

Annual Program Report  
Cover Page

Program Name:	NMSU Grants Adult Education	
Institution or Organization:	NMSU - Grants	
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County:	Cibola	
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Social Media:	Instagram: <a href="https://www.instagram.com/nmsugrantsadulthoodeducation/">https://www.instagram.com/nmsugrantsadulthoodeducation/</a>	
Workforce Region(s) Served:	Northern	
New Mexico Counties Served:	Cibola, Bernalillo, Eddy, McKinley, Sandoval, Valencia	
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*Marlene Chavez Toivanen*

Signature of the Chief Executive Officer or Designee

8/29/2022  
DATE

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.**

NMSU Grants Adult Education primarily serves participants in the Northwest Region of New Mexico although the incorporation of a distance learning program has greatly expanded our service area. While Cibola County and the Grants community can be classified as rural, many of the areas for whom we provide services would be considered frontier. These areas are the most remote and sparsely populated places along the rural-urban continuum, with residents far from healthcare, schools, grocery stores, and other necessities. Fifty-three percent of our program participants live outside of the City of Grants, and many of our program participants come from surrounding American Indian reservations such as the Navajo Nation and the pueblos of Zuni, Acoma, and Laguna.

Other participants live in the upper elevations of the Zuni Mountains where internet access is sparse to non-existent, and roads can become impassable very quickly in wet weather conditions. Until one has driven to and through communities such as Ramah, Pinehill, or Crownpoint, it can be difficult to grasp the remoteness of much of our service area even in a state as sparsely populated as New Mexico. Many of our program participants have a strong desire to remain in place which makes economic development and workplace readiness for local job opportunities imperative.

For the 21-22 grant year, the demographic make-up of program participants was as follows:

<b>Gender</b>	<b>Participant Percentage</b>
Female	68%
Male	32%
<b>Ethnicity</b>	<b>Participant Percentage</b>
Hispanic/Latino	39%
American Indian	51%
White/Non-Hispanic	6%
Asian	1%
More than one race	3%

<b>Age</b>	<b>Participant Percentage</b>
16-18	30%
19-24	25%
25-44	43%
45 and older	2%

Funds awarded to NMSU Grants Adult Education are spent consistent with the requirements mandated through the United States Department of Education\* including a focus on literacy (reading, numeracy, digital, financial), contextualized curriculum, and college and career pathway advising.

\*(<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aeffa-resource-guide.pdf> )

The educational content throughout all of our delivery mechanisms and methods align to College and Career Readiness Standards and have been created in alignment with the appropriate Webb’s Depth of Knowledge rating to ensure rigor.

Our staff members, instructors, success coaches, and our college and career pathways advisor all receive professional development and training in preparation to guide each participant through program initiatives and services offered in an effort to increase the number of participants

achieving a measurable skill gain, a high school equivalency credential (if needed), and successful transition into post-secondary education, training, or career.

Our program realizes that workplace literacy involves more than the ability to read and write. While all of our curriculum aligns with College and Career Readiness Standards, it also incorporates decision making, critical thinking, problem solving, goal setting, speaking and writing effectively, numeracy skills, and digital literacy skills.

Our workforce partners, including the Department of Workforce Solutions and our local one-stop operator, work with us to determine student eligibility for activities such as financial literacy, interview and resume' building skills, digital literacy, tutoring and mentoring for our participants eligible for youth services, displaced worker services, and stipends for completion of program milestones for eligible participants.

We work to align our instructional offerings and other services with the following Northern Area Local Workforce Development Board (NALWDB) identified goals:

- *Increase Access: Actively support employers in finding, attracting, and retaining the talent that they need*
- **Improve Alignment:** Align education and workforce resources more closely with the business community and the local talent pool
- **Remove Barriers:** Collectively address structural issues that serve as barriers to a secure talent pipeline

## **Current Services Provided:**

- Coordination and implementation of adult education courses in support of literacy skills (including numeracy, digital, and financial) and college and career pathways and workforce training preparation. Instructional delivery methods include in-person, online, and hybrid options and have been developed to serve individuals with physical and learning disabilities.
- One-on-one tutoring for low-literacy students
- Assignment of a success coach to each individual student
- Contextualized, standards-based instruction for basic skills
- Participant assessment of academic progress in basic skills, monitoring of student progress and support, providing tracking and reporting

- Instruction and support needed for students to attain their high school equivalency credential, if needed
- Pinpointed professional development for team members
- Facilitation of meetings with collaborating partners
- Participant recruitment

**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.**

As a new director as of July 25, 2022, my primary goal is to ensure the continued success of our students and program by supporting students, staff and faculty. To this end, I'm investigating policies, procedures and the day-to-day business of running our center in an effort to better grasp the rationales behind our efforts. I've met with faculty to better understand their challenges and needs, and, simply, to ask how I can support them. This has netted valuable insight from an instructional team that has navigated the pandemic with hybrid, online and in-person instruction and successfully ushered students to HSE success. As such, my primary goal is to support the educational teams' continued success by ensuring a collaborative spirit endures and guides our program, that resources are available and that faculty has the autonomy it needs to make adjustments so that students' needs are met and positive learning outcomes continue.

Looking ahead, we're interested in finding new and creative ways to bring more students into the fold, especially those who were displaced from traditional high school graduation as a result of the pandemic. New Mexico's high school dropout rate hovers at about 10 percent as of 2019, the highest in the nation. Moreover, our largest student demographic is American Indian, which makes up 51 percent of our population and has historically lower high school attainment rates. Meanwhile, younger students, those 16 to 18 years old, make up some 30 percent of our students. We can extrapolate from this information that many students and potential students will be younger and disproportionately impacted by the pandemic.

I'm hopeful that our center can collaborate with community organizations in more remote areas to provide internet access and study facilities in an effort to bridge internet accessibility challenges and ease students' financial travel burdens, especially as gasoline prices remain at record highs. In an effort to further support and facilitate our program's mission, we're also looking into outreach opportunities at a local farmers' market, via a radio show and with a social media presence. Going forward, we'll utilize all of these

- 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?**

While the world is moving forward, our students are struggling more than they were prior to March of 2020. Many have lost family members, many are caring for multiple generations of family members, their kids have returned to school, they have returned to work, and they are all shouldering extra responsibilities.

For our program, the move to distance education had a profound effect on our demographic makeup. Our program shifted from 50/50 male to female enrollment to 68% female. Many of our female students took advantage of the more flexible learning options and were learning remotely along with their children. However, these female students are also the ones who struggled to continue their studies when everything opened back up.

We are experiencing what we believe to be the delayed effects of the pandemic. Our program numbers this year are what we expected last year. The number of participants is down 22% and instructional hours are down 38%. While female students make up 68% of our enrollment, they only represent 50% of our graduates. This is an issue. However, the percentage of participants earning a credential is up 8% as we are learning how to streamline our distance learning and have gotten much better at it.

The rest of the world is ready to move on and our students are still struggling against an increasingly strong current of barriers. We have had more students relay severe mental health issues and concerns than have ever been reported in the past. It is our program's opinion that adult education programs in the state and nationwide should prepare for a long transition back to what our programs looked like, felt like, and operated as prior to a pandemic that exacerbated long-standing barriers exponentially. We have never seen this level of crisis and we should all brace ourselves for a slow recovery. The weight our students currently carry is unfathomable for many.

The operation of our program today would have been unrecognizable and even unfathomable in March of 2020. Virtually every aspect of our program has been transformed from our onboarding process and instructional delivery methods to our testing.

As we move back into in-person learning, our online and hybrid options will remain. We found that the online onboarding process, along with the initial one-on-one success coach meetings, gave us the opportunity to spend more time with individual students as we set goals and created individualized education plans. While the process was a bit rough initially, as we continued to assess and improve our online onboarding process, we found that students preferred onboarding online. Online onboarding proved beneficial to the program as well.

During the 2021-2022 grant year, we struggled to get students to return to in-person learning. Whether this was a result of the Omicron variant, factors previously described, or a

combination of both remains to be seen. We anticipate online and distance learning to be the preferred delivery method for the foreseeable future and are making changes to our current program and our long-term strategic plan to accommodate this.

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.**

**Formal MOUs**

- Northern Area Local Workforce Development Board

**No formal MOU, rather agreed upon processes and procedures for student referrals**

- Local Career One-Stop
- Family and Child Education (FACE) Program
- National Indian Youth Council
- Acoma Department of Education
- Navajo Nation TANF
- Supporting Transitions to Adulthood through Rehousing (STAR) Program

**Section II. Core Indicators of Performance 2021-2022**

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

Performance Measure	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022
Measurable Skill Gain (MSG)	37.1%	39.58%
Credential Attainment Rate	20.4%	100%
Employment (Second Quarter After Exit)	25%	56.7%
Employment (Fourth Quarter After Exit)	35.3%	32.14%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$4,015



### 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.

- **Measurable Skill Gain (MSG) – Negotiated 37.1%, Actual 39.58% - Met**

Although our program met the negotiated MSG rate for the 2021-2022 grant year, it is down from 48.78% the previous year. There have been a few possible reasons for this identified through the data.

- A. The number of Level 3 participants who separated before achieving a Measurable Skills gain increased from 29% in 2020-2021 to 43% in 2021-2022.
- B. The percentage of Level 3 participants who earned a MSG or HSE decreased from 53% in 20-21 to 30% in 21-22 and the percentage of Level 2 participants who earned a MSG or HSE decreased from 54% in 20-21 to 30% in 21-22.
- C. The average study hours per Level 3 participants decreased from 103 in 20-21 to 73 in 21-22 and the average study hours per Level 2 participant decreased from 102 in 20-21 to 78 in 21-22

Based in feedback provided by students, we changed the way we delivered our online courses. In 20-21, we had structured eight-week online class sessions with assignments due every week. Students reported feeling overwhelmed by the weekly assignments and stressed because their internet access was not always stable, they were going back to work, and their responsibilities outside of school were increasing. Students requested more flexibility. In 21-22, we shifted to a self-paced model, whereby students could work through the material at their own pace with help and guidance from our instructors who took on an additional role of success coach/navigator. This updated approach to instructional delivery worked well for Level 4-6 students as their outcomes improved. However, based on the data, it appears that Level 2 and 3 students struggled with both participation and outcomes.

The gap between the post-test performance of NRS Level 2&3 students between 20-21 and 21-22 appears to be most pronounced in literacy outcomes. While math outcomes increased for this cohort between 20-21 and 21-22, literacy outcomes decreased significantly. This may indicate that self-paced online instructional modules work much better for math and students need more structure and guidance with online literacy education. Even though the change in delivery format was requested by students at all NRS levels, outcomes suggest higher level NRS students were better equipped for success with this modality. Future decisions regarding how to balance the stated educational preferences of students with what the data reflect will need to be considered.

- **Credential Rate Attainment – Negotiated 20.4%, Actual 100% - Met**

Credential rate attainment increased from 17% in 20-21 to 100% in 21-22. Based on exit surveys, we can attribute this increase to both the refining and tightening up of our curriculum and the self-

paced instructional delivery approach. Higher level NRS participants thrived in the self-paced environment. Credential attainment rate among Level 5 students increased 10% from 20-21 to 21-22 and attainment rates among Level 4 students increased 23%. This further establishes the need to look at the possibility of varying modalities of delivering online content based on NRS level. Higher NRS level participants appear to perform better and have higher retention rates when given the option to move through content at their own pace. While this instructional method does not appear to work as well for lower NRS level participants, it should not be discounted for those who respond well to it.

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

N/A

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

While we once had a near 50/50 male to female enrollment, that has shifted as our program shifted to accommodate students during the pandemic. Today, female enrollment makes up 68 percent of our students. Prior to our development of online classes, some women had barriers to education as a result of caregiving responsibilities, which prevented them from attending in-person classes. Online and hybrid class offerings, however, removed that barrier for some women, and they took advantage of the opportunity.

Not all news, however, is good: Our number of participants is down 22 percent. And while women make up a larger portion of our student population, they still only represent 50 percent of our graduates.

To address these trends, our instructors actively reach out to existing students to help motivate them, help with academics and combat any perceived sense of isolation they may feel as a distance-learning student. Moreover, when students visit our center, we also check in with them and ask questions concerning their career goals. When appropriate, instructors or the director give an impromptu tour of applicable programs, automotive, for instance, so that the students can meet instructors, see the facilities, and actively picture themselves learning a skill in that setting. In this way, we hope to bridge the connection to career readiness and HSE goals.

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.**

While study hours and quiz scores are useful tools to measure a student's success and progression toward their HSE credential, hours and quiz scores only tell part of the story. We're finding that it's useful to check in with both students and instructors when it comes to TABE test readiness. While

it might appear subjective on the surface, instructors and students often have a good sense of overall readiness, issues that might be barriers to success, etc. Therefore, we find that it's useful to use study hours more as a bookmark, or a time to take a pause.

When students have reached their allotted time to TABE test, we first consult both the instructor and the student to get a feel for their sense of readiness. By taking this approach – using the calendar and data as a reminder to check in, rather than simply assigning TABE tests – we find that students are less likely to become discouraged by lower-than-hoped test scores and we're more likely to have better MSGs as a result. Additionally, at times, students have personal issues, housing issues, childcare issues, transportation stresses and a host of other real-world problems that may impeded their academic successes. By pausing to consider the whole person, we believe our students will have a greater likelihood of achieving lasting and meaningful program success.

In short, by taking the time to have consultations, we avoid the downfalls of potentially losing student engagement and the MSGs that we do achieve become more tangible for everyone involved.

**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	96	\$41.92	\$4,600
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	96	\$107.29	\$10,300
Referrals to and coordination of activities with other programs and services.	Career Service	10	\$57.00	\$570
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	24	\$47.50	\$1,140
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service	29	\$55.17	\$1,600
Integrated Education and Training (IET) programs	Training Service	N/A	N/A	N/A
<b>Grand Totals:</b>		255		\$18,210

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

The Northern Area Local Workforce Development Board (NALWDB) has prioritized four industry/occupational clusters (education, healthcare, information technology, hospitality) and, according to their *Northern Area Local Workforce Development Local Area Strategic Plan* (<https://northernboard.org/strategic-plan>), have identified the three key planning areas (pages 74-75). We are already working toward aligning our instructional offerings and other services with the following identified goals:

- **Increase Access: Actively support employers in finding, attracting, and retaining the talent that they need**

NMSU Grants Adult Education has hired a college and career pathways advisor and have incorporated career pathway exploration throughout our program beginning with our onboarding process. Our CCP advisor works closely with the program manager, community leaders, and the NMSU Grants community to ensure we are equipping our students with the skill sets needed to be successful in high-priority occupational clusters.

- **Improve Alignment: Align education and workforce resources more closely with the business community and the local talent pool**

NMSU Grants Adult Education is in the early stages of working with NMSU Grants Community College to provide IET/I-BEST options in healthcare, education, and information technology. It is our intention to design and implement at least two I-BEST programs during the next grant period.

- **Remove Barriers: Collectively address structural issues that serve as barriers to a secure talent pipeline**

Access to broadband/high-speed internet services and digital literacy skills are at the forefront of virtually every conversation with community leaders as this is one of the biggest barriers to a secure talent pipeline.

Previously, we had a partnership SoloWorks of Cibola County (<https://www.soloworks.org/>), an

organization that helps residents prepare for and obtain remote jobs. SoloWorks provided digital literacy training and office space with access to broadband technologies for residents who wanted to work remotely but do not have in-home access to broadband services or IT equipment. Citizens of Cibola County, including current and former members of our adult education program, could commute to the community workspace in Grants to work for companies all over the world. Unfortunately, SoloWorks shuttered their Grants office this year.

Looking forward, we are working closely with the Cibola Communities Economic Development Foundation, the Cibola County Chamber of Commerce, and other community partners to see how best to engage our students in the Rural Online Initiative sponsored by Utah State University which provides remote work certifications. (<https://extension.usu.edu/remoteworkcertificate/about> )

The NALWDB Local plan for 2020-2023 (<https://northernboard.org/strategic-plan>) (page 27) includes goals that are well-aligned with both current services provided and plans for expanded services during the next four years. Three of the local WIOA plan goals are:

- Strengthen the current workforce
- Develop future talent
- Focus on high-impact career sectors (Healthcare, IT, Education, Manufacturing)

In November of 2019, we embarked upon a total program redesign jump-started by NMHED's College and Career Pathways Planning System led by Jeff Fantine. This initiative allowed us to take a deep look into our program and provided a roadmap to both tear down and rebuild. The redesign began with a new vision and mission statement in order to create an adult education program that was college and career oriented. Since January 2020, our program has made the following adjustments which we believe have allowed us to better align and focus our activities and strategies to the local WIOA plan:

- Updated our vision and mission statements to reflect an emphasis on college and career pathways
  - Utilized LMI data when informing our students about potential college and career pathways and encouraging the selection of pathways during both the onboarding process and subsequent meetings with the college and career pathways advisor
  - Helped students create individual educational, career, and life plans
  - Signed a formal MOA with the NALWDB
  - Added contextualized instruction into our curriculum
- Helped students explore career options through the utilization of a program called Pathway U (<https://www.pathwayu.com/> )
  - Initiated discussions with NMSU Grants administration regarding the implementation of IET/I-BEST programs in high-impact career areas during the next grant cycle



- Initiated discussions regarding partnership opportunities with the Cibola Communities Economic Development Foundation
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?**

NMSU-Grants Adult Education has a signed MOU between the NALWDB and American Job Center Partners including the one-stop location in Gallup. In addition, our success coaches have been trained to perform an initial screening in order to identify potential adults and youths who might qualify one-stop partner services. We then refer potentially eligible students to the appropriate youth or adult contact person. A one-stop center is scheduled to open in Grants in May of this year (Gallup is currently the closest location) and once they have settled into their permanent location, we hope to formalize our partnership with the new location.

4. **Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. If you do not have an MOU and/or an IFA, please inform of us of any efforts or discussions toward MOUs and IFAs in your local area.**

**See attached MOU for New Mexico Workforce Connection.**

## **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?**

The bulk of year three was spent working with the State of New Mexico IET TAC group. A representative from NMSU-Grants was the group coordinator and we met several times throughout the year in an attempt to address the need of programs initiating new IET programs or looking to re-boot or better recruit and retain students for existing IET programs. The main take-away from the IET TAC group meetings was that every individual program faces unique challenges and roadblocks when attempting to develop and implement IETs. This leads to frustration and a sense of a lack of direction, support, and mentorship. The creation of a strong and robust IET professional development and mentorship program at the State level is highly recommended – especially for the smaller and more rural adult education programs.

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.**

Immediately after, onboarding and assessments, instructors and staff talk with students about their goals and aspirations. If needed, students are escorted to the Admissions office, which then

helps students with a range of services, from FAFSA applications to enrollment assistance. Enrollment applications are generally turned around within 24 to 48 hours, and an advisor is available to assist students through the process. In the event that students are interested in a program that is not offered through NMSU, advisors help to point students toward suitable programs that will ensure their continued success.

**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:**

N/A

- 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](https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf)

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

Our program is currently in talks with the administrators on the NMSU-Grants campus. We have been invited to join Curriculum Committee meetings to begin initial discussions. Our hope is that we can begin the process of implementing a healthcare I-BEST/IET program that is ready to be deployed in the 2023-2024 academic year.

## **Section VI. Curriculum and Instruction**

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

Our center serves students who reside in some of the most remote portions of the state. Not only is transportation an issue for many of these students, but so, too, is reliable and stable internet service. For these reasons, we begin onboarding and orientation at the initial point of contact, be that in person, via a telephone call or from an email. We don't require that a student attend a formal onboarding or orientation as it creates a barrier to their education, especially for students who have a difficult time arranging for transportation, caregiving and managing a host of logistical hurdles.

At the first point of contact, students are advised about their learning options: In-person, hybrid, online or correspondence, with the option to change as needs shift. Students are asked to complete an enrollment form, either online or paper, and are scheduled to take a TABE Locator and then TABE 11. Based upon their performance, students are then asked about their learning preferences and then assigned to an instructor. If necessary, we have laptops available for loan to students during their time in the program.



The enrollment form, an online Google form or its print counterpart, asks students not only basic demographic questions, but it encourages them to reflect on their resources, challenges and to develop a plan for success. It also asks students to reflect upon their goals, so they can keep these in mind as they work through the program, especially as they encounter challenges. The form's reflective questions are instrumental in crafting student buy-in and commitment, especially as it advises that TABE post testing is critical to success.

After students have taken their TABE Locator and TABE 11 tests, an instructor reviews the results with them, covering both their strengths and weaknesses. At that point, an individualized study plan is crafted and students begin instruction.

Should students need additional services or support, we also direct them to those services, including, for example, access to food security services, such as the Aggie Cupboard, which provides food assistance to students who need it. We also advise students that we will validate their study hours for government agencies if they release us to provide that information (on the intake form).

In the case of underage students, those aged 16 to 17, we provide an Underage Permission / Hardship / Withdrawl Form To Take the HSE Tests. The students must seek permission from the school district superintendent and a parent or guardian to both withdraw from public school and to enter the program. Moreover, the parent or guardian must indicate on the form a description of the hardship and explain why the student cannot remain in high school.

Throughout the program, instructors continue to work with students, not only with their academic endeavors, but to help them overcome obstacles and work toward eventual HSE success.

**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.**

We strive to develop lessons that:

- Encourage learners to generate content
- Encourage learners to generate explanations and resolve contradictions
- Encourage learners to construct ideas from multiple points of view and different perspectives
- Develop metacognition and self-directed learning

When it comes to curriculum development that includes essential components of reading instruction, our program incorporates the five major components of literacy: Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension into our instructional practices and lesson plans. However, we believe that incorporating these basics is not enough and we must have solid practices in place to gather empirical data on what instructional practices and materials are working well and meeting the needs of our students and which ones need revising or replacing. This is a process that takes time and has been difficult as we switched very rapidly from in-person

learning to learning at a distance. We utilized a method of purposeful and continuous cycles of improvement to enhance our reading instruction including student feedback, tracking of pre/post test scores, instructor evaluations, and resource evaluations. We have processes and procedures in place to collect, organize, and analyze evidence that can be used to improve program performance, including literacy outcomes.

When developing curriculum and selecting resources we ask the following guiding questions established in the Self-Study Guide for Evidence Based Practices in Adult Education (<https://ies.ed.gov/ncee/edl/bs/regions/southeast/pdf/REL2020025.pdf>) :

- Does the program have criteria for evaluating and selecting interventions and curricular materials for use in reading instruction (for example, a rubric or checklist)?
- Are all components of selected interventions or curricula available in their entirety to ensure that each intervention or curriculum is delivered as intended (with fidelity)?
- Are all students able to engage in personalized learning (to work and practice independently at their own level) and to ensure that the materials align closely with student needs?
- Is there a clear process for selecting and implementing differentiated interventions for students struggling with early literacy development/foundational reading skills?
- Does the program provide access to instruction for students with disabilities?

We also structured our programs to provide wrap-around services, remove barriers such as transportation and childcare, and refer students to community resources. NMSU Grants Adult Education not only strives to meet both the cognitive and noncognitive needs of our students, but also works to develop noncognitive skills in addition to cognitive ones. In our pursuit to develop noncognitive skills, we look to research conducted by The Hamilton Project ([www.hamiltonproject.org](http://www.hamiltonproject.org)), and specifically its research on noncognitive skill development and how it impacts student achievement, graduation rates, and employability.

- 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.**

As mentioned, we have a number of wrap-around services that support student success and address barriers to that success. For food insecurity, students have access to the Aggie Cupboard, which provides food for students in need. We also offer on-campus daycare, provided by Small Wonders Childcare. The childcare center is open from 7 a.m. to 6 p.m., Monday – Friday. Students can apply for childcare assistance, or regular rates run from \$4.80 an hour to \$135 per week and is available for children from 6 weeks old to 12 years old. Next, our on-campus Student Success Center provides not only tutoring in math, English and general studies, but it has a comfortable meditation room, where students can take a mental break in cozy wing chairs and watch a

meditation video or relax to music.

In terms of the Adult Education program, as part of our intake, students are asked about the technology that they have available. Should students need assistance, we have laptops available for loan while they work toward their HSE. And for adult learners who prefer in-person instruction, our instructors provide that, too.

**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.**

Our learning modules and lessons plans all rely on resource materials that not only align to College and Career Readiness Standards but have also been vetted to insure proper rigor based on Webb's Depth of Knowledge. Resources currently being utilized include but are not limited to: Essential Education (both online and workbook material), Khan Academy, Mockingbird Curriculum, Breakthrough to Math, McGraw Hill's Reading Basics series, McGraw Hill's Common Core series, and TABE skills workbook. Where any of these resources fall short in either rigor or practice, we utilize open resource options such as Skillblox from CrowdEd Learning (<https://www.crowdedlearning.org/skillblox>) and NYSED/CUNY Fast-Track GRASP Math Packets (<http://www.collectedny.org/indexftgmp/>).

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

Our program incorporates the five major components of literacy: Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension into our instructional practices and lesson plans. However, we believe that incorporating these basics is not enough and we must have solid practices in place to gather empirical data on what instructional practices and materials are working well and meeting the needs of our students and which ones need revising or replacing. This is a process that takes time and has been difficult as we switched very rapidly from in-person learning to learning at a distance. We utilize a method of purposeful and continuous cycles of improvement to enhance our reading instruction including student feedback, tracking of pre/post test scores, instructor evaluations, and resource evaluations. We have processes and procedures in place to collect, organize, and analyze evidence that can be used to improve program performance, including literacy outcomes. When developing curriculum and selecting resources we ask the following guiding question established in the *Self-Study Guide for Evidence Based Practices in Adult Education* »

- Does the program have criteria for evaluating and selecting interventions and curricular materials for use in reading instruction (for example, a rubric or checklist)?
- Are all components of selected interventions or curricula available in their entirety to ensure that each intervention or curriculum is delivered as intended (with fidelity)?

- Are all students able to engage in personalized learning (to work and practice independently at their own level) and to ensure that the materials align closely with student needs?
- Is there a clear process for selecting and implementing differentiated interventions for students struggling with early literacy development/foundational reading skills?
- Does the program provide access to instruction for students with disabilities?

<sup>1</sup>National Research Council, & Council, N. R. (2012b). *Improving Adult Literacy Instruction*. Amsterdam University Press. <https://doi.org/10.17226/13469>

<sup>2</sup>[https://www.hamiltonproject.org/assets/files/seven\\_facts\\_noncognitive\\_skills\\_education\\_labor\\_market.pdf](https://www.hamiltonproject.org/assets/files/seven_facts_noncognitive_skills_education_labor_market.pdf). (2016, October). The Hamilton Project. [https://www.hamiltonproject.org/assets/files/seven\\_facts\\_noncognitive\\_skills\\_education\\_labor\\_market.pdf](https://www.hamiltonproject.org/assets/files/seven_facts_noncognitive_skills_education_labor_market.pdf)

<sup>3</sup>*Self-Study Guide for Evidence Based Practices in Adult Education*. (2020, May). Institute of Education Sciences. [https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2020025.pdf](https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2020025.pdf)

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

As a new program manager, I rely heavily on my previous teaching experience, particularly as it relates to student-centered TESOL instruction. This model, which focuses on students' needs and centers instruction on them and student-created content, meshes well with adult learners. For HSE students, it doesn't serve the student and their needs to craft a start-to-finish, one-size-fits-all syllabus. It's far better to assess each student's individual needs, gain student buy-in and plan a strategy for their HSE success. In this way, students not only conceptualize strategies to complete their individual goals, but it fosters critical thinking skills, which are vital to their lifelong success.

By way of directing, it's a similar strategy: Instructors are encouraged to actively find instructional models that work for both them and their students. In some instances, it may make sense to offer seminar-style classes, to effectively reach more learners and create the opportunity for students to learn from each other and their instructor. In other instances, or in addition to seminar-style instruction, instructors may tutor students individually and / or assign homework. In all cases, instructors are encouraged to reflect on what works well for them and their students and what they may want to adjust going forward.

To make all of this work, a degree of autonomy is required, both for students and instructors. Autonomy, in this instance, also revolves around accountability for the achievement of goals, level gains and outcomes.

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

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

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

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

N/A
-----

- 2. Describe your program’s efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
- 3. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
- 4. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
- 5. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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

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

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

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

--

- 2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
- 3. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

**IX. Staff and Professional Development**

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

**Please see attached:**

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location

**Adult Education Local Program Annual Report**

**2021-2022**



**X. Fiscal Survey**

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

1. Please provide the total amount from Section IV of the amount of FEDERAL FUNDS used during the 2021-2022 fiscal year to provide Career Services Costs.  \$1,995.00

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. 0

3. Please indicate Total hours contributed – Volunteer Tutors

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

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

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

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

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

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

7. Please indicate total fair market value of donated equipment. N/A

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

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
1900	\$1.19	\$1,139.77

**Alternate option:**

Please indicate institution's building renewal and replacement allocation



**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

**B. Program Income Activities**

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2021-2022 fiscal year.  
\$0

\$0
-----

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: [adult.education@state.nm.us](mailto:adult.education@state.nm.us) AND [amy.anderson@state.nm.us](mailto:amy.anderson@state.nm.us) no later than 5:00 p.m. on September 1, 2022.

### Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years.” WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table below.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, *we ask you to calculate these costs only for Program Year 2020-2021* (not for the three preceding program years, as specified by WIOA).

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

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

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

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

Professional Development, NMSU, Grants, Adult Education faculty and staff

Fiscal Year	Date Attended	Name/Type of Professional Development
Joan Boyden	Education: MFA	
2021-2022	11/22/2021	Webinar: Transforming Students into Self-Regulated Learners
Christy Green	Education: MA	
2020-2021	6/24/2021	Webinar: TABE Offline Digital Testing
2020-2021	6/16/2021	Webinar: JFF Horizons Day 2
2020-2021	6/15/2021	Webinar: JFF Horizons Day 1
2020-2021	6/10/2021	Webinar: Postsecondary Pathways   Supporting Hispanic Serving Institutions
2020-2021	6/2/2021	Webinar: Active Learning for a Post-Pandemic World
2020-2021	5/21/2021	Webinar: CP Peer Groups
2020-2021	5/13/2021	Webinar: LACES Closeout
2020-2021	5/12/2021	Webinar: Perspectives on Persistence
2020-2021	5/11/2021	Indian Pueblo Opportunity Center: Mentorship
2020-2021	4/15/2021	TABE® Curriculum Partner Webinar: Paxen
2020-2021	4/14/2021	Webinar: Literacy to Leadership (NCL)
2020-2021	4/8/2021	TABE® Curriculum Partner Webinar: New Readers Press
2020-2021	2/23/2021	Webinar: Bridge and IET Showcase
2020-2021	2/12/2021	Webinar: CP Program Review
2020-2021	2/4/2021	Webinar: Building Equitable Pathways webinar series Ep 3:
2020-2021	2/3/2021	Webinar: A Teacher's View of Hybrid Learning
2020-2021	2/3/2021	Webinar: Lesson Planning Made Easy
2020-2021	2/3/2021	Webinar: Keeping Students Engaged
2020-2021	1/29/2021	Webinar: CP Contextualized Instruction
2020-2021	1/29/2021	Webinar: 15 Qualities of a Good Leader
2020-2021	1/28/2021	Webinar: Staff Performance Recognition and Review
2020-2021	1/8/2021	Webinar: WIOA Holistic Management System
2020-2021	12/15/2020	IDEAL
2020-2021	12/4/2020	Career Pathways: Contextualized Learning
2020-2021	12/3/2020	Webinar: Reengage and Motivate Students
2020-2021	10/23/2020	Career Pathways: Pathways to Success
2020-2021	10/20/2020	Brain Games for Hybrid Learning
2020-2021	10/5/2020	Top Teaching Trends for Success
2020-2021	10/5/2020	Blueprint for Hybrid/Online Design
2020-2021	9/29/2020	Transforming Distance Education
2020-2021	9/27/2020	Pima Community College Virtual Site Visit
2020-2021	9/11/2020	Adult Education: An Economic Catalyst
2020-2021	9/2/2020	Conversation on Education and Workforce
Ambrosia Knighton	Education: MA	
2020-2021	10/20/2020	Brain Games for Hybrid Learning
2020-2021	10/14/2020	Top Teaching Trends for Success this Fall
2020-2021	10/5/2020	Blueprint for Online/Hybrid Design
2020-2021	9/29/2020	Transforming Distance Education

2020-2021

9/17/2020 NMAEA 2020 Teachers' Institute

Daniel Rogers

2020-2021

11/19/2020 Blueprint for Online/Hybrid Design Part 3

2020-2021

10/20/2020 Brain Games for Hybrid Learning

2020-2021

10/15/2020 Blueprint for Online/Hybrid Design Part 2

2020-2021

10/5/2020 Blueprint for Online/Hybrid Design Part 1

2020-2021

9/17/2020 NMAEA 2020 Teachers' Institute

2020-2021

8/18/2020 Keeping Students Engaged

2020-2021

8/4/2020 TABE Training Part I and II

Brenda Sanders

Education: Accounting Certificate

None

Christy Lochrie

Education: MFA

None

Mary Lou Sarracino

Education: Some college

2020-2021

6/16/2021 Training Central - From Distressed to De-Stressed

2020-2021

5/13/2021 Training Central Time Management

2020-2021

5/12/2021 Webinar Laces Closeout

2020-2021

4/14/2021 Webinar: Literacy to Leadership (NCL)

2020-2021

3/12/2021 NMAEA Virtual Conference

2020-2021

3/11/2021 NMAEA Virtual Conference

2020-2021

2/17/2021 Webinar: Serving At-Risk Youth

2020-2021

2/16/2021 Webinar: Success at a Distance - Effective Ideas for Remote Intake

2020-2021

12/3/2020 Webinar - Move Ahead with Adult Ed

2020-2021

11/11/2020 TABE Certification Part I

2020-2021

11/11/2020 TABE Certification Part II

Hours	Creation Date
1	11/23/2021
1	6/24/2021
4	6/16/2021
4	6/15/2021
1	6/10/2021
1.5	6/2/2021
3	5/21/2021
1.5	5/14/2021
1	5/12/2021
1	5/12/2021
1	4/15/2021
1	4/14/2021
1	4/8/2021
1	2/24/2021
3	2/16/2021
1	2/4/2021
0.75	2/3/2021
0.5	2/3/2021
0.5	2/3/2021
3	1/29/2021
1	1/29/2021
1	1/28/2021
1	1/8/2021
6	1/27/2021
3	12/4/2020
1	12/4/2020
3	10/23/2020
1	10/21/2020
1	10/8/2020
1.5	10/8/2020
1	10/8/2020
2	10/8/2020
1	9/11/2020
1.5	9/11/2020
1	10/22/2020
1	10/16/2020
1.5	10/8/2020
1	10/14/2020

4 10/14/2020

2 1/26/2021

1 1/26/2021

2 1/26/2021

1.5 10/8/2020

4 10/13/2020

1 9/11/2020

4 9/11/2020

1.5 6/16/2021

2.5 5/14/2021

2 5/14/2021

1 4/14/2021

5 3/15/2021

6 3/15/2021

1 2/22/2021

1 2/16/2021

1 12/3/2020

3 12/3/2020

3 12/3/2020



New Mexico  
Workforce Connection

*A Proud Partner of the American Job Center Network*

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

**July 1, 2020 - June 30, 2023**

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

**LEGAL AUTHORITY**

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

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

**PURPOSE**

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

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

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



## **SYSTEM STRUCTURE**

### **NALWDB American Job Centers**

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

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

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

## NALWDB PARTNERS

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

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

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

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

## TERMS AND CONDITIONS

### Services

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

### Business Services

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

## Job Seeker Services

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

## Youth Services

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

## **Roles Responsibilities of the Partners**

### **All Parties to this agreement shall comply with:**

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

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

### **Additionally, all Parties shall:**

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

## **Chief Elected Official**

The CEO's for the NALWDB will:

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

## **Northern Area Labor Workforce Development Board**

The Northern Area Labor Workforce Development Board (NALWDB) ensures the workforce-related needs of employers, workers, and job seekers in the Northern Area are met, to the maximum extent possible with available resources.

The NALWDB will:

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



## **One-Stop Operator**

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

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

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

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

## **Partners**

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

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

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

## **Data Sharing**

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

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

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

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

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

## **Confidentiality**

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

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

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

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

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

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

## **Referrals**

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

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

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

## **Accessibility**

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

### **Physical Accessibility**

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

### **Virtual Accessibility**

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

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

### **Communication Accessibility**

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

### **Programmatic Accessibility**

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

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

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

## **Outreach**

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

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

## **Dispute Resolution**

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

- All Parties are advised to actively participate in local negotiations in a good faith effort to reach an agreement. Any disputes shall first be attempted to be resolved informally;
- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the

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

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

## **Monitoring**

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

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

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

## **Non-Discrimination and Equal Opportunity**

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

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

## **Indemnification**

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

## **Severability**

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

## **Drug and Alcohol-Free Workplace**

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



## **Certification Regarding Lobbying**

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

## **Debarment and Suspension**

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

## **Priority of Service**

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

## **Buy American Provision**

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

## **Salary Compensation and Bonus Limitations**

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

## **Non-Assignment**

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

## **Governing Law**

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

## **Steps to Reach Consensus**

### **1. Notification of Partners**

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

### **2. Negotiations**

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

### **3. Draft MOU**

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

### **4. Review and Comment**

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

### **5. Finalized Draft**

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

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

## **MOU Modification Process**

### **1. Notification**

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

### **2. Discussion/Negotiation**

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

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

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

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

### **3. Signatures**

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

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

## **Termination**

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

- All Parties mutually agree to terminate this MOU prior to the end date;
- Federal oversight agencies charged with the administration of WIOA are unable to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this MOU succeeding the first fiscal period. Any party unable to perform pursuant to MOU due to lack of funding shall notify the other Parties as soon as the party has knowledge that funds may be unavailable for the continuation of activities under this MOU;
- WIOA is repealed or superseded by subsequent federal law;
- Local area designation is changed under WIOA; and
- A party breaches any provision of this MOU and such breach is not cured within thirty (30) days<sup>15</sup> after receiving written notice from the NALWDB Board Chair (or designee)

specifying such breach in reasonable detail. In such event, the non-breaching party(s) shall have the right to terminate this MOU by giving written notice thereof to the party in breach, upon which termination will go into effect immediately.

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

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

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

### **Effective Period**

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

### **One-Stop Operating Budget**

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

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

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

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

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

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

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



**Authority and Signature**

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

By signing my name below, I Marlene Chavez-Toivanen, certify that I have read the above information. All of my questions have been discussed and answered satisfactory.

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

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

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

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

The Infrastructure Funding Agreement (IFA) PY20/FY21

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

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

New Mexico State University Grants

\_\_\_\_\_  
Partner/Agency Name

*Marlene Chavez-Toivanen*

03/29/2021

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

Marlene Chavez-Toivanen, Associate Campus Director

\_\_\_\_\_  
Printed Name and Title

1500 N. Third Street, Grants, NM 87020 (505) 287-6678

\_\_\_\_\_  
Agency Contact Information

\_\_\_\_\_  
NALWDB Board Chair Signature

\_\_\_\_\_  
Date

Joseph Weathers  
\_\_\_\_\_  
NALWDB Chair Printed Name and Title

Northern Area Local Workforce Development Board  
525 Camino De Los Marquez, Santa Fe, New Mexico 87505, United States  
(505) 986-0363 Mailing Address: 1000 Cordova Place PMB 810 Santa Fe, NM 87505

# Student:

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: NMSU-Grants

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
ABE*** Level 1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
ABE Level 2	5	12	0	0	0	0	4	10	0	0	0	2	0	0	33
ABE Level 3	4	15	0	0	0	0	3	6	0	0	1	0	0	1	30
ABE Level 4	2	7	0	1	0	0	7	5	0	0	2	1	0	2	27
ABE Level 5	1	1	0	0	0	0	2	0	0	0	0	0	0	0	4
ABE Level 6	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>12</b>	<b>37</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>96</b>

\*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: NMSU-Grants

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	2	11	0	0	0	0	9	3	0	0	2	1	0	1	29
19-24	6	7	0	1	0	0	1	7	0	0	0	1	0	1	24
25-44	4	19	0	0	0	0	5	11	0	0	1	0	0	1	41
45-54	0	0	0	0	0	0	1	0	0	0	0	1	0	0	2
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	37	0	1	0	0	16	21	0	0	3	3	0	3	96

\*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:

Agency: NMSU-Grants

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

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

\*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: NMSU-Grants

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)
<b>Adult Basic Education**</b>	26	22	41	2	0	0	91
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Adult Secondary Education***</b>	3	2	0	0	0	0	5
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>English Language Acquisition****</b>	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Integrated English Literacy and Civics Education (Sec. 243)*****</b>	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Total</b>	29	24	41	2	0	0	96

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

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

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

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

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

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

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

# Student:

## NRS Table 4

Select Reporting System:

NRS FY 21-22

Agency: NMSU-Grants

### 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				
Enter ing Educ ation Funct ionin g Level (EFL) (A)	Num ber of Parti cipan ts (B)	Total Num ber of Parti cipan ts Exclu ded from MSG Perfo rman ce (C)	Total Atten danc e Hour s for All Parti cipan ts (D)	Num ber Who Achie ved at Least One EFL Gain (E)	Num ber Who Attai ned a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent (F)	Num ber of IET or Work place Litera cy Parti cipan ts Who Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma* (G)	Num ber Sepa rated Befor e Achie ving Meas urabl e Skill Gain s (H)	Num ber Rem ainin g in Progr am With out Meas urabl e Skill Gain s (I)	Perc enta ge Achie ving Meas urabl e Skill Gain s (J)	Total Num ber of Perio ds of Parti cipati on (K)	Total Num ber of Parti cipati on in Whic h Parti cipan ts Achie ved at Least One EFL Gain (L)	Total Num ber of Perio ds of Parti cipati on in Whic h a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent Was Attai ned (M)	Total Num ber of IET or Work place Litera cy Perio ds of Parti cipati on in Whic h Parti cipan ts Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma* (N)	Perce ntage of Perio ds of Parti cipati on with Meas urabl e Skill Gains (O)
ABE Level 1	1	0	30	0	0	0	1	0	0	1	0	0	0	0

ABE Level 2	33	0	2475.2	8	2	0	16	7	30.3	33	8	2	0	30.3
ABE Level 3	30	0	2198	4	5	0	15	6	30	32	4	5	0	28.13
ABE Level 4	27	0	2503.25	2	14	0	7	4	59.26	28	2	14	0	57.14
ABE Level 5	4	0	125.5	0	2	0	2	0	50	4	0	2	0	50
ABE Level 6	1	0	95	0	1	0	0	0	100	1	0	1	0	100
<b>ABE Total</b>	96	0	7426.95	14	24	0	41	17	39.58	99	14	24	0	38.38
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>ESL Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grand Total</b>	96	0	7426.95	14	24	0	41	17	39.58	99	14	24	0	38.38

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

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

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





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

#### 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: NMSU-Grants

### 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	1	30	0	1	0	0
ABE Level 2	11	1527.75	9	0	2	81.82
ABE Level 3	8	944	5	3	0	62.5
ABE Level 4	3	505	3	0	0	100
ABE Level 5	0	0	0	0	0	0
<b>ABE Total</b>	23	3006.75	17	4	2	73.91
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
<b>ESL Total</b>	0	0	0	0	0	0
<b>Total</b>	23	3006.75	17	4	2	73.91

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

- Column B is the number of participants who have received a pretest and posttest.
- Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

- Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula:  $G = \text{Column D} / \text{Column B}$

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

# Student:

## NRS Table 4C

Select Reporting System:

NRS FY 21-22

Agency: NMSU-Grants

### Measurable Skill Gains by Entry Level for Participants in Distance Education

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

First Period of Participation										All Periods of Participation				
Enter ing Educ ation Funct ionin g Level (EFL) (A)	Num ber of Parti cipan ts (B)	Total Num ber of Parti cipan ts Exclu ded from MSG Perfo rman ce (C)	Total Atten danc e Hour s for All Parti cipan ts (D)	Num ber Who Achie ved at Least One EFL Gain (E)	Num ber Who Attai ned a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent (F)	Num ber of IET or Work place Litera cy Parti cipan ts Who Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma* (G)	Num ber Sepa rated Befor e Achie ving Meas urabl e Skill Gain s (H)	Num ber Rem ainin g in Progr am With out Meas urabl e Skill Gain s (I)	Perc enta ge Achie ving Meas urabl e Skill Gain s (J)	Total Num ber of Perio ds of Parti cipati on (K)	Total Num ber of Parti cipati on in Whic h Parti cipan ts Achie ved at Least One EFL Gain (L)	Total Num ber of Perio ds of Parti cipati on in Whic h a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent Was Attai ned (M)	Total Num ber of IET or Work place Litera cy Perio ds of Parti cipati on in Whic h Parti cipan ts Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma* (N)	Perce ntage of Perio ds of Parti cipati on with Meas urabl e Skill Gains (O)
ABE Level 1	1	0	30	0	0	0	1	0	0	1	0	0	0	0

ABE Level 2	31	0	2235.7	8	1	0	16	6	29.03	31	8	1	0	29.03
ABE Level 3	29	0	2181.25	4	5	0	14	6	31.03	31	4	5	0	29.03
ABE Level 4	27	0	2503.25	2	14	0	7	4	59.26	28	2	14	0	57.14
ABE Level 5	3	0	79.75	0	2	0	1	0	66.67	3	0	2	0	66.67
ABE Level 6	1	0	95	0	1	0	0	0	100	1	0	1	0	100
<b>ABE Total</b>	92	0	7124.95	14	23	0	39	16	40.22	95	14	23	0	38.95
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>ESL Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grand Total</b>	92	0	7124.95	14	23	0	39	16	40.22	95	14	23	0	38.95

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

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

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



# Student:

## NRS Table 5

Select Reporting System:

NRS FY 21-22 ▼

Agency: NMSU-Grants

### Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	97	55	56.7	103	58	56.31
Employment Fourth Quarter after exit *	84	27	32.14	88	30	34.09
Median Earnings Second Quarter after exit **	55	4015		58	3918.29	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	4	4	100	4	4	100
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	4	3	75	4	3	75

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	4	4	100	4	4	100

### Instructions for Completing Table 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

# Student:

## NRS Table 5A

Select Reporting System:

NRS FY 21-22 ▼

Agency: NMSU-Grants

### Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	97	55	56.7	103	58	56.31
Employment Fourth Quarter after exit	39	25	64.1	40	25	62.5
Median Earnings Second Quarter after exit	55	4015		58	3918.29	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	4	4	100	4	4	100
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	4	3	75	4	3	75

Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Attained any credential (unduplicated) *****	4	4	100	4	4	100

**Instructions for Completing Table 5A**

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

Follow instructions for completing Table 5.

# Student:

## NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:

NRS FY 21-22 ▼

Agency: NMSU-Grants

Participant Status on Entry into the Program (A)	Number (B)	
Employed	25	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	58	
Not in the Labor Force	13	
<b>TOTAL</b>	<b>96</b>	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	0	0
Grades 6-8	12	1
Grades 9-12 (no diploma)	80	2
Secondary School Diploma or alternate credential	0	0
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	0	0
Postsecondary or professional degree	0	0
Unknown	1	0
<b>TOTAL (both US Based and Non-US Based)</b>	<b>96</b>	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	1	
In Community Correctional Program	0	
In Other Institutional Setting	0	

Participant Status on Entry into the Program (A)	Number (B)
TOTAL Institutional	1

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

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

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

**Employment Status definitions:**

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

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

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

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

# Student:

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: NMSU-Grants

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



Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome	
Increased Involvement in Children's Education	0	0	0	
Helped more frequently with school		0		
Increased contact with children's teachers		0		
More involved in children's school activities		0		
Increased Involvement in Children's Literacy Activities	0	0	0	
Reading to children		0		
Visiting library		0		
Purchasing books or magazines		0		
Left Public Assistance	0	0	0	

**Instructions for Completing Table 8**

Include only family literacy program participants in Table 8.

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

**For reporting measurable skill gains:**

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

**For reporting the exit-based Primary Indicators of Performance:**

Follow instructions for completing Table 5 to report these outcomes.

**For reporting family literacy outcome measures:**

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

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



# Student:

## NRS Table 9

Select Reporting System:

NRS FY 21-22

Agency: NMSU-Grants

### Outcome Achievement for Participants in Integrated English Literacy and Civics Education

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

<b>Civics Education Follow-up Outcome Measures (Optional)</b>	<b>Number of Participants Who Exited</b>	<b>Number of Participants Who Exited Achieving Outcome</b>	<b>Percent Achieving Outcome</b>	
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:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System:

NRS FY 21-22 ▼

Agency: NMSU-Grants

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	1	0	0	1	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

### Instructions for Completing Table 10

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

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

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

**For reporting the Primary Indicators of Performance:**

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

**Follow instructions for completing Table 5 to report these outcomes.**

OMB Number 1830-0027

# Student:

## NRS Table 11

Select Reporting System:

NRS FY 21-22 ▼

Agency: NMSU-Grants

### Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

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

**Instructions for Completing Table 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.



# Student:

## NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

NRS FY 21-22 ▼

Agency: NMSU-Grants

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

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

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

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

**\* Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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