courses also incorporates these standards. Professional development is built on the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) "Standards to Action" model, which is designed to support excellence in teaching in the CCRS environment and to help teachers prepare students for the Webb's Depth of Knowledge.

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

Reading instruction is a major component of the EFF, CASAS, and CCR standards that are incorporated into all of our lesson plans. It is particularly emphasized in our ESL classes, College Readiness, and High School Equivalency class level focusing on Reading, Social Studies, and Science. Our Conversation Partners class particularly emphasizes speaking through providing opportunities for English language learners to engage with English speaking volunteers.

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.

Our program particularly aligns with the four domains of the Rennie Center's "Practices of Effective HSE-plus Program" outlined in a 2014 policy brief:

- **Academic Development:** Curriculum and instructional practices that help students master high school equivalency standards and prepare them for further education.

- **Wraparound Support:** An array of adult and peer support that helps students address basic needs and achieve a level of social and emotional functioning that makes learning possible.
- **Career Preparation:** Activities that provide career exposure, work experience, job-readiness training, and job placement support.
- **Postsecondary transition:** Support that prepares students for postsecondary environments and helps them persist to a degree or certificate.

Our program has been designed as a comprehensive pipeline for our students: taking them from initial English as a Second Language as well as initial literacy in both Spanish and English (as appropriate), through HiSET test preparation, and ultimately to career pathways and higher education. Each program in the pipeline allows for maximum flexibility in terms of student readiness for learning and for students to proceed as quickly or as slowly as appropriate. Moreover, the tenets provide a ready framework for faculty and staff development. Regular workgroup and training sessions are derived from the tenets outlined above. We have used resources found at the National Center for the Study of Adult Learning and Literacy (http://www.ncsall.net) and the American Institute for Research (http://www.air.org), as well as new ideas learned from Jeff Fantine's Career Pathways Institute and the annual New Mexico Adult Educators Association Conference.

Our curricula is delivered by following a specific lesson plan template designed according to the *Understanding by Design5* principles: instructors set a goal for the class, determine assessment evidence, and build a timed learning plan. This lesson plan template requires each lesson meet standards from Equipped for the Future (EFF), College and Career Readiness (CCRS), CASAS Competencies, and CASAS Content Standards. The final step of the lesson planning is the *backward reflection*: after the class is delivered the instructors are encouraged to review their own performance and adjust the following lesson plan according to the outcomes of the preceding class. The implementation of the syllabus, curriculum, and standards is always tested against the actual learning status of the class. To insure high quality instruction, we perform class observations following the *NMTeach Observation Rubric.*
The Center for Educational Opportunity & Career Pathways has adopted the 16 standards of *Equipped For the Future* (EFF) to create a consistent framework for the delivery of our curricula in the classroom. The *EFF* standards are at the basis of the Workforce Development curricula and serve as a strategic tool to design the lesson planning and determine the effectiveness of the delivery for the ESL and HSE classes. The four core objective of the *EFF* standards that we adopted as pillars of our program are:
1. Access: allow students to gain access to information
2. Voice: enable students to gain an independent voice
3. Independent Action: help students to take independent actions
4. Bridge to the Future: enable and help students to plan their future

Within the framework of *EFF*, we designed an ESL Curriculum organized around three sub-standards areas: Life Skills, Academic Skills (CCRS), and Workforce Development Skills. The ESL curriculum is at the base of a standardized syllabus delivered by each instructor. As part of the

ESL curriculum, the Center offers three levels of Citizenship classes to prepare students for the Citizenship test.

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:

    29

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.

Classes for IELCE utilize the BurlingtonEnglish and Ellii software to help students gain basic language skills develop digital literacy and learn useful vocabulary in order to communicate successfully in their careers and other activities in their everyday lives. These programs allow us to integrate language acquisition and civics education with level-appropriate workforce preparation activities all while completing digital literacy activities. This allows for the flexibility for use in mixed level classes and the courses in BurlingtonEnglish align to CASAS competencies.

Also, literacy and civics activities within the program are designed to help eligible individuals who are English Language Learners learn rights and responsibilities of citizenship and civic participation. BurlingtonEnglish is used in collaboration with the USCIS curriculum for beginners and intermediate citizenship classes. The interweaving of BurlingtonEnglish and USCIS curriculum creates the greatest degree of educational opportunity for students on a pathway to citizenship.

All students enrolled in our center are informed about our IET offerings at enrollment as well as directly from the instructors of our courses.

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.

    All students are given a career interest survey and current labor market analyses are discussed in order to facilitate career planning. Students set short term and long term goals. Some students in the program are not interested in employment and this can be challenging to keep them engaged.

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.

    All students are trained in using the Workforce Connections online portal and they are assisted in setting up an online account so that they can upload resumes and explore career options.

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.

    N/A

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

    N/A

IX. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2021-2022. Please fill out all of the information requested.

Last Name	First Name	Position		Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Ammar	Dania	Instructor		Part Time	PhD candidate	10 y	P	ongoing	UNM
Armijo-Prewitt	Tara	Director		FT	MS	2 y	A, F, H, I, J, K,		online
Boese	Philip	Instructor		PT	BA	7 y	C, D		online
Bustamante	Maria	Instructor		PT	BA	5 y	B		online
Cowan	Aaron	Instructor		PT	PhD candidate	22 y	N, O		online
Gechem-Guevara	Rodrigo	Data Tech/Student Outreach Coordinator		FT	MA	0 y	A, B		online
Marrujo	Mercy	Instructor		FT	BA	3 y	E		online
Miles	Josh	Instructor		PT	MA	3 y	B, E		online
Sanchez	Juan	Instructor		FT	MA	4 y	C, D, G, L, M		online
Stanton	Taylor	Career Pathways Coordinator/Instructor			BA	6 y	C, D, F		online
Vasquez	Carlos	Instructor		Full Time	MA	18 y	C, D, G		online
Van Tilborg	Dana	Instructor		PT	BA	1 y	B		online

Professional Development Legend

A. Monthly Data Technicals with Shannon Stangis, LiteracyPro
   B. TABE Certification Webinars
   C. Aztec Training (January 2022)
   D. Paxen Training (February 2022)
   E. Ellii Training (March 2022)
   F. IET training LACES (Sept 2021)
   G. NMAEA Conference (May 2022) in person
   H. NM CP Training for New Programs/New Leadership SERIES
   I. Navigating the Employee Disciplinary Process (December 2021)
   J. Documenting Employment Events: Not in Writing? Never Happened (December 2021)
   K. Dealing with Change – How Management Can Help (December 2021)
   L. TAC workgroup for credentialing in adult ed
   M. self-study "The Flipped Classroom" and about "Competency Based Education" as instructional models (through Harvard's The Derek Bok Center for Teaching and Learning: https://bokcenter.harvard.edu/flipped-classrooms and through MIT Open Learning Library: https://openlearning.mit.edu/courses-programs/open-learning-library)
   N. Pearson mylab
   O. Certiport IT training
   P. language, identity and education dissertation (ongoing)

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.

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

908.00

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

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

Total hours contributed	Fair Market Value per Hour	Total
260	21.27	5,531.27

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

Total hours contributed	Fair Market Value per Hour	Total
500	21.27	10,635

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

0

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

0

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

1,458.33

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
12410	1.50	223380.00

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
New Mexico Roofing Contractors Association	$11,535
City of Albuquerque Dept of Economic Development	$55,000

B. Program Income Activities

2.   Please indicate the amount of PROGRAM INCOME generated from your program for the 2021-2022 fiscal year.   3,895.00

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Graduation Ceremony (catering, chair rentals, etc.)	790.00

<u>**Appendix: Full Response to Section V Question 3**</u>

Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:

  i. A full list of all IET programs offered in the reporting year period.

  ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINCS checklist:

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

I. Introduction to Construction Skills/Specialized Heavy Equipment Operation
This class uses a CATSim so that students can get the required number of seat time hours in conjunction with core and OSHA compliance classes. Students are given a non-standard pre-assessment upon enrollment to determines students reading and math levels meet the academic requirements for the NCCER curriculum (eighth grade reading level), but do not exceed the eligibility requirements for AEFA-funded activities. To further assure that students meet such eligibility requirements, the entire cohort is given the TABE 11 battery; the results, reviewed with the student, also offer more sophisticated feedback on student-trainees' areas of academic deficit. As part of the federal guidelines for integrated education and training programming, reading, writing, and math remediation; applied science skills; employability and career exploration; and the development of technical construction skills and critical thinking in the field are offered concurrently through four models of instruction and skills verification: individual performance tasks, objective-based classroom lessons (including "Reading for Life" and "Everyday Math," both organized and guided by the CCRS content and process category descriptors); TABE 12 post-test; and each module's culmination with knowledge and skills assessment.

Through this balance of rigorous contextualized adult education, literacy skill work, workforce preparation, and workforce training, Catholic Charities' Introduction to Construction Skills/Specialized Heavy Equipment Operation training supports students in gaining proficiency with the content and performance categories of High School Equivalency subject tests (developed from the College- and Career- Readiness Standards). Students will achieve two outcomes, 1) placing at or above the 11.9 grade level threshold through state-approved battery testing in reading and math (assuring students possess academic knowledge, critical thinking, and formative test-taking skills beyond the level of a high school graduate). 2) Students will also achieve an industry-recognized credential required to start a career in thriving labor market of heavy equipment operations. Upon gaining this credential and stable employment in the field, a student can advance in their career path through the pursuance of post-secondary

education in construction site management, soil science, and related associate degree-bearing programs.

BUILDING OPPORTUNITIES
THROUGH INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION
Supporting Successful WIOA Implementation

Integrated Education and Training (IET) Guide
34 CFR Part 463 Subpart D

An Integrated Education and Training (IET) program must meet the definition and requirements set forth in WIOA and the final regulations as established by the Department of Education on August 19, 2016 in the Federal Register. IET is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (§463.35). An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training (§463.36). In addition, as part of a career pathway (§463.37), the design of an IET program should support the local and state workforce development board plans as required under WIOA.

As part of the B*uilding Opportunities through Integrated English Literacy and Civics Education* project, the U.S. Department of Education's Office of Career, Technical, and Adult Education contracted with the Manhattan Strategy Group to develop this Guide that may be useful in the development or review of an IET program.

How to Use this IET Guide

This Guide is intended to be used as a self-assessment in your development or review of an IET program. The requirements are followed by review questions. The review questions will help you determine if all required components as set forth in WIOA (see above), are included in your program's design.

You may either use the fillable form field feature of this pdf (complete the fields, choose "save as" and save to your desktop, then print if desired), or print it out and complete by hand to answer the following review questions.

We recommend that you answer the review questions for each section. Be as specific in your responses as possible.

Adult Education and Literacy Activities

must include one or more of the following as described in rule §463.30:

1. Adult education
2. Literacy
3. Workplace adult education and literacy activities
4. Family literacy activities

5. English language acquisition activities
6. Integrated English literacy and civics education
7. Workforce preparation activities

Review Question:

1. Which activities are included in this IET program?

For the past two years, Catholic Charities has been working with Safety Zone Credentialing (an NCCER-certified Accredited Training Unit), Goodwill, Wings for Life, and Crossroads for Women to develop a new integrated education and training initiative that would ameliorate the shortage of new workers coming into the construction industry; the dramatic trend of recidivism (50%) among New Mexico's returning citizens; and the skills gap among low-level learners in need of significant remediation in the core disciplines of math, reading, and writing. In the spring of 2021, Catholic Charities launched its first cohort of the Introduction to Construction Skills/Specialized Heavy Equipment Operation (HEO) training with 10 trainees.

The HEO's current model integrates HSE and ESL coursework with workforce prep and training in order to achieve the three key shifts in the college and career readiness: focus, coherence, and rigor. As a guiding principle of "integration" in modeling instruction and fostering skill gain, the HEO program provides concurrent reading, writing, and math remediation; applied science skills; employability and career exploration; and the development of technical construction skills and critical thinking in the field. These elements are integrated using four models of instruction and skills verification: individual performance tasks, objective-based classroom lessons, and each learning module's culmination with knowledge and skills assessment.

Through this balance of rigorous contextualized adult education, literacy *(64 contact hours)*, workforce preparation, and workforce training, Catholic HEO training will support students in gaining proficiency with the content and performance categories of High School Equivalency subject tests (developed from the College and Career Readiness Standards). Students will achieve two outcomes, 1) possessing academic knowledge, critical thinking, and formative test-taking skills beyond the level of a high school graduate and 2) receive four industry-recognized credentials required to start a career in thriving labor market of heavy equipment operations. Upon successful completion, these students will receive their OSHA-30 card; have passed all 10 NCCER Core module assessments and completed their Construction Site Safety Orientation; and possess both the written assessment and performance verification credentials corresponding to the NCCER Heavy Equipment Operator: Excavator curriculum. After achieving these credentials and gaining stable employment in the field, a student can advance in their career path through the pursuance of post-secondary education in construction site management, soil science, and related associate degree-bearing programs.

2. Which of the State's content standards are reflected in these activities?

Though NCCER offers quality, rigorous craft curricula and training processes that are globally-recognized, portable, and competency-based, the lessons themselves only require an eighth grade reading level. Though practical for the craft certification, an eighth grade reading level does little to assure student's sustained employment and career progression in the field nor does it prepare them to advance their education in the construction industry to the post-secondary level. To remediate this issue, students are required to attend 2, 2-hour sessions per week (outside of students weekly training hours) to receive instruction in reading, writing, and math skills required for college readiness and success.

"Reading for Life," introduces students to strategies of pre-reading across the disciplines, including note-taking, reading to test, and applied practice with digital assistive technologies (such as type-to-talk features). All of these strategies, foundational to student success with college-level material, will help the instructors locate and amend student issues among the four reading process categories: comprehension, inference and interpretation, analysis, and synthesis and generalization.

"Math at the level of the everyday," will seek to support students in achieving the three key shifts in the standards as outlined by CCRS: focus, coherence, and rigor. Through a survey of basic numeracy and arithmetic, students will "secure the mathematical foundations, conceptual understanding, procedural skill and fluency, and ability to apply the math they have learned to solve all kinds of problems," (Shift 1, CCRS). The students understanding of operations with fractions, decimals, percentages, and integers will provide the foundation for application of these principles to the study of algebra: the study of mathematical symbols, rules for manipulating those symbols, and the symbols' interaction with percents, decimals, and fractions. In other words, the selection and order of lessons will "create a coherent progression in the content within and across levels, so that students can build new understanding onto previous foundations," (Shift 2, CCRS). Upon securing these mathematical foundations, instructors will work with the craft trainers to develop content aligned with on-the-job problem solving that allows for a reinforcement of "equal measures of conceptual understanding of key concepts, procedural skill and fluency, and rigorous application of mathematics in real-world contexts," (Shift 3, CCRS).

The heavy equipment operation training modules and performance tasks also serve as an applied science curriculum that aligns with the standards of scientific method and analysis upon which the HSE Science subject test is based. Students are tasked with applying information: interpreting observed data or information and applying scientific information; analyzing information: identify reasons for a procedure and analyze limitations; and evaluating information: judge the basis of information for a given conclusion and determine relevance for answering a question.

Trainees development of these skills is best demonstrated by the objectives listed in the following modules,

*Grades - Module 22106-12	ISBN: 978-0-13-663918-3
*Introduction to Earthmoving - Module 22201-12	ISBN: 978-0-13-663924-4
*Site Work - Module 22210-13	ISBN: 978-0-13-340236-8
*Excavation Math - Module 22207-13	ISBN: 978-0-13-340323-7
*Soils - Module 22308-14	ISBN: 978-0-13-340328-2
*Excavator - Module 22302-14	ISBN: 978-0-13-377959-2

Full list of module objectives found here.

These modules account for 60 of the 80 contact hours of the Specialized HMO training lessons. The module Introduction to Earthmoving serves as an excellent example of the application of these content and process categories as well as the depth of knowledge progression in critical thinking,

> Introduction to Earthmoving - students will develop and apply an understanding of major regional differences of soil composition in order to choose the best methods to control erosion, sedimentation, and storm water runoff. Students will also analyze and assess soil quality and evaluate warning signs of soil contamination. These objectives, achieved through classroom lessons and performance evaluators on the simulator allow students to exercise process categories standard to HSE examination as well as the content categories of physical and environmental science (e.g., demonstrating an applied understanding of earth's systems, processes, geologic structures, and time, including analyzing the effects on areas impacted by natural events like tectonic movement or flooding).

Workforce Preparation Activities

as cited in §463.34 are a required component of an IET program and may include the following:

1. Activities, programs, or services that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills

2. Employability skills that address competencies in using resources and information, working with others, understanding systems, and obtaining skills necessary to successfully transition to and complete postsecondary education, training, and employment

3. Other employability skills that increase an individual's preparation for the workforce

Review Question:

1. What specific workforce preparation activities are included in this IET program?

Both the NCCER Core and Specialized Heavy Equipment Operator curriculum support students' significant soft skills development in order to ensure their transition from trainee to self-motivated and successful craft professional. Areas covered include communication and employability skills, specifically active listening on the job site; reading and interpreting body language; paraphrasing or summarizing directions; conducting professional work-related correspondence; writing a resume and cover letter; job interview skills and simulations; and composing and understanding written construction documents (such as manuals for tools, codebooks, and installation manuals from manufacturers). Additionally, students are given situation-based instruction on critical thinking and barriers to problem-solving; resolving conflicts with co-workers and supervisors; receiving criticism; and being an effective leader. Students are able to practice these skills of critical thinking, conflict resolution and receiving criticism, and being an effective leader through on-the-job experience working on different community construction projects in the Albuquerque-metro area. Through simulations, on-the-job training, guest lectures from industry professionals, and opportunities for peer sharing, students are given ample practice in premeditating and resolving issues they will likely encounter on the job site.

In addition to the soft skills necessary for understanding the culture of the construction industry and succeeding as an entry-level construction professional, the training program encourages a culture of career advancement and mobility, providing lessons that demonstrate how the above skills (paired with academic rigor of the adult education component of instruction) will support students in their future pursuits of training and at the post-secondary level, including programs for project management, site superintendent, industry apprentice, and senior management positions.

Workforce Training

must include at least one of the following as described in WIOA law section 134 (c) (3) (D):

1. Occupational skills training, including training for nontraditional employment

2. On-the-job training

3. Incumbent worker training

4. Programs that combine workplace training with related instruction, which may include cooperative education programs

5. Training programs operated by the private sector

6. Skill upgrading and retraining

7. Entrepreneurial training

8. Transitional jobs

9. Job readiness training

10. Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1 – 7 above

11. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

Review Questions:

1. Which workforce training activities are included in this IET program?

Occupational skills training; transitional jobs (partnership with Veteran's Integration Center); Job readiness training; adult education and literacy activities (see *Adult Education and Literacy Activities* section for comprehensive description); integrating workplace training with related instruction (opportunity for dual-enrollment in English HSE, Spanish HSE, ESL, or Citizenship classes).

2. What is the specific occupation or occupational sector?

This training program creates productive and safety-conscious Heavy Equipment Operators. O*NET OnLine, the occupation database sponsored by the US Department of Labor, defines heavy equipment operators as, "operat[ing] one or several types of power construction equipment, such as motor graders, bulldozers, scrapers, compressors, pumps, derricks, shovels, tractors, or front-end loaders to excavate, move, and grade earth, erect structures, or pour concrete or other hard surface pavement…repair and maintain equipment in addition to other duties," (DOL). The dramatic shortage of skilled laborers within this specific industry of equipment operations and the broader occupational sector of construction is forcing the industry to design, implement, and event outsource new training initiatives to combat the problem. These new initiatives include includes fast-track training programs that are able to support employers with qualified candidates in a shorter amount of time. By recruiting from third-party training providers like Catholic Charities and Safety Zone Credentialing, employers no longer have to extend their funding and personnel in the effort of training a sponsored apprentice. It is also worth noting that most apprenticeship programs, whether provided through a trade union or trade association, use the same NCCER curriculum and standards. Though employers are eager to recruit from fast-track training units, the needs of the local construction industries and its employers vary based on type of services they offer, the environments they operate in, the regulations they must follow, and the needs of their various customers. This is why customized training and specialized curricula designed to meet the employers' needs, and the needs of the student, has been a focal point in the development of Catholic Charities' IET programming. For specific information on program outreach to employers and industry leaders' involvement in program modeling, please see the *State and Local Workforce Plan Alignment Related to Career Pathways* section below.

3. How are training activities being provided?

The Specialized HEO Program is comprehensive, industry developed, and offers internationally-recognized curricula supporting a student's mastery of all concepts and procedures involved in heavy equipment operations. This includes completing daily training activities centered on basic daily preventive maintenance, safety checking, and control of the machine. Students must also identify different equipment attachments and use the piece of equipment to perform the appropriate work-related tasks. Candidates are taught heavy equipment operation with a variety of heavy equipment simulators and virtual instruction training. Each piece of heavy equipment used in the HEO training is mandated to certain classroom hours of instruction taught by a certified NCCER Craft-Instructor. The successful completion of every training module must be demonstrated by specified results on the following assessments methods:

Assessment
The program consists of both knowledge and skill assessments. Knowledge assessments can be administered via distinct formats, paper and pencil with fax-in scoring, or a computer-based version. The skill Performance Verification assessment measures job skills in a practical application setting under observation of a Certified Performance Evaluator. The NCCER Accreditation Guidelines require that the training program agree to comply with annual audits by the Accredited Training Sponsor (ATS) or by NCCER. The evaluation process that will evaluate the program, as well as evaluation of instructors, trainees, curricula, and facilities.

All questions on each assessment have been developed and approved by subject matter experts from the respective craft. Assessment development and administration is under the direction of ProvTM, NCCER's testing partner.
• *Test No. 1* – Achieve a score of 75 percent or higher on a computer-based examination for occupational licensing and certification, administered by NCCER Prov assessment center.

• *Test No. 2* – Successfully complete the module performance test to the satisfaction of the certified NCCER Performance Evaluator. This is a pass/fail test.

"Integrated" (§463.37)

The term "**integrated**" (§463.37) means services must be provided concurrently and contextually such that:

Within the overall scope of the integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:

    a. are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;

    b. occur simultaneously; and

    c. use occupationally relevant instructional materials.

The integrated education and training program has a single set of learning objectives that identifies:

    a. specific adult education content;

    b. workforce preparation activities; and

    c. workforce training competencies, and the program activities are organized to function cooperatively.

Review Questions:

1. What is the intensity and quality of the described adult education and literacy activities, workforce preparation activities, and workforce training?

The following is an excerpt from the NCCER Craft Instructor's Guide that describes the development of the National Center for Construction and Education Research and their internationally-recognized curricula,

> The NCCER has dedicated itself to developing quality curricula and a training process that is globally recognized, standardized, portable, and competency-based. NCCER has also developed standards for the operation of accredited training programs (Catholic Charities HEO training) to ensure quality education is provided to all trainees. Prior to the creation of NCCER, each contractor had been training workers using methods and materials that worked for them. As one would expect, the training curricula and the methods of delivering the training varied significantly. The construction industry realized the need to develop training program features that would create a standardized approach to training. As a result the standardization of the NCCER Curricula came to mean that the material must possess these characteristics:

- Task-oriented

- Competency-based

- Performance tested; hands-on skills are tested as well trainee knowledge

- Developed by a technical review committee of subject matter experts (SMEs)

- Aligned with national standards for apprenticeship programs (NCCER Craft Instructor's Guide, 4).

In previous sections, I have also documented the alignment of our adult education activities with the content standards and key shifts as outlined in the College and Career Readiness standards. These activities are supplemented by the state-approved TABE 11/12 battery, determining how much a student has learned and whether he or she has performed to a level of proficiency set by academic standards.

2. How was the adequacy of the intensity and quality determined?

(Please refer to the response to review question 1 under the *Integrated* section.)

3. What research, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals, is reflected in the design of this IET?

In addition to developing curricula which accords the CCRS goals for what students should learn, instructors and trainers have adopted research-based strategies from Susan and McShane and the National Institute for Literacy's publication, <u>Applying Research in Reading Instruction for Adults (ARRIA)</u> and Chad Finn and Mark Overgaard's <u>Math for Trades</u> textbook series. Instructors have also taken advantage of other assessment strategies, teaching metholodogies, and research based activities included in the LINCS community resource collection.

4. How are the three required components occurring simultaneously within the scope of the IET program?

(Please refer to response to review questions 1-2 under the *Adult Education and Literacy* section.)

5. How are occupationally relevant materials being used?

During program onboarding sessions, students are given materials from the NCCER Build Your Future resource repository (https://byf.org/). BYF includes videos, career path infographics, industry employment demand map, and "plan the future" activity. These materials are further explored in the students' Core module work, which supports their understanding the state of the industry, the job opportunities that currently exist, and the training options that will lead trainees on the path to their new construction career.

6. How does the single set of IET learning objectives identify specific adult education content, workforce preparation activities, and workforce training competencies?

(Please refer to responses included in "Adult Education and Literacy Activities," "Workforce Training," and "Workforce Preparation" sections above)

7. How does the single set of IET learning objectives reflect that the program activities are organized to function cooperatively?

(Please refer to the curricula sample included in response to "Adult Education and Literacy Activities" review question 2.)

"for purposes of educational and career advancement" (§463.38)

The phrase "**for purposes of educational and career advancement**" (§463.38) means:

1. The adult education component of the program is aligned with the State's content standards for adult education as described in the State's Unified or Combined State Plan; and

2. The integrated education and training program is part of a career pathway.

WIOA Sec. 3(7) defines Career Pathways to mean a combination of rigorous and high-quality education, training, and other services that:

a. **aligns with skill needs of industries in the state or regional economy**

b. prepares an individual to succeed in secondary or postsecondary education options

c. includes counseling to support the individual's education and career goals

d. includes education offered concurrently and contextually with workforce preparation and training in specific occupation or occupational cluster

e. **organizes education, training and other services to support the particular needs of an individual to accelerate their educational and career advancement**

f. enables an individual to attain a secondary school diploma or its recognized equivalent

g. helps an individual enter or advance within a specific occupation or occupational cluster

Review Questions:

1. How does the adult education component of the IET program align with the State's content standards for adult education?

Under section "Aligning of Content Standards,"

> All courseware used by Adult Education programs statewide, both online and in the classroom, must adhere to CCRS and thus align to the Common Core…The combination of standards-aligned courseware and focus on pedagogical excellence support the development of courses and programs that are not only aligned with CCRS and serve to prepare students to pass the high school equivalency tests and earn recognized secondary credentials, but also courses and programs that provide strong foundational preparation for postsecondary education and training, current and future workplace demands, productive civic engagement, and supporting the educational needs of children
>
> (New Mexico WIOA Combined State Plan).

For a summary of how the adult education component prepares students for the Webb's Depth of Knowledge measures (used in all standard HSE tests) and post-secondary education and training, please refer to the review questions 1 and 2 under *Adult Education and Literacy Activities*.

2. How does the IET program reflect the criteria of being a part of a career pathway?

The program supports students in thinking about career advancement and long-term planning. Instructors provide lessons that demonstrate how the academic and technical skills they develop during the program can support their future pursuits of education and training at a post-secondary level, including reviewing the incentives offered by degree-bearing programs in project management, site superintendent, industry apprentice, and senior management positions. Trainers further support this practice of long-term planning by encouraging students to think about the future consequences of working in such a physically-demanding industry; in other words, how can students pivot in their careers when they are no longer able to perform worksite tasks due to age or injury.

3. What data are used for individuals and industry/occupations as part of the career pathways development?

The program uses national, state, and local industry demand and outlook and average salary for new and seasoned operators from NCCER, and The Construction Labor Market Analyzer, The Talent Shortage Survey, and AGC New Mexico. The average salary for a heavy equipment operator is $62,909 (with an average wage of $30.25).

Additional catalogues of data on local and regional industry sectors, accorded in the development of the program, can be found here,

- https://myclma.com/
- https://go.manpowergroup.com/talent-shortage
- NCCER.org
- https://agc-nm.org/

State and Local Workforce Plan Alignment Related to Career Pathways

Review Questions:

Given the required alignment with State and local workforce plans, and specifically the requirement that State and workforce plans must include objectives and strategies for addressing career pathway programming, how does this IET program align to the local and state workforce plans with regard to career pathways?

Alignment with the goals outlined in WIOA Local Workforce Development Plan Program Years 2020-2023, Central Workforce Board

Section B. Analysis of Workforce Development Activities

"Outreach to employers will continue with the goal of identifying needs that fall into apprenticeship or apprenticeship pathway arena" (57).

Recently, Catholic Charities' program staff have connected with the Hispano Chamber of Commerce to begin organizing peer learning opportunities

and business development workshops with a specific focus on promoting the hiring of people with criminal records. As reported by the chamber itself, many of the small and medium-sized businesses members are fair-chance employers.

In a similar effort of promoting peer learning among sector employers and encouraging their input in the development of education and training programs, we will be meeting with contractors from ABC NM and AGC NM to better understand what makes larger companies more comfortable hiring returning citizens. In other words, what qualities of both training and trainee can we enrich to fit their criteria for machine operators and their needs for qualified workers? In addition to addressing employers' concerns and indulging their expertise, we will also educate them on our current IET offerings with the goal of creating a pipeline from our program towards long-term job placement with these contractor members.

Section C. Strategic Vision and Goals

"4. Develop Youth Career and Training events to connect employers to young adults" (64).

In supporting WCCNM's goal of connecting youth (ages 16-24) to potential employers, Catholic Charities is participating in AGC New Mexico's Heavy Equipment Rodeo and Job Fair, which seeks to introduce career opportunities and sector employers to local students.

"8. Educate individuals to industry standards and employer-based certifications with emphasis on short-term education offering stackable credentials" (65).

Catholic Charities' heavy equipment program uses curriculum from the National Center for Construction Education and Research (NCCER), a standardized internationally-recognized program of accredited craft training. Key features of the program include instructor certification, competency-based training, and performance testing. The program provides trainees and companies with a standard form of industry-recognized credentials through the National Registry of the NCCER.

The NCCER organization is supported by participation of partnering trade associations, construction and maintenance firms, contractors, manufacturers, owners, schools, and third-party training providers. The mission of the NCCER is to build a safe, productive and sustainable workforce of craft professionals. These efforts help to ensure that the construction, maintenance and energy industries attract, train, and retain the skilled workforce needed to compete in the global marketplace.

Working in partnership with various sectors of the construction, maintenance and energy industries, NCCER has dedicated itself to developing and maintaining a quality curriculum – the NCCER Learning Series and a training process that is internationally recognized, standardized, portable, and competency-based. NCCER has developed standards for the operation of accredited training programs to ensure that a standardized quality education is provided for all construction, maintenance, and energy trainees.

"The Workforce Connections of Central New Mexico vision and goals aligns and supports the Governor's vision for human-centered, inclusive, and innovative workforce development system that grows the talent, knowledge, and skills of people in diverse communities, including Veterans, unemployed workers, youth and state tribal and pueblo communities" (65).

In upholding the governor's vision for inclusive, human-centered training services, Catholic Charities has partnered with Goodwill, Wings for Life, New Mexico Veteran's Integration Center, Federal Probation, Fathers Building Futures, and Crossroads for Women to develop a referral process that privileges recruitment of low-level learners, returning citizens, tribal and pueblo community members, and veteran participants. In doing so, Catholic Charities aims to slow the dramatic trend of recidivism (50%) among New Mexico's population of returning citizens; eliminate the skills gap among low-level learners in need of significant academic remediation in the core subjects of math, reading, and writing; and support veterans successful transition back into civilian life.

Catholic Charities supports the measurable successes of these diverse communities through particular qualities of programming. For instance, veterans who gained significant experience in the field of heavy equipment operations during their military service are eligible for a skills waiver (to the discretion of the instructor) that exempts them from having to attend the 16-week training program. With this waiver, participating veterans can immediately take their written assessment and performance verification evaluation, affording a more expedited path to stable employment and a sustaining income.

To support low-level learners, who may or may not possess a high school diploma or equivalent, this program integrates HSE coursework with workforce prep and training in order to achieve the three key shifts in the college and career readiness: focus, coherence, and rigor. As a guiding principle of "integration" in modeling instruction and fostering skill gain, the Specialized Heavy Equipment Operator training provides concurrent reading, writing, and math remediation; applied science skills; employability and career exploration; and the development of technical construction skills and critical thinking in the field will be integrated through four models of instruction and skills verification: individual performance tasks, objective-based classroom lessons, and module's culmination with knowledge and skills assessment. Through this balance of rigorous contextualized adult education, literacy *(64 contact hours)*, workforce preparation, and workforce training, Catholic Charities' trainees develop academic skills and competencies required to successfully pursue a post-secondary education in construction site management, soil science, and related associate degree-bearing programs.

Catholic Charities has also taken steps to dedicate its outreach to employers that prioritize the hiring of members of local and regional tribal communities. Through this outreach, Catholic Charities has connected with the Navajo Nation, which has received an additional federal grant (as part of an extension of the Surface Mining Control and Reclamation Act), to fund the reclamation of coal and uranium mines in the Grants, NM area. This grant requires that a large percentage of the project's workforce be of tribal decent. With many of our trainees possessing tribal membership to the pueblos and Navajo nation, we ambition to supply these reclamation projects with a steady stream of indigenous industry talent.

Related to State Plans

1. How does the data in Question 3 above align with the labor market analysis in the State's unified or combined plan? How do the IET and career pathway of which it is a part support the State's strategic vision and goals in in its unified or combined plan? (see the *Required Elements for Submission of the Unified or Combined State Plan and Plan Modifications for WIOA* pages 7 and 8, OMB control number 1205-0522)

The construction industry is listed as one of the mid to low performers in the Required Elements aggregation of projected job openings and employment growth. However, the state's publishing of the plan ahead of the 2020 pandemic suggests additional scrutiny of the published projected industry development categories. As the governor has published in a subsequent briefing on industry outlook in New Mexico, "we have seen substantial job growth in nearly every sector, from construction and manufacturing to hospitality and retail. In the last year, the state's employment has grown by over 45,000 jobs – and New Mexico workers are earning the highest average salaries ever," (Grisham, July 2022 press release).

These localized developments gain greater volume when reviewed in the context of regional trends of construction growth in the broader Southwest. As the Bureau of Labor Statistics reports, Texas and California represent the two states with the highest employment level in Operating Engineers and Other Construction Equipment Operators (bls.gov). Additionally, Arizona and Colorado boast an industry demand of between 8,000 and 15,000 operators as of August 2022. With the Core credential, an industry prerequisite to any level 1 apprenticeship, students can expand their talents to other in-demand construction fields, including carpentry which boasts a demand of 1.6 million construction professionals nationwide.

2. How do the IET and career pathway of which it is a part support the State's strategic vision and goals in its unified or combined plan? (see the Required Elements for Submission of the Unified or Combined State Plan and Plan Modifications for WIOA pages 7 and 8, OMB control number 1205-0522)

See excerpts from State Plan Strategic Visions and Goals below (narrative documenting alignment included in response to question 1, under State and Local Workforce Plan Alignment).

"(b) State Strategic Vision and Goals. The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

(1) Vision. Describe the State's strategic vision for its workforce development system
New Mexicans envision a human-centered, inclusive, and innovative workforce development system that grows the talent, knowledge, and skills of people in our diverse communities. Culturally and linguistically responsive strategies that are developmentally appropriate and geared toward equitable opportunities will advance meaningful independence, self-sufficiency, and economic well-being across the lifespan. We are committed to working through partnerships at all levels to balance the needs and the assets of employees and employers in the public and private sectors to build a sustainable and thriving talent pipeline," (86).

(Alignment included in response to question 1, under State and Local Workforce Plan Alignment)

"(2) Goals. Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities. This must include— (A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations.
    1. Make lifelong learning a reality so that New Mexico's workforce is able to attract economic development that results in high-paying jobs
    2. Grow apprenticeship opportunities across sectors to systematically build and sustain a highskilled workforce
    3. Identify and remove barriers to employment and training
    4. Stop New Mexico's brain drain by creating viable economic opportunities for youth and young adults," (87).

(Alignment included in response to question 1, under State and Local Workforce Plan Alignment)

"(a) State Strategy. The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section(a).

(1) Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship. "In-demand industry sector or occupation" is defined at WIOA section3(23).

1. Work across public and private partnerships to create a workforce development system that builds sector strategies that are responsive to employers and employees.

Sector strategies are an approach to workforce development that looks at the human resource needs of sectors within an industry and aligns workforce development strategies to respond accordingly. Sector strategies are based on the desire to align emerging, existing, or returning participants in the workforce with education, training, and work-based learning experiences that match the technical and soft skills needed in in-demand sectors," (88-89)

(Alignment included in response to question 1, under *State and Local Workforce Plan Alignment*)

Related to Local Plans

1. How is local eligible provider's IET aligned with analysis undertaken to achieve strategic vision, service and resource alignment, as outlined in Local Plan development? (see Sec. 108 (b)(1)(F))

(Alignment included in response to question 1, under State and Local Workforce Plan Alignment)

2. How is local eligible provider's IET addressing and aligning with how WIOA core programs will expand access to employment, education and other services for individuals with barriers to employment through career pathways (see Section 108(b)(3))?

(Alignment included in response to question 1, under State and Local Workforce Plan Alignment)

Student:

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

Select Reporting System:　[NRS FY 21-22　▼]　　　Agency:　　Catholic Charities

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	2	0	0	0	0	1	2	21	0	0	1	1	1	0	29
ABE Level 3	1	3	1	0	0	0	7	19	0	0	0	2	0	0	33
ABE Level 4	0	0	0	0	0	0	1	5	0	0	0	1	0	0	7
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	5	0	0	1	5	0	0	0	0	0	1	12
ESL Level 2	0	0	0	0	0	0	1	11	0	0	0	1	0	1	14
ESL Level 3	0	0	0	1	0	0	1	17	0	0	0	0	0	1	20
ESL Level 4	0	0	0	0	0	0	4	20	0	0	0	2	0	0	26
ESL Level 5	0	0	0	1	0	0	6	49	0	0	0	1	0	1	58
ESL Level 6	0	0	0	3	0	0	3	27	0	0	0	0	0	1	34
Total	3	3	1	10	0	1	26	174	0	0	1	8	1	5	233

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

Student:

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

Select Reporting System: [NRS FY 21-22 ▼]   Agency: Catholic Charities

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	1	0	0	0	0	3	0	0	0	0	0	0	0	4
19-24	0	0	0	0	0	0	3	13	0	0	0	1	0	0	17
25-44	3	0	1	6	0	1	16	128	0	0	1	4	1	5	166
45-54	0	2	0	1	0	0	3	25	0	0	0	1	0	0	32
55-59	0	0	0	1	0	0	1	3	0	0	0	1	0	0	6
60+	0	0	0	2	0	0	0	5	0	0	0	1	0	0	8
Total	3	3	1	10	0	1	26	174	0	0	1	8	1	5	233

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

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

***See definitions of ethnicity/race categories.

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

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

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

Student:

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

Select Reporting System: [NRS FY 21-22 ▼]   Agency: Catholic Charities

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	0	1	1	0	0	1	0	0	0	3
19-24	0	0	0	0	0	0	5	3	0	0	3	0	1	0	12
25-44	1	3	0	3	0	0	20	31	0	0	3	1	1	1	64
45-54	0	0	1	3	0	0	6	4	0	1	0	0	0	0	15
55-59	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
60+	0	0	0	1	0	0	0	1	0	0	0	0	0	0	2
Total	1	3	1	7	0	0	32	41	0	1	7	1	2	1	97

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System: [NRS FY 21-22　▼]　　　Agency:　　Catholic Charities

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**	1	3	17	2	1	0	24
Integrated Education and Training Program	0	2	6	2	0	0	10
Adult Secondary Education***	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	1	37	15	1	1	55
Integrated Education and Training Program	0	0	6	5	1	0	12
Integrated English Literacy and Civics Education (Sec. 243)*****	0	2	10	3	1	0	16
Integrated Education and Training Program	0	2	4	2	0	0	8
Total	1	6	64	20	3	1	95

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System: **NRS FY 21-22** ▼   Agency: Catholic Charities

Measurable Skill Gains (MSG) by Entry Level

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

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

ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	29	0	1641.5	6	0	0	17	6	20.69	29	6	0	0	20.69
ABE Level 3	33	0	2364.5	2	0	0	20	11	6.06	33	2	0	0	6.06
ABE Level 4	7	0	526.5	0	0	0	4	3	0	7	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	69	0	4532.5	8	0	0	41	20	11.59	69	8	0	0	11.59
ESL Level 1	12	0	1396.5	4	0	0	3	5	33.33	12	4	0	0	33.33
ESL Level 2	14	0	1705.5	4	0	0	5	5	28.57	15	4	0	0	26.67
ESL Level 3	20	0	1896.5	7	0	0	6	7	35	20	7	0	0	35
ESL Level 4	26	0	1663	4	0	0	15	7	15.38	26	4	0	0	15.38
ESL Level 5	58	0	6373.5	13	2	0	23	20	25.86	59	13	2	0	25.42
ESL Level 6	34	0	3626.5	3	1	0	10	20	11.76	34	3	1	0	11.76
ESL Total	164	0	16661.5	35	3	0	62	64	23.17	166	35	3	0	22.89
Grand Total	233	0	21194	43	3	0	103	84	19.74	235	43	3	0	19.57

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

- Column O is calculated using the following formula: (Column O) = (Column L + Column M + Column N)/(Column K)
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System: NRS FY 21-22 ▼   Agency: Catholic Charities

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	6	1	16.67	5	83.33	0	0	0	0
ABE Level 3	2	1	50	1	50	0	0	0	0
ABE Level 4	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	8	2	25	6	75	0	0	0	0
ESL Level 1	4	4	100	0	0	0	0	0	0
ESL Level 2	4	4	100	0	0	0	0	0	0
ESL Level 3	7	7	100	0	0	0	0	0	0
ESL Level 4	4	4	100	0	0	0	0	0	0
ESL Level 5	13	13	100	0	0	0	0	0	0
ESL Level 6	4	4	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	36	36	100	0	0	0	0	0	0
Grand Total	44	38	86.36	6	13.64	0	0	0	0

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting System: | NRS FY 21-22 ▼ | Agency: Catholic Charities

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	10	720	6	3	1	60
ABE Level 3	7	749.5	2	0	5	28.57
ABE Level 4	4	494.5	0	1	3	0
ABE Level 5	0	0	0	0	0	0
ABE Total	21	1964	8	4	9	38.1
ESL Level 1	8	1196.5	4	0	4	50
ESL Level 2	6	1086	4	2	0	66.67
ESL Level 3	11	1303.5	7	1	3	63.64
ESL Level 4	13	1092	4	5	4	30.77
ESL Level 5	34	4936.5	13	9	12	38.24
ESL Level 6	23	2816.5	4	5	14	17.39

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)
ESL Total	95	12431	36	22	37	37.89
Total	116	14395	44	26	46	37.93

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 = Column D / Column B

Student:

NRS Table 5

Select Reporting System: [NRS FY 21-22 ▼]   Agency: Catholic Charities

Primary Indicators of Performance

Primary Indicators of Performance	First Period of Participation			All Periods of Participation		
	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	10	2	20	10	2	20
Employment Fourth Quarter after exit *	6	1	16.67	6	1	16.67
Median Earnings Second Quarter after exit **	2	1976.87		2	1976.87	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

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

***** Report in Column B (Attained any credential (unduplicated)) the unduplicated total number of participants who EITHER: (1) did not possess a secondary school credential or recognized equivalent and exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher) OR (2) were co-enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program; excluding

participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants who meet the requirements for inclusion in both the secondary and postsecondary credential cohorts would only be recorded once in Column B.

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 21-22 ▼   Agency: Catholic Charities

Participant Status on Entry into the Program (A)	Number (B)	
Employed		43
Employed, but Received Notice of Termination of Employment or Military Separation is pending		0
Unemployed		39
Not in the Labor Force		13
TOTAL		95
Highest Degree Level of School Completed*	**US Based Schooling**	**Non-US Based Schooling**
No Schooling	0	0
Grades 1-5	1	3
Grades 6-8	3	12
Grades 9-12 (no diploma)	14	29
Secondary School Diploma or alternate credential	3	8
Secondary School Equivalent	2	1
Some Postsecondary education, no degree	3	6
Postsecondary or professional degree	1	7
Unknown	0	2
TOTAL (both US Based and Non-US Based)		95
Program Type**		

Participant Status on Entry into the Program (A)	Number (B)
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.

Staff:

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

Select Reporting System: | NRS FY 21-22 ▼ | Agency: Catholic Charities

| Function (A) | Adult Education Personnel | | Unpaid Volunteers (D) |
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative / Supervisory / Ancillary Services	0	0	0
Local-level Administrative / Supervisory / Ancillary Services	0	2	0
Local Counselors	0	0	0
Local Paraprofessionals	0	0	0
Local Teachers	5	3	1
Teachers' Years of Experience in Adult Education			
Less than one year	0	0	
One to three years	0	2	
More than three years	5	1	
Teacher Certificate			
No certification	2	2	
Adult Education Certificate	1	1	
K-12 Certification	1	0	
Special Education Certification	0	0	
TESOL Certification	1	1	

Student:

NRS Table 9

Select Reporting System: [NRS FY 21-22 ▼]   Agency: Catholic Charities

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	29	10	34.48	30	10	33.33
Employment Second Quarter after exit	1	1	100	1	1	100
Employment Fourth Quarter after exit	7	1	14.29	7	1	14.29
Median Earnings Second Quarter after exit	1	653.22		1	653.22	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

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

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

NRS Table 11

Select Reporting System: [NRS FY 21-22 ▼]   Agency: Catholic Charities

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	64	18	28.13	65	18	27.69
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	64	1	1.56	65	1	1.54
MSG via Secondary or Postsecondary Transcript	64	0	0	65	0	0
MSG via Progress Toward Milestones	64	0	0	65	0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Passing Technical/ Occupational Skills Exam	64	0	0	65	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

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)
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

Memorandum of Understanding (MOU)

Between

Workforce Connection of Central New Mexico (WCCNM)

And

New Mexico Workforce Connection (American Job Centers)

Partners

July 1, 2020 – June 30, 2023

LEGAL AUTHORITY

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

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

PURPOSE

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

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

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

Vision

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

Mission

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

SYSTEM STRUCTURE

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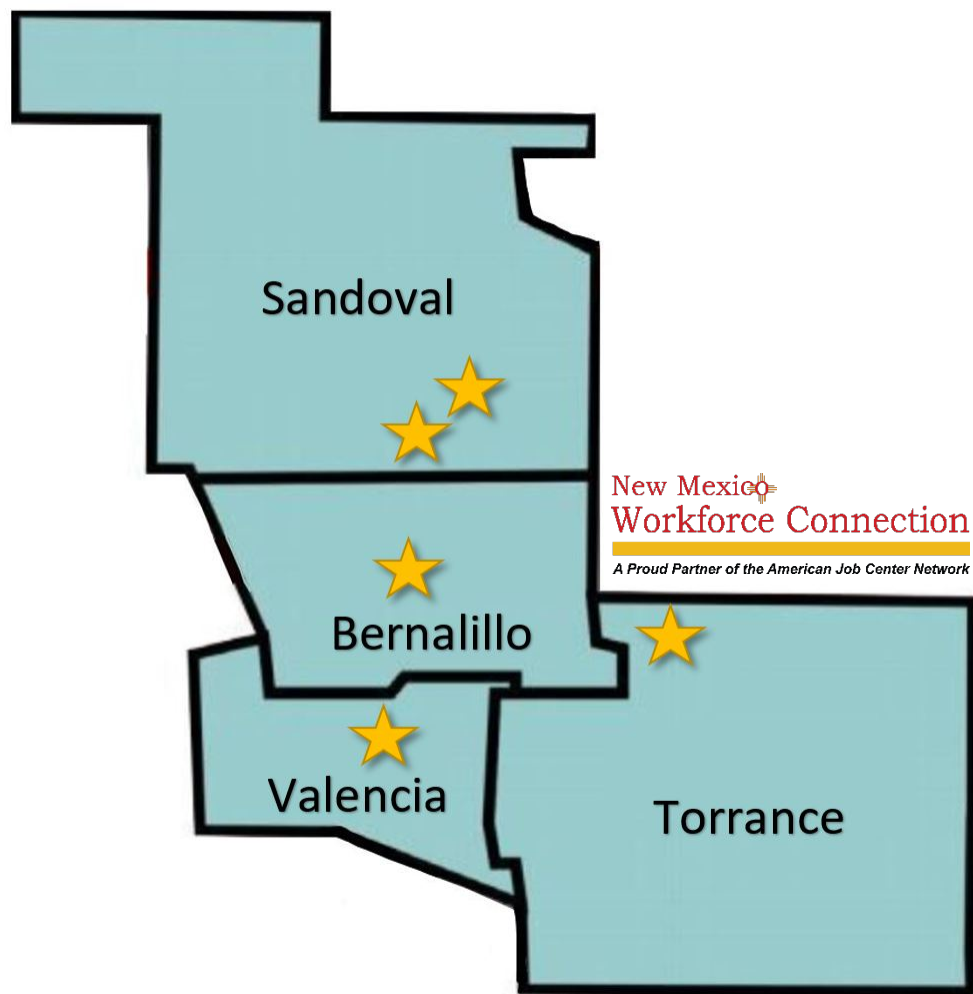
Five Convenient Centers to Serve the Central Region		
Bernalillo County Center 501 Mountain Road NE Albuquerque, NM 87102 Phone: (505) 843-1900	Torrance County Center 712 Old US Route 66 Moriarty, NM 87035 Phone: (505) 832-6774	Valencia County Center 428 Los Lentes Rd SE Los Lunas, NM 87031 Phone: (505)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

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

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

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

WCCNM PARTNERS

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

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

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

Required External Partners

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

Additional external community partners
- Innovate+Educate
- NMCAN
- HopeWorks LLC

TERMS AND CONDITIONS

Services

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

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

Job Seeker Services

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

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

Roles Responsibilities

All Parties to this agreement shall comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016);

- Title VI of the Civil Rights Act of 1964 (Public Law 88-352);

- Section 504 of the Rehabilitation Act of 1973, as amended;

- The Americans with Disabilities Act of 1990 (Public Law 101-336);

- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor;

- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188;

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99);

- Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38);

- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603);

- all amendments to each; and

- all requirements imposed by the regulations issued pursuant to these acts.

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

   Additionally, all Parties shall:

- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Services section above;

- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers; and

- Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of this agreement.

Chief Elected Official (CEO)

The CEO's for the WCCNM will:

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

- Approve the WCCNM's budget and workforce center cost allocation plan;

- Approve the selection of the one-stop operator following the competitive procurement process; and

- Coordinate with the WCCNM to oversee the operations of the Central Region's New Mexico Workforce Connection Center (American Job Center) network.

Workforce Connection of Central New Mexico

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

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

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

- Determine the role and day-to-day duties of the one-stop operator;

- Approve annual budget allocations for operation of the New Mexico Workforce Connection Centers (American Job Centers) network;

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

- Leverage additional funding for the WCCNM's New Mexico Workforce Connection Centers (American Job Centers) network to operate and expand one-stop customer activities and resources; and

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

One-Stop Operator

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

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

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

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

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

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

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

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

Partners

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

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

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

Data Sharing

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

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

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

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

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

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

Confidentiality

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

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

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

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

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

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

Referrals

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

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

Accessibility

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

Physical Accessibility

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

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

Virtual Accessibility

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

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

Communication Accessibility

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

Programmatic Accessibility

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

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

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

Outreach

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

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

Dispute Resolution

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

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

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

Monitoring

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

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

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

Non-Discrimination and Equal Opportunity

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

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

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

Indemnification

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

Severability

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

Drug and Alcohol-Free Workplace

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

Certification Regarding Lobbying

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

Debarment and Suspension

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

Priority of Service

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

Buy American Provision

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

Salary Compensation and Bonus Limitations

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

Non-Assignment

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

Governing Law

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

Steps to Reach Consensus

1. **Notification of Partners**

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

2. **Kickoff Meeting**

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

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

3. **Negotiations**

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

4. **Draft MOU**

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

5. **Review and Comment**

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

6. **Finalized Draft**

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

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

MOU Modification Process

1. **Notification**

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

2. **Discussion/Negotiation**

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

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

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

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

3. **Signatures**

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

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

Termination

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

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

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

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

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

Effective Period

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

One-Stop Operating Budget

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

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

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

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

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

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

Authority and Signature

Catholic Charities – Adult Basic Education

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

By signing my name below, I James F. Gannon/Catholic Charities , certify that I have read the above information. All of my questions have been discussed and answered satisfactory.

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

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

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

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

[X] The Infrastructure Funding Agreement (IFA) PY20/FY21

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

- In three years,
- Upon amendment, modification, or termination, or
- On June 30, 2023, whichever occurs earlier.

_James F Gannon_____   February 1, 2021_____
Signature   Date

James F. Gannon/CEO_____
Printed Name and Title

Catholic Charities_____
Agency Name

Kara Arnold/arnoldk@ccasfnm.org & Kris Degenhardt/Degenhardtk@ccasfnm.org____
Agency Contact Information