

**Annual Program Report  
Cover Page**

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|---|---|--|
| Program Name:   | <b>Taos Education &amp; Career Center (TECC)</b>  |  |
| Institution or Organization:                              | <b>University of New Mexico-Taos</b>  |  |
| Address:  | <b>1157 County Rd. 110</b>  |  |
| City:   | <b>Ranchos de Taos</b>  |  |
| County:   | <b>Taos</b>   |  |
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| Social Media:   | <b>Instagram: teccunmtaos</b>   |  |
|   | <b>Facebook: @TAOSTECC</b>  |  |
| Workforce Region(s) Served:                               | <b>Northern</b>   |  |
| New Mexico Counties Served:                               | <b>Taos County, Western Colfax County</b>   |  |
| Submission Date:  | <b>September 1, 2022</b>  |  |
| Program Director, Manager, or Coordinator Name and Title: | <b>Kylee Shipp, Program Manager<br/>Erin Clark, Education &amp; Development Manager</b> |  |
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 \_\_\_\_\_  
 Signature of the Chief Executive Officer or Designee

9/1/2022  
 \_\_\_\_\_  
 DATE

*Mary Gutierrez, Chancellor*

Typed Name and Title

## Section I. Program Narrative Report

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

1. Describe your program 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.

The Taos Education and Career Center (TECC) at UNM-Taos provides Title II WIOA services for adults ages 16+, inclusive of small-group emergent literacy instruction, English Language Acquisition through Integrated English Literacy and Civics Education (IELCE), and High School Equivalency (HSE) and college preparation classes. All student programming, to the extent possible, given funding and staffing constraints, is contextualized in workforce preparation activities. In addition, TECC works closely with UNM-Taos faculty and administration to provide Integrated Education and Training (IET) courses.

In the last year, 92% of Adult Basic Education (ABE) students who entered our program performed at an NRS level 4 (8<sup>th</sup> grade) or below in either reading or mathematics on the Test of Adult Basic Education (TABE), with 64% placing at NRS level 3 (5<sup>th</sup> grade) or below. 68% of all our students identify as Hispanic or Latino and 13% as American Indian. 74% of learners are age 24 or under. The majority of students over 24 are English Language Learners. Living in rural Northern New Mexico, TECC students travel up to 40 miles from Western Colfax County and 25 miles from the Northern and Southern parts of Taos County. Our students' lives are complex and multifaceted; they are parenting, looking for jobs with family and life-sustaining wages, often working in the hospitality industry, are out of school youth, perhaps justice-involved, and are interested in pursuing a college degree and/or training.

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.

Nina Gonzales, long-time instructor, advisor, program manager, and director for TECC resigned her position in February 2022. TECC has moved under the direction of Dr. Randi Archuleta, Dean of Instruction in the Office of Academic Affairs. Dr. Archuleta is a knowledgeable advocate for elevating the role Adult Education holds in effective community college workforce development efforts, as is Dr. Mary Gutierrez, who was hired as Chancellor of UNM-Taos at the beginning of the 21-22 school year.

Nina Bar-Giora was hired for the Fall 2021 semester as a part-time science instructor, also writing pre-IET curriculum. In March 2022, we hired her full-time to co-instruct and develop IETs under the college's STEMx grant.

Montserrat Oyanadel Tolmo resigned her .5 FTE position as Education Specialist in January 2022, after working for TECC and UNM-Taos for over eight years. Jennifer Wood was hired in her stead full-time, with half of her work dedicated to TECC's ESL/IELCE programming and half dedicated to developing immigrant supports for UNM-Taos. Her position is fully funded by a Title V CULTIVAMOS grant through the college.

Kylee Shipp, Program Manager, returned from maternity leave in September 2021 on a reduced .75 contract. Upon further delineation of roles and responsibilities between the two co-managers, Kylee's

focus encompasses budget management, IET development, math instruction, grants and reporting, marketing, work experience partnerships, supervision of the office administrator and data tech, and community engagement. In turn, Erin Clark's full-time management role encompasses HSE and ESL/ICELCE program coordination, instruction, literacy grant management, advising, testing, and shared data monitoring.

Hannah Smith, also funded by UNM-Taos, resigned her position in May. She secured our MOU with the Northern Area Local Workforce Development Board, worked to develop new IETs, collaborated with the financial aid office and WIOA to secure funds for students' tuition, and grew the Eligible Training Provider List (ETPL), among other initiatives. While her exact position is not going to be replaced, these roles are being dispersed and importantly, UNM-Taos just hired a Dean of Career Technical Education (CTE) which is a new position at the college.

TECC has a new home! In August 2022, our program moved into a newly built Pathways building south of Taos on Klauer Campus. We share the space with the campus library, Center for Academic Success and Achievement (CASA), UNM-Taos advisors, and the TRIO program. It is a beautiful and inspiring setting for students embarking on new career pathways.

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

The lasting impact on our instructional practice has been positive, resulting in increased flexibility and supports for students. We were able to purchase 20 new computers for student checkout through our college's library system, bringing our capacity to 37 devices. This allows students to connect to distance learning through online learning management programs including Essential Education and EdReady. When students are not able to attend class for health, transportation, childcare, or other reasons, they are able to join via Zoom with content and assignments accessible through Google Classroom. Our new space was designed with state-of-the-art distance learning technology, and we look forward to implementing a more HyFlex teaching and learning model for our classes. Digital literacy assessment and learning are woven into onboarding. Many projects and assignments in core classes are oriented to the digital setting of the 2022 workplace.

We were able to start a conversation around remote learning for students in Peñasco, a community in the southern end of Taos County. Significant challenges arose when trying to get students started with online coursework. One challenge was internet availability and the other was digital literacy needs. While ideas and partnerships are still in the beginning stages, we look forward to building a stronger network for workforce training activities to take place in the area. We will measure success by an enrollment increase of students in surrounding rural areas.

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.

Our **formal partnerships** include a MOA with the NALWDB, most notably assuring the continuation of our PowerUP incentive program for WIOA enrolled youth. The second formal partnership is with DreamTree Project, which places an Americorps member at TECC whose mission is to build community collaborations in order to remove barriers to education and employment.

**Informal partnerships** include:

*100% Community* - Addresses the ten vital services to eliminate childhood trauma, e.g. job training

*Butterfly Treatment Center* - Refers native out-of-school youth to our distance learning programming

*Chamber of Commerce Education Committee* - Brings together employers and workforce training partners via monthly meetings

*DreamTree Project* – Supports out-of-school and housing insecure youth with education goals

*SEL Community Catalyst* - Created with the goal of informing and discussing the implementation of SEL informed practices, for the benefit of youth and families in Taos County.

*Taos Education Collaborative (TEC), Pathways and Pipelines* - Aims to fill the gap in learning continuity for students of all ages across Taos County

*Taos Education and Employment Partnership* - Brings together partners under WIOA for monthly check-ins

*Taos Municipal Schools* – Follow up via monthly meetings on youth referred to HSE program to maintain communication around process for signing Underage Permission Forms.

## 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.

| <b>Performance Measure</b>                        | <b>Negotiated Level of Performance<br/>Program Year 2021-2022</b> | <b>Program Performance<br/>2021-2022</b> |
|---|---|--|
| Measurable Skill Gain<br>(MSG)                    | 37.1%   | 57.1%                                    |
| Credential Attainment<br>Rate                     | 20.4%   | 15%                                      |
| Employment (Second<br>Quarter After Exit)         | 25%   | 45.7%                                    |
| Employment (Fourth<br>Quarter After Exit)         | 35.3%   | 22.4%                                    |
| Median Earnings<br>(Second Quarter After<br>Exit) | \$3,220.00  | \$3,866.71                               |

### 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)* - **exceeded.** We attribute our high gains rates to our extended onboarding process, intensive advising/coaching practices, culture of community, career pathways focus, goal setting, wrap-around support efforts, and data analysis practices. This leads to a steady retention rate (see table B below) where students have the time to grow their academic skills and/or earn their high school credential.

*Credential Attainment Rate* - **fell short.** The students that populate this metric graduated or exited almost a full year (4 quarters) before the start of the reporting period for this 21-22 report. Therefore, our first and most important reflection is that to improve this rate, our programming needs to be oriented to long-term outcomes around employment and post-secondary enrollment. This means building pathways with stackable credentials, coupled with work experience, and that end in job attainment. A second reflection is that the data match associated with this metric does not track out of state post-secondary enrollments, so we would benefit from having tighter follow-up procedures.

*Employment (Second Quarter After Exit)* - **exceeded.** We believe at least part of the employment outcomes in this category are due to the availability of jobs and people's need to return to work after the intensity of the pandemic in 2020-2021.

*Employment (Fourth Quarter After Exit)* - **fell short.** This may partially still be a sign of a recovering economy, also evidenced by the low performance levels in the 2020-2021 year.

*Median Earnings (Second Quarter After Exit)* - **exceeded.** It is notable that 44 of 48 students populating this metric were identified as working full-time. Given these numbers, \$3,866.71 quarterly is extremely low, falling almost \$2,000 below the 2022 federal poverty line for a single individual.<sup>1</sup>

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

*Credential Attainment Rate* - please see above.

*Employment (Second Quarter After Exit)* - Our data practices for follow up for 2<sup>nd</sup> and 4<sup>th</sup> quarters after enrollment improved in the last year, with our data tech conducting two rounds of follow-up contact with students exiting our program. In the coming year, we plan to increase follow-up with students to every quarter, with additional outreach to those we know may have left the state. The emphasis, however, will remain on our career pathways programming to assure students are getting better jobs and enrolling in postsecondary training in the year after exit.

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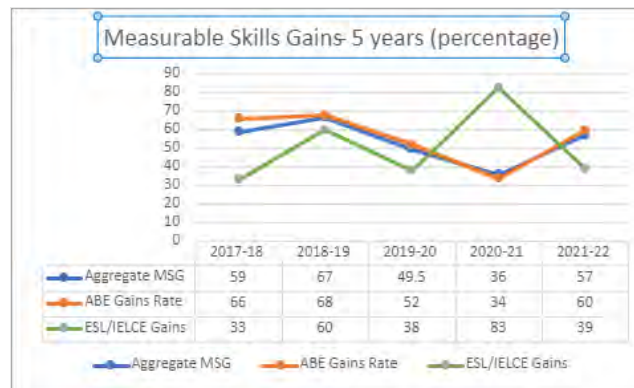
<sup>1</sup> U.S. Department of Health and Human Services. *Poverty guidelines*. Retrieved August 28, 2022, from <https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines>

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

Table A



*MSGs* - Due to our higher rate of ABE to ESL students, the aggregate MSG rate generally follows the ABE rate. Our MSGs returned to more historic levels after a two-year period of decline. We attribute this to the return from remote learning, a strengthened data practice after some staff turnover, and strong instructional practices with no instructor turnover.

Table B

| Enrollment (12+ hour NRS participants)/Retention |              |                 |
|--|--------------|-----------------|
| Year   | Enrollment # | Retention Rate* |
| 2018-2019  | 129          | 78%             |
| 2019-2020  | 107          | 80%             |
| 2020-2021  | 121          | 61%             |
| 2021-2022  | 133          | 77%             |

\*Retention rates calculated as 12+ hour participants/those that make it to 40 hours, aggregated ESL/ABE

*NRS Participants & Retention Rate* - Enrollment numbers and retention rates have returned to pre-pandemic levels. We would like to see enrollments increase in the coming year as we target adults in our recruitment and retention efforts.

*HSE Gains* - Our HSE credential attainment rate increased by 135% from 2020-2021 to 2021-2022.

*Post-secondary Enrollments* - 48% of our graduates this year enrolled in post-secondary coursework while working on their HSE or after graduating. In FY18-19, it was 21%, 44% in FY19-20, and 50% in FY20-21. Now that we are on our main campus, we are already experiencing an increase in students expressing interest in college and training. We look forward to analyzing this metric in the coming year.

- 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

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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.

Persistence rates, enrollment, level gains, and enrollment in post-secondary education and training are directly impacted by students' barriers to education. With the assistance of our Community Engagement Specialist, we ask students each session what their needs are regarding social services. In addition to helping connect students directly to vital services, this data is aggregated to inform outreach and grant writing initiatives.

In the past five years, we have infrequently brought headcount, gains and persistence/hours attainment rates to weekly staff meetings. These conversations generally lead to increased outreach to absent students and student-study conversations that result in added supports. In the 21-22 program year this close look at data happened at least once a session as students were accruing hours to post-test. In the coming year, we intend to look at these metrics more regularly, while also extending the conversation to enrollments in training and post-secondary education.



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### 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      | 315  | \$20.63   | \$6,497  |
| Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs   | Career Service      | 168  | \$10.48   | \$1,677  |
| Referrals to and coordination of activities with other programs and services.   | Career Service      | 153  | \$16  | \$2,447  |
| 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      | 153  | \$16  | \$2,447  |
| 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      | 153  | \$9   | \$1,375  |
| Integrated Education and Training (IET) programs  | Training Service    | 11   | \$0   | \$0<br>Salary for direct instruction covered by institution  |
| <b>Grand Totals:</b>  |                     |  | \$72.11   | \$14,443   |

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

The local plan identifies four key industry sectors to target: Healthcare, Education, IT, and Hospitality. So far, formal IET programming exists at UNM-Taos in Emergency Medical Services (EMS), IT, and Early Childhood Education. Academic coursework and English language classes at TECC aim to be contextualized within all of these key sectors so that students are exploring pathways leading to jobs in Northern New Mexico.

The NALWDB plan prioritizes coordination and collaboration among education, workforce, and employers. We currently meet monthly with WIOA partners to collaborate around service delivery. A highlight from these meetings in the last year was working closely with the Department of Vocational Rehabilitation (DVR) to support a high-needs individual in setting and meeting their education and employment goals. Our PowerUp program, described below, is increasing youth engagement in WIOA services, another board-identified priority.

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?

Increased collaboration with Help NM has been beneficial to our program and our students. Through regular communication with frontline and administrative staff at Help NM, we have established procedures that ensure timely and effective referrals, with clear channels of communication for information sharing to facilitate enrollment, not only in tuition assistance programs, but also for youth work experience. Our PowerUp program continues to provide eligible youth incentives to engage in HSE preparation, career development, and work experience, supporting co-enrollment in WIOA partner programming, and hopefully increasing persistence. We successfully enrolled eighteen students in the PowerUp program this year, three more than last year.

One area for growth is collaboratively growing our connection with employers for work experience and on the job training placement.

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.

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**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?

Kylee Shipp participated in the third year of the Career Pathway Initiative by attending all state-wide virtual meetings led by Jeff Fantine and was a core member of the contextualized instruction "TAC" group. The group created a rubric for evaluating contextualized instruction for use in both planning and informally evaluating progress toward effective contextualized instruction.

Nina Bar-Giora and Celestino Landavazo participated in the poster session during the NMAEA conference in May by presenting the Introduction to Solar Technology IET at UNM-Taos.

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.

Small Advisor Case Load All students are placed with one of two advisors who get to know the student well.

Early exposure to Career Planning, Pathways, or Interests It is our goal as advisors/mentors/instructors to integrate resources and career opportunities into the classroom. Through one-on-one and whole-group conversations, we get to know students' work experience and in what career paths they may be interested. We gather aggregate data for potential speakers, employers, and faculty who may be inspirational presenters throughout a session.

Frequent Check In/Ups A student will meet with an advisor/coach about three times throughout a single session. Our small case load and community environment supports pulling students aside for quick check-ins, and we see students in class every day as advisors are also instructors. Students' thinking shifts as they are exposed to information throughout their time with us, so frequent conversations are key.

3. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:
  - i. A full list of all IET programs offered in the reporting year period.
  - ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINCS checklist:

[https://lincs.ed.gov/sites/default/files/IET\\_checklist508FINAL\\_0.pdf](https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf)

YES, PLEASE SEE APPENDIX

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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.

As of August 2022, UNM-Taos' **plumbing** instructor has expressed enthusiasm for the model. Nina Bar-Giora will be meeting with him to plan Spring 2023 coursework. **Commercial Drivers' License (CDL)** requires an entrance exam that is a barrier for some candidates with insufficient literacy levels. Currently there have been no formal meetings to create an IET for this purpose, but we will initiate a meeting in fall 2022 to discuss possibilities. Currently, we have held informal discussions with UNM-Taos administration about a potential **cannabis** business certification. We look forward to formally discussing a comprehensive certification that incorporates the IET model, so that students may gain professional and academic skills as they work within an entrepreneurial business path toward certifications in the field. Our collaborations in **Early Childhood Education** have stalled due to the departure of Adult Education specialist, Anita Caref. We see a need for an ECED IET with a focus on English language acquisition and have had preliminary conversations with the head of the department. Our next steps include some action research to be conducted in the coming month. This semester, Nina Bar-Giora will be working to support the content specialist in restoring the **Certified Nurse Assistant** certificate to an IET model.

## Section VI. Curriculum and Instruction

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

We practice managed enrollment with six entry points for HSE students in the 2021-2022 school year and four for ESL students. Students entering at the beginning of each semester participate in a two-week onboarding that includes workshops to orient students to the program, career exploration, goal setting, information about supports and barriers, plenty of opportunity for self-reflection and awareness building, and connection to workforce and community partners. Onboarding during mid-semester and the summer sessions in June last one week with returning and new students participating in community-based learning activities.

The most successful example of this mid-semester onboarding centered around housing insecurity in Taos County. Students built background knowledge on the subject through meeting with community experts, sharing personal stories, and researching factors that lead to housing insecurity. The week culminated in students presenting possible solutions to improve the lives of county residents. During this community-based project, new students received pointed information about TECC programming while forming relationships with staff and students. Returning students met with their advisor to reformulate their individual education plans.

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.

This is something we are constantly addressing as staff, but we come back to key components of our practice: managed enrollment, frequent entry points, and intensive advising. Students repeat classes as needed after having readiness discussions with the instructor around attendance and content mastery. Class blocks are three hours in duration (2.5 for ESL) and are most often coupled with guided skill mastery outside of class through a learning management system such as EdReady or Burlington English. This ideally

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leads to the attainment of 40 hours within one session so that students may monitor their progress and test readiness through post-testing.

A study hall has been offered once a week, as well as supplemental tutoring through CASA. Neither of these were utilized frequently enough to be measurably impactful for students. We look forward to being on the Klauer campus in 2022-23, knowing that proximity and an inspiring space can encourage greater use of these services.

For the second year, some students were able to enroll in concurrent math and English courses, earning college credit once they graduated with their HSE. This proved to be an important opportunity for those enrolling in these courses as they were supported in their transition to college coursework, accelerated their content mastery, and leaving them well-prepared for passing their HiSET tests in those areas.

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.

Our Community Engagement Specialist through Americorps has really helped us to build our capacity to connect students to services. This year he had 47 direct referrals to supports such as healthcare enrollment and housing support. Most other elements have been mentioned, but of note is our ability to get to know students well. This allows us to make instructional shifts as needs arise. Instructors continue to integrate digital literacy components into classroom assignments. We look forward to adding the National External Diploma Program (NEDP), as it will provide some flexibility to adult learners. We will have at least three staff members trained to become mentors to support client students in their progress through the curriculum.

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.

TECC anchors curriculum design in the College and Career Readiness Standards (CCRS), providing a framework rooted in the “Key Shifts” of the Common Core: complexity, building of background knowledge, use of evidence, focus, rigor, and coherence of learning paths. Outside of the learning management systems already mentioned, instructors most often build their own curriculum. They start with CCR standards and shifts, then consider student career interests, incorporate employability skills, and especially bring in issues and problems of local relevance to the students.

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

TECC’s research-based adult literacy instruction is based on five components of effective reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students are initially evaluated through the TABE and informal assessments (e.g., early student work samples, student self-assessment, and goal-setting conversations). Instructors use this data to tailor instruction, as well as to inform supplemental supports, honoring that all students progress in unique ways rather than in a rigid progression. Generally, students who test at a NRS 3 or below focus on phonics, phonemic awareness, numeracy, and vocabulary in a small group format that includes working towards their individual literacy goals. In TECC’s literacy library there is a selection of high interest, leveled books for students to choose from for independent reading to encourage fluency. Strategies for increasing comprehension are explicitly modeled and practiced in the language arts class and across the content areas with staff being mindful of ways to incorporate reading strategies and support into all aspects of a student’s time in the program (e.g., scaffolding vocabulary, project-based learning, incorporating

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multiple ways for students to demonstrate comprehension, filling out enrollment forms and communicating via email).

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.

Community College Research Center (CCRC). In 2015, CCRC published *Redesigning America's Community Colleges: A Clearer Path to Student Success*. It addressed the declining enrollment numbers at community colleges across the nation with practical research-based reforms using the Guided Pathways model. UNM-Taos is embracing this framework of reform, and both TECC managers participated in a two-week CCRC training in June with selected UNM-Taos faculty and staff, the focus of which was one of the four pillars of Guided Pathways—Helping students choose and enter pathways—using “Ask, Connect, Inspire, Plan” (ACIP) to reimagine the onboarding process. TECC had previously implemented some of the suggested reforms: extensive student onboarding, ongoing intensive student advising, and academic support to retain students and prepare them for further career and educational training as a kind of pre-Guided Pathways approach. Since 2015, CCRC’s thinking around these reforms in five areas has continued to evolve based on further research: program organization and design, new student onboarding, remediation and academic support, ongoing student advising, and teaching and learning.

Our goal is to implement further reforms to our program design, as a community college-adjacent adult education program this coming year based on the current thinking discussed in *How to Achieve More Equitable Community College Student Outcomes* from CCRC published in September 2021 in the following ways:

- Not only having student identify their career interest area but building academic and career communities of students who share similar interests and who will meet regularly to connect with each other and community members to learn more about their chosen interest area.
- Implementing guided exploration during which students choose a pathway of interest, using the Super Strong Career Assessment platform during onboarding as an initial assessment of their interest areas. Students will then use this individualized information to begin charting a plan for themselves to be reviewed with their advisor; previously career interest exploration and discussion were done more informally and only briefly during onboarding and in advising conversations.
- Creating a professional learning community with our team, meeting for 1.5 hours weekly, instead of one hour, to bolster our understanding of CCRC program design and to support each other in implementing these ideas.

One of the most compelling ideas from the CCRC was success in retaining older students by removing placement exams as much as possible, having students self-place themselves into courses, and requiring that all courses be designed in the HyFlex model. The flexibility and choice appealed to older learners, a group that we are trying to reach at TECC.

## Adult Education Local Program Annual Report

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Universal by Design and Backwards by Design<sup>2</sup> This methodology is adhered to as staff and instructors plan onboarding, overarching career pathways programming, and course curriculum. New employees familiarize themselves with these concepts through an employee orientation module on Google Classroom.

Growth Mindset Dr. Jo Boaler's work at Stanford University centers math learning and instruction around the development of a growth mindset<sup>3</sup>. These ideas pervade our workshops during onboarding, as well as our teaching practices. Students are often placed in the math foundations class based on their confidence and anxieties around math, even if they have completed higher levels in their recent high school experience. We find that students who have growth mindset conversations and intentionally reframe their math anxieties find success as they work toward meeting their goal, be it passing a HiSET test or learning English.

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<sup>2</sup>McTighe, Jay author. (2004). *Understanding by Design : Professional Development Workbook*. Alexandria, Va. :Association for Supervision and Curriculum Development.

<sup>3</sup> Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.

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

For this section, if the program received IELCE funding for 2021-2022, 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: 18
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.

In fall semester 2021, we had two ESL students officially enroll at UNM-Taos for the Community Health Worker (CHW) IET certificate program. Our ESL Coordinator supported students on a weekly basis in this program that meets most IET criteria, leading to one graduate who earned the CHW certification.

This model has the following components:

- Students meet weekly with a tutor to use the content and curriculum of the CHW program. In the session, they work on contextualized vocabulary and activities. Also, they work on English communication and professionalism skills. The purpose of this session is to prepare students with the tools to attend the program successfully. The tutoring sessions are held concurrently with the CHW instruction.
- The CHW program coordinator collaborates with the Program Specialist to provide support curriculum and assistance, creating fruitful cross-communication between the parties.

An ESL student enrolled for TECC classes in January 2022 and in the Introduction to Solar Technology class at UNM-Taos in March. The Introduction to Solar Technology class is an IET class with an adult educator co-teaching with a content expert. We experienced staffing changes in March and our new ESL Coordinator worked closely with the adult educator to offer classroom observations and instructional coaching to establish effective learning supports for this new student.

Advising continues to be part of our approach and in our advising sessions, we assess career interest areas. Based on student plans, we set up individualized instruction and language learning activities in Burlington English – English for Specific Careers. Language learning with Burlington English simultaneously strengthens digital literacy skills.

One benefit of the staffing changes is that our ESL Coordinator works closely with UNM's Student Resource Navigator to assess and address the non-academic needs of students. Both have met and continue to develop relationships with numerous community-based organizations, and educators around Taos County and New Mexico to support students. We are currently in the process of signing a MOU with Las Cumbres, a community service organization that works to help people, including immigrants, connect and thrive in their communities, to offer translation and evaluation services of student transcripts from outside the U.S.

Two examples of students participating in and completing community-based projects include attending a music performance at Taos Center for the Arts as a class and creating a community survey for fellow immigrants in their social circles in Taos County as part of week-long project-based learning activity on the state of housing in Taos County. The latter was done in collaboration with HSE students.

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



## **Adult Education Local Program Annual Report**

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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.

The graduate of the CHW program, one of the career pathways on the ETPL list of in-demand industries, now works for the First Steps program in Taos as a Community Health Worker with a focus on conducting home visits in Spanish. First Steps provides resources and support to families with children prenatal to age five to raise strong families. The graduate intends to continue her language development by enrolling again in ESL classes.

Placing ESL students in the CHW program at UNM-Taos was challenging. The ESL Coordinator had difficult conversations with the instructor around instructional design that supported language learners; TECC's former ESL Coordinator eventually stepped in to support the students outside of class. One student still found the level of instruction too difficult and did not persist.

To help with ongoing recruitment, our ESL Coordinator and Americorps Community Engagement Specialist have planned a health fair around a naturalization ceremony to be held in September 2022 as well as recruitment flyers. We know there are potential IELCE students in Taos County that we have not reached yet, so we are increasing and diversifying our outreach through wellness clinics and fall 2022 citizenship workshops in partnership with Las Cumbres.

We are also exploring ways to support our adult English learners who have attended secondary school outside the U.S. through translation and/or evaluation of diplomas and transcripts. Not all our English learners need the HSE program and through the translation/evaluation process, we might be able to offer relevant employment, and training opportunities.

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.

We are challenged by supporting students without social security numbers. For example, our collaboration with HELP New Mexico feels limited. 15 out of 18 students did not share a social security number when registering, which is often a barrier when accessing workforce services and resources. As mentioned, we look forward to developing an ECED IET in the coming year specifically for non-native English speakers.

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.

Regarding professional development, it may be useful to have tools and skills to communicate more effectively with our Spanish speaking students. For example, Spanish language development for educators and/or access to interpreters to facilitate advising sessions and conversations. Our ESL Coordinator created a proposal for a contract with Language Line; a company that offers cost-effective audio and video interpreting. We are also considering training for how HSE instructors can make content more accessible to language learners, e.g., sheltered English instruction.

## **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.

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

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served:  N/A
2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

## IX. Staff and Professional Development

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

| Last Name | First Name | Position   |  | Full or Part Time | Educational Attainment | Years of Experience in Adult Education | Professional Development Attended   | Date                                  | Location                      |
|-----------|------------|------------|--|-------------------|------------------------|--|---|---------------------------------------|-------------------------------|
| Atcitty   | Cherylin   | Instructor |  | Part              | Master's Degree        | 2                                      | NMAEA   | 5/25-5/27                             | ABQ                           |
| Bar-Giora | Nina       | Instructor |  | Full              | Master's Degree        | 2                                      | Lesson Planning Using Brain-Based Learning & The 4 C's (workshop webinar) | 11/19/21                              | Zoom                          |
|           |            |            |  |                   |                        |  | Race in Adult Education   | 1/19/22                               | Virtual                       |
|           |            |            |  |                   |                        |  | Narcan Training   | 1/21/22                               | Virtual                       |
|           |            |            |  |                   |                        |  | NMAEA Conference  | 5/25-5/27                             | Face-to-Face. Albuquerque, NM |
|           |            |            |  |                   |                        |  | Teaching from the Back of the Room - Virtual Edition (TBR-VE)             | 5 Fridays starting Feb 4              | Online                        |
|           |            |            |  |                   |                        |  | Teaching Skills That Matter (TSTM)  | 1/21-4/ 5/22                          | Online                        |
|           |            |            |  |                   |                        |  | Webinar: Serving Lower-Level Learners in Adult Education                  | 4/27/22                               | Zoom                          |
|           |            |            |  |                   |                        |  | SEL Cohort Meetings   | Twice a month for 6 months Jan.- June | Virtual                       |

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|               |      |                           |  |                                      |                   |    |  |                                    |               |
|---------------|------|---------------------------|--|--------------------------------------|-------------------|----|--|------------------------------------|---------------|
|               |      |                           |  |                                      |                   |    | NMAEA Conference   | May 25-27                          | Abq. NM       |
|               |      |                           |  |                                      |                   |    | Student Experience Project   | ongoing PD throughout the year     | Virtual       |
|               |      |                           |  |                                      |                   |    | Career Pathways Leadership Certification 1   | Palatine, Illinois. Harper College | 6/23-6/24/222 |
| Clark         | Erin | Ed. & Development Manager |  | Full                                 | Master's Degree   | 19 | SEL Exchange Virtual Summit  |                                    | Online        |
|               |      |                           |  |                                      |                   |    | Redesigning Students' Onboarding Experience  |                                    | Online        |
|               |      |                           |  |                                      |                   |    | 10 Qualities of a Great Adult Educator   |                                    | Online        |
|               |      |                           |  |                                      |                   |    | Narcan Training  | 1/21/22                            | Online        |
|               |      |                           |  |                                      |                   |    | CCRC Summer Institute Summer 2022: Using Data to Launch Large-scale Reform                 | 6/6-6/16-22                        | Online        |
|               |      |                           |  |                                      |                   |    | Career Pathways Leadership Certification 2   | Palatine, Illinois. Harper College | 6/23-6/24/222 |
|               |      |                           |  |                                      |                   |    | English Education in a Workplace Context: Employer-sponsored programs that deliver results | 7/15/22                            | Online        |
| Ensign-Church | Will | Ed. Specialist            |  | Full Time UNM-Taos TRiO, .5 FTE TECC | Bachelor's Degree | 1  | COE Conference   | 9/12-9/15/21                       | Atlanta       |

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|           |           |                                 |  |                 |                   |    |  |                   |                  |
|-----------|-----------|---------------------------------|--|-----------------|-------------------|----|--|-------------------|------------------|
|           |           |                                 |  |                 |                   |    | Community College Research Committee                           | 10/15/21          | Zoom             |
|           |           |                                 |  |                 |                   |    | NARCAN Training  | 1/21/22           | Online           |
|           |           |                                 |  |                 |                   |    | New Program/New Leadership Career Pathways                     | 2/11/22 & 2/18/22 | Zoom             |
|           |           |                                 |  |                 |                   |    | NMAE Conference  | 5/25-5/27/22      | Abq., NM         |
| Landavazo | Celestino | Community Engagement Specialist |  | Full-Americorps | Bachelor's Degree | 2  | Narcan Training  | 1/21/22           | Los Lunas, NMDOH |
|           |           |                                 |  |                 |                   |    | CPR & First Aide   | 3/11/22           | Taos Lodge       |
| Shipp     | Kylee     | Program Manager                 |  | .75 FTE         | Bachelor's Degree | 4  | LACES state trainings  | ongoing           | Virtual          |
|           |           |                                 |  |                 |                   |    | Race in Adult Education – Jeff Fantine                         | 1/19/22           | Virtual          |
|           |           |                                 |  |                 |                   |    | CP work with Jeff Fantine-contextualized instruction TAC group | ongoing           | Virtual          |
|           |           |                                 |  |                 |                   |    | CCRC Summer Institute2-week intensive                          | June 2022         | Virtual          |
|           |           |                                 |  |                 |                   |    | NMAEA  | 5/25-5/27         | ABQ              |
| Trujillo  | Denise    | Admin. Asst. III                |  | Full            | Bachelor's Degree | 15 | Excel Training   | 7/21/21-7/22/21   | Hive             |
|           |           |                                 |  |                 |                   |    | SEL Community Catalyst Training                                | 1/13/22-6/9/22    | Zoom             |
|           |           |                                 |  |                 |                   |    | LACES IETP Webinar   | 9/27/21           | Online           |

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|      |          |                      |  |      |                 |    |  |              |          |
|------|----------|----------------------|--|------|-----------------|----|--|--------------|----------|
|      |          |                      |  |      |                 |    | LACES Beginner/Refresher Webinar   | 9/29/21      | Online   |
|      |          |                      |  |      |                 |    | Narcan training  | 1/21/22      | Virtual  |
|      |          |                      |  |      |                 |    | Monthly LACES training   | Ongoing      | Virtual  |
| Wood | Jennifer | Education Specialist |  | Full | Master's Degree | 10 | Dream Zone   | 4/20-4/29/22 | UNM      |
|      |          |                      |  |      |                 |    | Narcan   | 4/8/22       | Zoom     |
|      |          |                      |  |      |                 |    | NMAE ELL webinar   | 4/18/22      | Virtual  |
|      |          |                      |  |      |                 |    | Serving Lower-Level (Struggling) Learners  | 4/28/22      | Zoom     |
|      |          |                      |  |      |                 |    | Lessons in Refugee Education   |              | Online   |
|      |          |                      |  |      |                 |    | UNM Retreat - Caring Campus  | 6/3/22       | UNM-Taos |
|      |          |                      |  |      |                 |    | Motivational Interviewing (student focus)  | 6/22/22      | Online   |
|      |          |                      |  |      |                 |    | Improving the Global Refugee Regime: From Theory to Practice?                              | 6/29-7/1/22  | Online   |
|      |          |                      |  |      |                 |    | SEL in the NM State Policy Landscape   | 6/29/22      | Online   |
|      |          |                      |  |      |                 |    | Refugee Care, Oral Testimonies, Identity Transformation, Youth                             | 7/6/22       | Online   |
|      |          |                      |  |      |                 |    | English Education in a Workplace Context: Employer-sponsored Programs That Deliver Results | 7/15/22      | Online   |

## 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. \$14,443

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 |
|-------------------------|----------------------------|-------|
| 42                      | \$20/hr                    | \$840 |

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

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

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

| Total hours contributed | Fair Market Value per Hour | Total |
|-------------------------|----------------------------|-------|
| N/A                     |                            |       |

6. Please indicate total fair market value of donated supplies and materials. (e.g., books) \$0

7. Please indicate total fair market value of donated equipment. \$0

8. Please indicate total fair market value of donated IT infrastructure and support. \$0

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

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

| Square footage of donated space | Fair Market Value per Square foot | Total     |
|---------------------------------|-----------------------------------|-----------|
| 1,346 sq ft                     | \$210                             | \$282,660 |

### Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

**Adult Education Local Program Annual Report**  
**X. Fiscal Survey (Continued)**

**2021-2022**

**A. Additional grants, funding from partnerships, etc.**

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

| Source   | Amount   |
|--|----------|
| Individual Donors/Grocery Store Donations  | \$1,610  |
| Cornerstones- Introduction to Solar Technology IET   | \$16,714 |
| Taos County- IET development<br>(Finance department error on the part of the County, resulting in late payout.<br>funds will be paid at the beginning of the 22-23 fiscal year.) | \$30,000 |
| UNM-Taos Title V STEM-F Grant<br>Nina Bar-Giora's salary/benefits as Education & Development Specialist (TECC<br>science/career pathways, IETs-Solar and IT)                     | \$8,042  |
| UNM-Taos, Title V CULTIVAMOS Grant<br>Jennifer Wood's .5 salary/benefits as Education Specialist March-June (IELCE,<br>ESL instruction)  | \$7,691  |

**B. Program Income Activities**

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

\$0

Please list the PROGRAM INCOME EXPENDITURES below: N/A

| AEFLA allowable activity | Amount |
|--------------------------|--------|
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |



## Appendix: TECC/UNM-Taos IETs

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

*Introduction to Solar Technology*, Spring 2022

*Early Childhood Education and Development (ECED)*, Fall/Spring

*Emergency Medical Technician*, Fall/Spring

*Community Health Worker*, Fall/Spring

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

[https://lincs.ed.gov/sites/default/files/IET\\_checklist508FINAL\\_0.pdf](https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf)

All IETs are developed in accordance with current Labor Market Information<sup>4</sup> for the state and region, and are regularly updated on the ETPL.

*Introduction to Solar Technology* - This course is part of the Construction Technology certificate at UNM-Taos, utilizing the I-BEST co-teaching model. Solar technology has the fastest job growth in the region. Local employers such as Kit Carson Electric have verified that they need workers who are proficient in basic math and demonstrate professionalism. The course we offered addressed these needs in our local workforce via instruction that combined hands-on skills working with components of photovoltaic (PV) systems through weekly labs, and contextualized academic skills in the classroom. In the classroom, students practiced reading, group discussions, and responding to reflective writing prompts relevant to the content. Students connected with professionals in the field and visited a functioning residential off-grid PV system. Through group and individual projects, students developed workplace and critical thinking skills such as innovation, collaboration, research, public speaking, and completing a project by a deadline.

*Early Childhood Education and Development Fall/Spring* - 56% of students entering beginning coursework in this degree path performed at an NRS level 4 (8<sup>th</sup> grade equivalent) or below. In Fall 2021, reading and writing instruction was integrated into classroom course content with an Adult Literacy professional co-teaching alongside the ECED professor. Employability skills were embedded and targeted the skills necessary to successfully complete postsecondary education, such as self-management and critical thinking. A second course in Spring of 2022 continued to be an IET, though the Adult Literacy educator integrated

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<sup>4</sup> New Mexico Department of Workforce Solutions. Labor Market Information>Occupational Outlook. Retrieved September 1, 2022, from <https://www.dws.state.nm.us/en-us/Researchers/Data/Occupational-Outlook>

## **Adult Education Local Program Annual Report**

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academics into the content- childhood development- on her own. Workforce training takes place in the form of a mentoring program and on the job training for all students in the pathway.

*Emergency Medical Technician* - The instructor for the semester-long, 10-credit EMT-Basic coursework is now practiced at integrating academic skills into coursework, while students also take one credit supplemental academic strategies class. This instructor for the lab also provides 1:1 tutoring support. Both the content and adult education instructors include explicit instruction in professionalism skills, given the nature of emergency medicine. Instructors maintain direct relationships with local employers for additional networking and professional development. The content prepares students to obtain a nationally recognized industry credential and a UNM-Taos certificate.

*Community Health Worker* - Two English Language Learners participated in this 9-month course where an adult educator provided weekly supplemental instruction both inside and outside of class. The primary instructor included explicit instruction in the employability skills specific to this profession. The content prepares students to obtain a Community Health Worker credential and UNM-Taos certificate.

**MEMORANDUM OF AGREEMENT  
BETWEEN  
University of New Mexico - Taos  
AND  
Northern Area Local Workforce Development Board**

**WHERE AS,** The Workforce Innovation and Opportunity Act (WIOA) is a complex piece of legislation signed into law in 2014 in an effort to improve coordination among the primary federal programs that support employment services and workforce development, including adult education and vocational rehabilitation programs and activities.

**WHEREAS,** central to the WIOA *legislation is the requirement of enhanced cooperation and alignment among the core programs within the law including: (1) the Adult, Dislocated Worker and Youth formula programs administered by the Department of Labor (DOL) under Title I; (2) the Adult Education and Literacy program administered by the Department of Education (ED) under Title II; (3) the Wagner-Peyser Act employment services program administered by DOL under Title III;*

**WHEREAS,** the overarching goal of WIOA is to meet the pressing need of employers to have an appropriately-skilled talent pool, and to assist the nation's workforce with not only adequate access to jobs, but also the support and skills required to secure and retain those jobs. The workforce development system is designed to prepare the unemployed, underemployed and low-skilled adults for sustainable, meaningful employment.

**WHEREAS,** WIOA prioritizes serving people who have barriers to employment, including barriers to meaningful careers that provide a family-sustaining wage and the opportunity for advancement. Under both the letter and the spirit of WIOA legislation, all of these entities are required to work together to promote effective services that are mutually supportive, well-coordinated, and appropriately aligned.

**WHEREAS,** the purpose of this Memorandum of Agreement (MOA) is to build and strengthen a partnership between the Northern Area Local Workforce Board (NALWDB), the Adult Education and Community College partners, and the NALWDB's service providers within the Northern Workforce Region of New Mexico.

The development and implementation of a comprehensive workforce system requires teamwork and collaboration between all the partners and the NALWDB.

Identified WIOA partners aim to effectively meet the regional workforce demand and the employment needs of individuals who are unemployed or underemployed and are lacking the education and training needed for gainful employment. *The Partners and the NALWDB agree to collaborate to implement an effective integration of workforce services.*

In an effort to achieve this shared purpose, all identified partners agree to actively collaborate to:



- Provide Integrated Education Training (IET) through concurrent enrollment programs that include adult education services, workforce preparation, and workforce training through post-secondary and employment services that enable students to reach the goals of:
  - Strengthening basic skills, including English language skills
  - Earning an HSE credential (if lacking one)
  - Completing a postsecondary credential
  - Passing industry certification exams if applicable
  - Developing professionalism skills including social-emotional learning (SEL)
  - Obtaining sector employment if applicable
- Support recruitment of the targeted population with marketing, awareness building, and individual referrals.
- Facilitate data collection, sharing, matching and support for reporting and evaluation.
- Ensure representation at collaboration meetings.
- Facilitate the training and cross-training of WIOA partners and stakeholders in the region.
- Foster connections with industry partners to ensure industry support for:
  - Referral of potential participants to workforce training programs
  - Meeting with collaborators and/or funders to offer input and feedback
  - Paid work experience and On the Job Training for IET program participants and graduates.
  - Job placement for program graduates.

**A. The Taos Education and Career Center (TECC) at University of New Mexico - Taos agrees to:**

1. Establish, coordinate, and implement adult education courses in support of career pathways and workforce training preparation, to provide services to eligible participants recruited from all partner agencies.
2. Offer contextualized, standards-based instruction for academic and employability skill development.
3. Assess participant skill levels, monitor student progress and support, provide tracking and reporting.
4. Provide the instruction and support needed for students to attain their high school equivalency credential, if needed.
5. Provide instruction in English language acquisition in support of successful participation in the workplace, school, and in the community.
6. Plan and facilitate meetings of collaborating partners.
7. Share in the participant recruitment, data collection and reporting efforts.
8. Co-develop, co-plan, and co-evaluate, in partnership with college faculty and workforce staff, workforce training programs in high demand industry sectors.

**University of New Mexico – Taos Department of Professionalism Skills and Community Engagement agrees to:**

1. Develop IET courses that meet all best practice standards, including adult education, workforce preparation, and workforce training that supports the development of academic, professionalism, and career readiness skills
2. Provide the administrative support necessary to ensure that participants enrolled in IET courses succeed.
3. Develop systems to support student access to financial aid and other funding opportunities, including but not limited to WIOA supports and Ability to Benefit.
4. Ensure access to the necessary facilities and instructional technology.
5. Provide the marketing and student services needed to support recruitment and enrollment.
6. Collaborate with the NALWDB and local partners in the development of registered apprenticeships

**B. The Northern Area Local Workforce Development Board, workforce connections, and Title 1 Service Provider agrees to:**

1. Subject to funding availability, eligible adult education students will have priority access to WIOA Title 1 funds and other available funding to support their participation in IET and performance incentive programs. Title 1 service providers:
  - Coordinate orientations scheduled prior to the start of each semester, on-site at partner locations when possible.
  - Work closely with Adult Education partner staff to ensure eligible participants receive training funds and enroll into training program classes.
  - Provide incentives for youth who reach identified academic benchmarks in adult education programs.
  - Provide case management for participants enrolled in a career pathway or workforce training program.
  - Provide training assistance and support for participants in finding additional financial resources to pay for career and technical training.
  - Coordinate opportunities for participants to interact with local employers via class visits and job fairs on campus, when applicable.
  - Support participants with employment related costs such as certifications, licenses, uniforms, and tools.
  - Provide Job search support.
2. Support Adult Education students with employability training in areas such as career exploration, professionalism in the workplace, resume development, and interviewing, at one-stop sites and within the classroom setting as appropriate.
3. Enroll adult education participants in workforce online connections system when applicable.
4. Share in the participant recruitment, data collection and reporting efforts.



### **C. Term of Agreement**

This agreement is for the period January XX 2021 until June 30, 2022 and can be amended or extended to June 30, 2024 if necessary.

### **D. Records Retention**

Per state statute 1.20.3.953 records must be retained for six years after termination of grant and an audit of such records may be requested at any point in time by Santa Fe Community College. A copy of the most current audit report must be submitted no later than January 15<sup>th</sup> of the following year to SFCC's Contracts and Grant office, 6401 Richards Avenue, Santa Fe, NM 87508.

### **E. Liability**

Neither party shall be responsible for liability incurred as a result of the other party's acts or omissions in connection with this MOA. Any liability incurred in connection with the MOA is subject to the immunities and limitations of the New Mexico Tort Claims Act, Sections 41-4-1 et seq., NMSA 1978 as amended. In the event of either party's breach of this MOA, the other party's sole and exclusive remedy shall be the right to terminate this MOA. In no event shall either party have liability for either incidental or consequential damages resulting from or arising in connection with this Memorandum of Agreement.

### **F. Termination Notice**

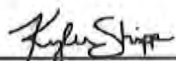
Either party may terminate this agreement with 90 days written notice. In case of such termination, all responsibilities incurred prior to such notice of termination pursuant to this agreement shall be carried out.

**The undersigned agree that this document represents the agreement between University of New Mexico - Taos and the Northern Areas Local Workforce Development Board.**

**Cynthia J Rooney** Digitally signed by Cynthia J Rooney  
Date: 2021.01.27 15:11:04 -07'00'

Date

Dr. Cynthia Rooney, Interim Chancellor  
University of New Mexico - Taos



1/27/2021

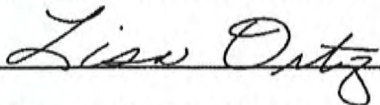
Date

Kylee Shipp, Program Manager,  
Taos Education and Career Center (Adult Education Program)  
University of New Mexico - Taos

**Victoria Santistevan** Digitally signed by Victoria Santistevan  
Date: 2021.01.26 15:36:04 -07'00'

Victoria S. Gonzales, Department Chair,  
Professionalism Skills and Community Engagement

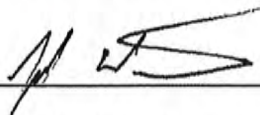
| University of New Mexico – Taos



1/12/21

Date

Lisa Ortiz, Executive Director  
Northern Area Local Workforce Development Board



1-12-21

Date

Joseph Weathers, Board Chair  
Northern Area Local Workforce Development Board



# Enchanted Circle Corps (ECC) HOST SITE AGREEMENT 2021-2022

This agreement is entered into between DreamTree Project (DTP) and Taos Education & Career Center @UNM-Taos ("Host Site") for the DTP AmeriCorps Program: Enchanted Circle Corps (ECC) for program year 2021-2022. DTP agrees to provide assistance as indicated in this agreement in exchange for the Host Site's cooperation in supervising and mentoring AmeriCorps Member(s) to provide services and achieve documented impact as indicated in this agreement. The following is understood and agreed to by the parties:

## **Article 1 DTP AmeriCorps Program Roles and Responsibilities**

As the legal grantee of the Serve New Mexico Commission (SNMC), DTP will:

1. Meet the AmeriCorps Goals as set by SNMC.
  - a. 100% enrollment rate for Member slots/positions
  - b. 90% retention rate for enrolled Members
  - c. Meet Performance Measure targets as outlined in the AmeriCorps grant
2. Employ a Program Coordinator to oversee the program and assist Host Site Supervisors and Members throughout the program year. The Program Coordinator will be the representative of DTP AmeriCorps Program with respect to all references to DTP AmeriCorps Program, and Enchanted Circle Corps (ECC) herein, unless otherwise specified. The Program Coordinator will:
  - a. Lead and manage recruitment of AmeriCorps Members for placement at Host Sites
  - b. Plan and conduct weekly Member Team Meetings, and provide mentoring and coaching for Members as needed; support Members' in identifying areas of collaboration
  - c. Coordinate all AmeriCorps trainings as required by the grant and publish a training schedule for the year
  - d. Meet with Members regularly 1-on-1 to discuss service, identify successes and challenges
  - e. Oversee and assist in the coordination of Community Service Events that include: (9/11 Day of Remembrance (September 11, 2021); Martin Luther King Jr. Day (Jan. 17, 2022); and Cesar Chavez Day (March 31, 2022)) required for AmeriCorps Members
  - f. Schedule a Host Site visit with each Site Supervisor and Executive



- Director/School leader during the first and third quarters
- g. Responsible for all grant reporting including tracking Service Logs, submitting Monthly Reports and all other programmatic reporting required by SNMC and The Corporation for National and Community Service
- h. Support all Host Sites to ensure periodic checkin with each Host Site Supervisor and quarterly ECC all Host Site Supervisor checkins are attended
- i. Responsible for management of Members, as it relates to the overall AmeriCorps Program, maintain Members' files as required by the grant and oversee any disciplinary actions that may be necessary
- j. Ensure that Members (as a collective cohort) are spending no more than 20% of their time on training activities
- k. Act as a liaison for Host Sites regarding any AmeriCorps issues and provide training on all aspects of Host Site responsibilities
- l. Other support as needed, if justifiable as a reasonable cost pursuant to the AmeriCorps grant
- 3. Provide a financial staff member (other than the Program Coordinator) to manage the fiscal aspects of the AmeriCorps grant, including:
  - a. Payment of ECC Members' stipends upon receipt of Service Logs that are approved/signed by the AmeriCorps Member, the Host Site Supervisor, and AmeriCorps Program Coordinator (stipend is not an hourly rate)
  - b. Initial registration and maintenance of worker's compensation and other grant required benefits
  - c. Submit quarterly Budget Reports and all other fiscal reporting as required by the AmeriCorps grant
  - d. Invoice ECC partner organizations as appropriate for Host Site fees
- 4. Provide AmeriCorps gear for all Members and Host Site Supervisors
- 5. Complete an annual financial audit as required by OMB Circular A-133

## **Article II Host Site Roles and Responsibilities**

- 1. Assist DreamTree's Enchanted Circle Corps in meeting the program goals as set out by SNMC:
  - a. 100% enrollment of Member slots/positions
  - b. 90% retention of enrolled Members
  - c. Meet performance targets as outlined in the AmeriCorps grant
- 2. Provide enough service opportunities for Member(s) to accumulate the minimum required service hours over the grant year, in accordance with **Exhibit A Position Description**
- 3. Ensure that Members (as a collective cohort) are spending no more than 20% of their time on training activities and no more than 10% of their time on pre-approved fundraising activities. The number of hours spent on each activity should be clearly documented on Service Logs (provided by DTP). Supervisors will support the Program Coordinator to ensure accurate documentation of Member service activities
- 4. Provide adequate resources to fulfill the individual goals and program objectives of the Members, as well as the goals of DTP and AmeriCorps. These resources may include, but are not limited to: administrative support, the use of a computer, telephone, fax machine, supplies, postage, copier and office space with internet access, etc.
- 5. The Host Site will pay DTP a Member Service Year Site Fee for each Member serving at their site as detailed in **Exhibit B Site Fee Payment Schedule**
- 6. Identify one Host Site Supervisor to be the point of contact for the Member and provide daily, direct supervision of the Member(s)

Host Site Supervisor contact information:

Name: Kylee Shipp

Title: Program Manager

Email: kshipp@unm.edu

Phone: (575) 737-0608

7. The Host Site Supervisor is responsible for the following tasks:
  - a. Attendance at Host Site Supervisor Orientation training
  - b. Participate in the recruitment and interview process with all Member applicants and coordinating with the AmeriCorps Program Coordinator in Member placement at the Host Site
  - c. Provide site-specific training necessary for the Member(s) to successfully provide service that is above and beyond the training provided by ECC including, but not limited to, Host Site orientation for new Members and introductions to Host Site staff and explanation of Host Site policies
  - d. Providing hands on, consistent supervision and assistance to Members in the implementation of their service plan in the form of direct, daily supervision to assure that they are making adequate progress toward their individual and community service, community building and Member development objectives, accurately reporting their service time and activities, and meeting the performance measures as outlined by the grant
  - e. Approving and signing Member(s) Service Logs each reporting period. By signing each Service Log, the Host Site Supervisor is certifying that the Member's hours and activities are accurate. Service Logs must reflect time spent on training and program activities. Logs are due every other Tuesday following the two-week timeframe documented on the Service Log
  - f. Conduct and complete two Member evaluations – one which is due at the Member's midway point in their service year and a final evaluation at the end of the Member's service (forms provided by DTP). Site Supervisors must submit signed original midyear and final evaluation forms for each Member to DTP AmeriCorps Program using forms provided by the AmeriCorps Program Coordinator
  - g. Support ECC by facilitating accurate Member(s) completion of the weekly activities report and timecard; communicating periodic checkins with the ECC Program Coordinator; and attend all ECC Host Site Supervisor checkins.
  - h. Act as an informational relay between ECC and the Host Site, and assure that Members in violation of the terms of their Member Service Agreement are disciplined in a manner consistent with that agreement. All disciplinary actions (verbal or written) must be handled in conjunction with the AmeriCorps ECC Program Coordinator, documented, with the documentation to be kept in the Member's file with DTP. All disciplinary action up to and including termination MUST involve the AmeriCorps ECC Program Coordinator
8. The Site Supervisor and the Host Site are responsible for direct supervision of the AmeriCorps Member(s) during their service hours. The Host Site is



responsible for ensuring that the AmeriCorps ECC Member(s) participate in safe, productive and appropriate activities that will ensure no undue harm comes to the Member(s) or Host Site clients and staff. The Host Site acknowledges that the DTP is not responsible for direct supervision of the AmeriCorps ECC Member(s) during service hours.

- a. Additionally, the Host Site recognizes and accepts responsibility for accompaniment of AmeriCorps Members, at any time that Member(s) have access to vulnerable populations prior to DTP's notification that a Member has cleared a full criminal background check
9. Permit Member(s) to attend training sessions required by ECC, including but not limited to AmeriCorps ECC Weekly Member Meetings every week for the duration of the service year. Permit Members to attend other ECC meetings as necessary
10. Ensure that Members will not engage or participate in any of the following Member restricted activities:
  - a. Attempting to influence legislation
  - b. Organizing or engaging in protests, petitions, boycotts, or strikes
  - c. Assisting, promoting or deterring union organizing
  - c. Impairing existing contracts for services or collective bargaining agreements
  - d. Engaging in partisan political activities or other activities designed to influence the outcome of an election to any public office
  - e. Participating in, or endorsing events or activities that are likely to include advocacy for or against political parties, political candidates, political platforms, proposed legislation, or elected officials
  - f. Engaging in religious instruction; conducting worship services; providing instruction as part of a program that includes mandatory religious instruction or worship; constructing or operating facilities devoted to religious instruction or worship; maintaining facilities primarily or inherently devoted to religious instruction or worship; or engaging in any form of religious proselytizing
  - g. Providing a direct benefit to a for-profit entity, a labor union, a partisan political organization, an organization engaged in the religious activities described in the preceding sub clause unless grant funds are not used to support the religious activities, or a non-profit that engages in lobbying, a non-profit entity that fails to comply with the restrictions contained in section 501(c)(3) of U.S. Code Title 26
  - h. Conducting voter registration drives by AmeriCorps Members is an unacceptable service activity. In addition, CNCS funds may not be used to conduct a voter registration drive
  - i. Other activities as CNCS determines will be prohibited, upon notice to DTP AmeriCorps ECC Program
  - j. AmeriCorps Members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps logo while doing so
11. Ensure that Members are not assigned to activities that would result in displacement for a paid worker, or that would normally be done by a paid worker or staff member

12. Ensure that Members are provided with meaningful service opportunities and if there are administrative or clerical activities assigned, they are directly related to the Member's direct service activities as described in the position description.
13. Implement COVID-19 safe practices, including but not limited to those outlined in **Exhibit C Required Pandemic Precautions**.
14. Ensure that Members immediately receive necessary first aid and transportation to the nearest place of proper treatment upon the occurrence of an injury. The Host Site acknowledges that certain circumstances and situations may occur during AmeriCorps ECC Member(s) service hours that result in medical/dental care and treatment. The Site Supervisor and the Host Site are responsible for ensuring that Member(s) immediately receive necessary first aid and transportation to the nearest place of proper treatment upon the occurrence of injury. Furthermore, the Host Site acknowledges that the AmeriCorps Program does not provide health insurance for less than full-time AmeriCorps Members. DTP covers Worker's Compensation. The Host Site hereby holds harmless DTP and releases it from any and all liabilities incidental to the AmeriCorps ECC Member(s) involvement and participation in service activities of the Host Site.
15. Ensure that Members are not engaged in any at-risk activities that are outside the approved position description of the Member. [In accordance with Section 19 of the Safety, Health and Welfare Act 2005, the Host Site (as the organization that controls the workplace to any extent) must identify the hazards in the workplaces under its control, assess the risks to safety and health at work presented by these hazards (i.e. carry out a risk assessment), and prepare a written safety assessment, (i.e. the Host Site must examine and write down these workplace risks and what to do about them).] Ultimately, assessing risk means that anything in the Host Site's workplace(s) that could cause harm to an AmeriCorps Member must be carefully examined. This allows the Host site to estimate the magnitude of risk and decide whether the risk is acceptable or whether more precautions need to be taken to prevent harm. The Host Site acknowledges its responsibility to ensure that AmeriCorps Members are not engaged in any at-risk activities that are outside the approved position description of the Member
16. Ensure that Members do not participate in the following fundraising activities:
  - a. Raising funds for his/her/their living allowance
  - b. Raising funds for an organization's operating expenses or endowment
  - c. Writing grant applications for AmeriCorps funding or for any other funding provided by the Corporation for National and Community Service
  - d. Writing grant applications for funding provided by any other federal agencies
17. The Host Site will acknowledge the presence of AmeriCorps Members serving at the site with a visible AmeriCorps sign displayed at the Member's primary service site
18. The Host Site understands that any photograph, audio recording, video or film taken of the Host Site in conjunction with AmeriCorps or DTP AmeriCorps ECC Program can be used by the Commission and/or DTP AmeriCorps ECC Program without the Host Site's express permission. The Host Site foregoes any rights to royalties in conjunction with photographs,



19. If the ECC releases a Member from service for any reason, the AmeriCorps position may remain vacant for the remainder of the term. If this occurs, the Host Site will be responsible for a prorated portion of the site fee (to the nearest month)
20. Ensure that Members are treated as equal members of the staff and be kept informed and updated on organizational activities

This document constitutes the entire agreement between the Parties. This agreement may not be modified, amended, altered, or extended except through a written amendment signed by the authorized signatories for each Party.

Service of all notices under this agreement will be sufficient if mailed to that Party's address set forth herein, by naturally recognized overnight courier service or by certified or registered mail, return prepaid, addressed to the Party as follows:

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## **Exhibit A: Member Position Description**

### **Position Title:**

Enchanted Circle Corps (ECC) Member- Community Engagement Specialist

### **Reports To:**

Host Site Supervisor and AmeriCorps ECC Program Coordinator

### **Purpose:**

The Enchanted Circle Corps (ECC) — a program under DreamTree Project, believes that increased outreach and coordinated pathway navigation are necessary in Taos County and along the Enchanted Circle to locate and connect hidden and underserved populations to nonprofit programs and services that will improve residents' quality of life and allow for a higher standard of living. ECC and its partner organizations will support community members by guiding them to and helping them access available services and resources.

ECC performs outreach to increase general community awareness of partner organizations in Taos County, and facilitates an increase in community members accessing services and resources or increasing service access/frequency. Through this outreach and collaboration, ECC is working to develop a robust support network of community-based nonprofits to support community members navigate the path toward receiving the highest level of services available.

The ECC Program will engage AmeriCorps Members to serve between September 1, 2021, and August 31, 2022 with a variety of partner organizations that host ECC Members on-site in Taos County and along the Enchanted Circle. Members will serve to directly connect community members to programs and services offered by Taos County nonprofit organizations, through a variety of activities (listed below) that foster a stronger community network of pathway navigation and access to available services and resources. The goal of the Program is to increase the number of community members accessing the services of Host Site partners as well as increase the frequency and level of service for current recipients.

### **Description of Activities:**

- Represent organization by hosting a table at community events as they are available
- Participate in community meetings with other community organizations and act as a liaison with other Host Sites to strengthen community pathway navigation
- Provide presentations and/or training as needed to community groups, organizations, churches, businesses, schools, etc.
- Help to create, and disseminate, outreach resources for specific target audiences, using various forms of media including flyers, social media, public service announcements, etc.
- Participate in infrastructure building to benefit and connect community members to resources and the community
- Support program staff, your supervisor, and administrative staff in appropriate



duties that are related to outreach and community engagement, as necessary

- Consult with your supervisor if you have any ideas, issues, or concerns, offering analysis and solutions whenever possible
- Make connections with individuals and volunteers in the community for program outreach and program enhancement
- Assist in enrolling individuals into services
- Assist AmeriCorps ECC Members and staff in programming and activities
- Train and assist volunteers as needed
- Attend ECC cohort training and events throughout the year

#### **ECC Requirements and Expectations:**

- Commitment to the concept of community service
- Appreciation and willingness to collaborate with multiple community partners
- Sensitivity to and awareness of cultural and socioeconomic characteristics of the populations served, and of fellow Members

#### **Knowledge, Skills and Abilities Required:**

- Strong interpersonal and communication skills; virtual and in-person communication is anticipated
- Active problem solver with the ability to adapt and provide flexible and creative solutions to challenges
- Sincere willingness to engage community members and share information on available services and resources
- Great flexibility to work with a diverse group of individuals working at different sites and in various sectors of supportive services
- Keen ability to focus on current tasks and follow through to completion
- Strong communication skills in order to consistently update: Host Site Supervisor (and other staff as appropriate) in all outreach and community engagement opportunities and events; community groups in service and resource information; Host Sites with creation and completion of presentations; community members with guidance and assistance; and, local providers on pathways to access services and resources
- Moderate technology literacy to include: use of a computer, correspondence and communication via email, use of an online calendar (such as Google) and submit documents online (like timesheets)

#### **Education and Experience:**

- Applicant must have, at minimum, a high school diploma or high school equivalency, or must agree to obtain either a diploma or high school equivalency before using an education award

#### **Additional Requirements:**

- Participants must be at least 18 years of age at the start of service; there is no maximum age limit
- Criminal history check and clearance
- Clean driving record prior to and during the project
- Ability to keep confidentiality issues with respect to community members, clients, staff, and other Members
- Documentation of citizenship: must be a US citizen, a national, or a lawfully permanent resident alien of the United States

#### **Term of Service and Time Requirements:**

The service year begins September 1, 2021, and ends August 31, 2022. Service hours must be completed within those dates. The following position terms are available for service throughout the full service year:

- 1700 hour (full time) positions
- 1200 hour (three-quarter time) positions
- 900 hour (half time) positions
- 450 hour (quarter time) positions

#### **Orientation and Training:**

- Members will receive AmeriCorps training and Host Site orientations prior to beginning service. Additional skills training and professional development workshops will be offered throughout the service term.
- Participate in community service activities, and AmeriCorps National Days of Service, including: 9/11 Day of Remembrance (September 11, 2021); Martin Luther King Jr. Day (Jan. 17, 2022); and Cesar Chavez Day (March 31, 2022)

#### **Benefits:**

- **Living Allowance**

AmeriCorps Members are provided a living allowance to cover the cost of living expenses such as food, housing, or transportation and is not paid based on hours served. The living allowance is paid in regular bi-weekly increments.

- **Healthcare Coverage (if applicable)**

Full-Time AmeriCorps Members can choose to be covered at no cost to the Member. Members may elect to decline health insurance through DreamTree Project.

- **Child Care Assistance (if applicable)**

The AmeriCorps Child Care Benefit Program is available for qualified, active, full-time AmeriCorps Members.

- **Education Award**

**The Segal Education Award** is a post-service benefit earned by AmeriCorps Members who successfully complete their term of service. The award may be used to pay expenses at eligible educational institutions, including many technical schools and G.I. Bill approved programs, or to repay qualified student loans. The amounts are in the table below:

| <b>Total Hours Worked</b>       | <b>Living Allowance</b> | <b>Education Award Amount</b> |
|---------------------------------|-------------------------|-------------------------------|
| 1700 hours (full time term)     | \$ 17,000.00            | \$ 6,345.00                   |
| 1200 hours (three-quarter time) | \$ 12,000.00            | \$ 4,441.50                   |



|                                |             |             |
|--------------------------------|-------------|-------------|
| 900 hours<br>(half time)       | \$ 9,000.00 | \$ 3,172.50 |
| 450 hours<br>(quarter<br>time) | \$ 4,500.00 | \$ 1,678.57 |

- **Personal and Professional Development benefits**

All Members receive beneficial work experience in Taos County's ever-growing nonprofit sector, as well as additional professional and personal development trainings, and the achievement of providing much-needed services to the Taos County community.

Host Site and direct Supervisor's Name:

Taos Education & Career Center @UNM-Taos, Kylee Shipp

**I have read the above AmeriCorps Member Position Description and understand my responsibilities.**

Signature:  Date: 10/29/21

Print name: Kylee Shipp

### Exhibit B: Site Fee and Payment Schedule

Site fee will be in the following amount (select one):

| Initial the applicable line | Percent of Full-time Member Service Year | Total Hours to be Worked by AmeriCorps Member | Site Fee |
|-----------------------------|--|---|----------|
| KS                          | 100.00%                                  | 1,700   | \$5,500  |
|                             | 70.00%                                   | 1,200   | \$3,850  |
|                             | 50.00%                                   | 900   | \$2,750  |
|                             | 26.46%                                   | 450   | \$1,455  |

*\* Note: 0.26 MSY is actually 0.26455027 per AmeriCorps requirements.*

Site fee will be paid on the following schedule (select one):

| Initial the applicable line | Frequency                  | Due Date(s)                                       | Installment Amount (fill in) |
|-----------------------------|----------------------------|---|------------------------------|
|                             | Annual                     | 9/30/2021   |                              |
| KS                          | Semi-annual                | 9/30/2021<br>3/31/2022                            | \$2,750                      |
|                             | Quarterly                  | 9/30/2021<br>12/31/2021<br>3/31/2022<br>6/30/2022 |                              |
|                             | Monthly                    | 30th of each month beginning 9/30/2021            |                              |
|                             | Other (if approved by DTP) |   |                              |

## Exhibit C: Required Pandemic Precautions

The Enchanted Circle Corps (ECC) is following all recommendations per the State of New Mexico and the Department of Health to help slow the spread of COVID-19 and variants. The following guidelines are expected to be followed by all Host Sites and are subject to change as the state and national guidelines adjust. You can find more information here: <https://cv.nmhealth.org/>

- The Member may be required to work remotely for part or all of their service time. The Host Site is required to make appropriate arrangements and provide any needed technology and equipment for the Member to serve.
- When in person, the Host Site will provide Personal Protective Equipment (PPE) to the Member and ensure all agency employees, volunteers, and clients are following state recommended practices.
- Members will be expected to wash their hands frequently especially when arriving or leaving a location/building.
- Anyone experiencing symptoms (fever, cough, and shortness of breath) or concerns with potential exposure should call the hotline at [1-855-600-3453](tel:1-855-600-3453) and tell your Host Site Supervisor.
- If a Member receives a positive COVID-19 (and variants) test result, the Host Site will report to DTP and NMED within 4 hours of any positive test results.

DTP has implemented a **policy for self-reporting** a positive test/diagnosis for COVID-19 in order to support efforts to slow the spread of infection. This is to connect Members to resources that can support them. If Members or supervisors have questions about this policy, they should contact DTP.

### **Reporting workplace COVID-19 cases to NMED: What you need to know:**

Report all positive cases via email at [NMENV-OSHA@state.nm.us](mailto:NMENV-OSHA@state.nm.us).

The initial notification must include:

- Establishment name
- Establishment address
- Host Site representative name and contact information (phone and email)
- Number of people employed at the location
- Number of employees/Members who tested positive
- Date each positive employee/Member was tested
- Date and time employer was notified of the positive test(s)
- Last date each positive employee/Member was in the establishment
- Date each positive employee/Member began self-quarantine

**Please do not provide employee/Member names or other personally identifiable information.**



## Exhibit D: Driving and Mileage Reimbursement Policy

### Driving for Service

ECC Members that drive for service in the 2021-2022 AmeriCorps service year are required to have these items on file at DreamTree Project before the Member begins driving for service:

- A valid driver's license
- A copy of the Member's active personal auto liability insurance policy (if using the Member's personal vehicle for service purposes)
- A copy of the Host Site organization's active auto liability insurance plan

When ECC Members drive while performing their service, it is the Host Site's responsibility to do any checks of the Member's driving record, add the Member to the Host Site's auto liability insurance policy, provide driving tests, and any training that includes documentation as required by their Host Site organization's policies and procedures.

It is the responsibility and at the discretion of the Host Site organization to determine if it is appropriate for the Member to transport clients in either their Host Site organization's or their personal vehicle during service time.

If the Member will be driving for service, they are required to take ECC's defensive driving training and any Host Site driving training **before** any service-related driving.

### Mileage Reimbursement

Mileage reimbursement is allowable when a Member is required to drive as a part of their service, and the Member uses their personal vehicle for service purposes. Commuting to and from the Host Site organization's designated service site is not an eligible mileage reimbursement request; it is considered to be covered by the living stipend.

### **Host Site Required Travel**

Host Sites that require or request that their Member drive their personal vehicle for service purposes on behalf of the Host Site, are required to reimburse the Member for mileage.

**The reimbursement rate will be the current IRS rate (\$0.56 per mile for the duration of the ECC 2021-2022 service year).**

Member's that drive a personal vehicle are responsible for keeping a mileage log and submitting to their Host Site for reimbursement according to their Host Site organization's policies and in the format and timeframe required by their Host Site.

Members that drive a Host Site organization's vehicle for service are responsible for trip use/mileage documentation as required by their Host Site organization's policies and procedures. When driving a Host Site organization's vehicle for service purposes, the Member will not be reimbursed for mileage.

### **ECC Required Travel**

When ECC (rather than the Host Site) requires Members to participate in activities at an offsite location, each Member will submit for reimbursement to their Host Site organization (following its respective policies and procedures), and the Host Site will then invoice the

ECC for reimbursement (within 30 days and using a provided mileage reimbursement form). **The reimbursement rate will be the current IRS rate (\$0.56 per mile for 2021).**

In the event that ECC requires Members to travel to offsite service locations, such as Days of Service, transportation will be provided (through the ECC and DreamTree Project). If the Member chooses to *not* use the provided transportation, and instead drive their personal vehicle to and from the offsite service location, they would be doing so on personal time and the Member would not be eligible to submit for mileage reimbursement.

# Student:

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

Select Reporting  
System:

NRS FY 21-22

Agency: UNM-Taos

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

| Entering<br>Educational<br>Functioning<br>Level (A) | American<br>Indian or<br>Alaska<br>Native |          | Asian    |          | Black or<br>African-<br>American |          | Hispanic/Latino |       | Native<br>Hawaiian<br>or Other<br>Pacific<br>Islander |          | White    |          | More than<br>One Race |          | Total<br>(P) |
|---|---|----------|----------|----------|----------------------------------|----------|-----------------|-------|---|----------|----------|----------|-----------------------|----------|--------------|
|   | M<br>(B)                                  | F<br>(C) | M<br>(D) | F<br>(E) | M<br>(F)                         | F<br>(G) | M (H)           | F (I) | M<br>(J)  | F<br>(K) | M<br>(L) | F<br>(M) | M<br>(N)              | F<br>(O) |              |
| ABE*** Level 1                                      | 0   | 0        | 0        | 0        | 0                                | 0        | 4               | 1     | 0   | 0        | 0        | 0        | 0                     | 0        | 5            |
| ABE Level 2   | 2   | 5        | 0        | 0        | 0                                | 0        | 12              | 11    | 0   | 0        | 1        | 3        | 0                     | 0        | 34           |
| ABE Level 3   | 2   | 2        | 0        | 0        | 0                                | 0        | 15              | 11    | 0   | 0        | 2        | 3        | 0                     | 0        | 35           |
| ABE Level 4   | 4   | 1        | 0        | 0        | 0                                | 1        | 9               | 7     | 0   | 0        | 6        | 4        | 0                     | 0        | 32           |
| ABE Level 5   | 0   | 1        | 0        | 0        | 0                                | 0        | 1               | 2     | 0   | 0        | 1        | 3        | 0                     | 0        | 8            |
| ABE Level 6   | 0   | 0        | 0        | 0        | 0                                | 0        | 0               | 0     | 0   | 0        | 1        | 0        | 0                     | 0        | 1            |
| ESL*** Level 1                                      | 0   | 0        | 0        | 0        | 0                                | 0        | 1               | 3     | 0   | 0        | 0        | 0        | 0                     | 0        | 4            |
| ESL Level 2   | 0   | 0        | 0        | 0        | 0                                | 0        | 0               | 3     | 0   | 0        | 0        | 0        | 0                     | 0        | 3            |
| ESL Level 3   | 0   | 0        | 0        | 1        | 0                                | 0        | 0               | 3     | 0   | 0        | 0        | 0        | 0                     | 0        | 4            |
| ESL Level 4   | 0   | 0        | 0        | 0        | 0                                | 0        | 0               | 3     | 0   | 0        | 0        | 0        | 0                     | 0        | 3            |
| ESL Level 5   | 0   | 0        | 0        | 0        | 0                                | 0        | 0               | 2     | 0   | 0        | 0        | 0        | 0                     | 0        | 2            |
| ESL Level 6   | 0   | 0        | 0        | 0        | 0                                | 0        | 1               | 1     | 0   | 0        | 0        | 0        | 0                     | 0        | 2            |
| Total   | 8   | 9        | 0        | 1        | 0                                | 1        | 43              | 47    | 0   | 0        | 11       | 13       | 0                     | 0        | 133          |

\*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: UNM-Taos

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

| Age<br>Group<br>(A) | American<br>Indian or<br>Alaska<br>Native |          | Asian    |          | Black or<br>African-<br>American |          | Hispanic/Latino |       | Native<br>Hawaiian<br>or Other<br>Pacific<br>Islander |          | White    |          | More than<br>One Race |          | Total |
|---------------------|---|----------|----------|----------|----------------------------------|----------|-----------------|-------|---|----------|----------|----------|-----------------------|----------|-------|
|                     | M<br>(B)                                  | F<br>(C) | M<br>(D) | F<br>(E) | M<br>(F)                         | F<br>(G) | M (H)           | F (I) | M<br>(J)  | F<br>(K) | M<br>(L) | F<br>(M) | M<br>(N)              | F<br>(O) | (P)   |
| 16-18               | 7   | 5        | 0        | 0        | 0                                | 1        | 28              | 19    | 0   | 0        | 10       | 10       | 0                     | 0        | 80    |
| 19-24               | 1   | 2        | 0        | 0        | 0                                | 0        | 7               | 4     | 0   | 0        | 1        | 3        | 0                     | 0        | 18    |
| 25-44               | 0   | 2        | 0        | 0        | 0                                | 0        | 7               | 14    | 0   | 0        | 0        | 0        | 0                     | 0        | 23    |
| 45-54               | 0   | 0        | 0        | 0        | 0                                | 0        | 0               | 5     | 0   | 0        | 0        | 0        | 0                     | 0        | 5     |
| 55-59               | 0   | 0        | 0        | 0        | 0                                | 0        | 0               | 3     | 0   | 0        | 0        | 0        | 0                     | 0        | 3     |
| 60+                 | 0   | 0        | 0        | 1        | 0                                | 0        | 1               | 2     | 0   | 0        | 0        | 0        | 0                     | 0        | 4     |
| Total               | 8   | 9        | 0        | 1        | 0                                | 1        | 43              | 47    | 0   | 0        | 11       | 13       | 0                     | 0        | 133   |

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

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

\*\*\*See definitions of ethnicity/race categories.

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

## Ethnicity/Race:

See Table 1

## Sex:

See Table 1

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



# Student:

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

Select Reporting  
System:

NRS FY 21-22

Agency: UNM-Taos

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

| Age<br>Group (A) | American<br>Indian or<br>Alaska<br>Native |       | Asian    |       | Black or<br>African-<br>American |       | Hispanic/Latino |       | Native<br>Hawaiian or<br>Other<br>Pacific<br>Islander |       | White    |       | More than<br>One Race |       | Total |
|------------------|---|-------|----------|-------|----------------------------------|-------|-----------------|-------|---|-------|----------|-------|-----------------------|-------|-------|
|                  | M<br>(B)                                  | F (C) | M<br>(D) | F (E) | M<br>(F)                         | F (G) | M (H)           | F (I) | M<br>(J)  | F (K) | M<br>(L) | F (M) | M<br>(N)              | F (O) |       |
| 16-18            | 0   | 2     | 0        | 0     | 0                                | 0     | 0               | 5     | 0   | 0     | 2        | 1     | 0                     | 0     | 10    |
| 19-24            | 0   | 1     | 0        | 0     | 0                                | 0     | 0               | 0     | 0   | 0     | 2        | 1     | 0                     | 0     | 4     |
| 25-44            | 1   | 0     | 0        | 0     | 0                                | 0     | 5               | 2     | 0   | 0     | 3        | 4     | 0                     | 0     | 15    |
| 45-54            | 0   | 0     | 0        | 0     | 0                                | 0     | 1               | 0     | 0   | 0     | 0        | 0     | 0                     | 0     | 1     |
| 55-59            | 0   | 0     | 0        | 0     | 0                                | 0     | 1               | 0     | 0   | 0     | 0        | 0     | 0                     | 0     | 1     |
| 60+              | 0   | 0     | 0        | 0     | 0                                | 0     | 0               | 0     | 0   | 0     | 0        | 0     | 0                     | 0     | 0     |
| Total            | 1   | 3     | 0        | 0     | 0                                | 0     | 7               | 7     | 0   | 0     | 7        | 6     | 0                     | 0     | 31    |

\*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: UNM-Taos

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>  | 74        | 15        | 13        | 2         | 0         | 1        | 105        |
| Integrated Education and Training Program                               | 1         | 3         | 2         | 0         | 0         | 0        | 6          |
| <b>Adult Secondary Education***</b>                                     | 6         | 2         | 1         | 0         | 0         | 0        | 9          |
| Integrated Education and Training Program                               | 3         | 1         | 1         | 0         | 0         | 0        | 5          |
| <b>English Language Acquisition****</b>                                 | 0         | 1         | 6         | 3         | 0         | 2        | 12         |
| Integrated Education and Training Program                               | 0         | 0         | 0         | 0         | 0         | 0        | 0          |
| <b>Integrated English Literacy and Civics Education (Sec. 243)*****</b> | 0         | 0         | 3         | 0         | 3         | 1        | 7          |
| Integrated Education and Training Program                               | 0         | 0         | 1         | 0         | 1         | 0        | 2          |
| <b>Total</b>  | <b>80</b> | <b>18</b> | <b>23</b> | <b>5</b>  | <b>3</b>  | <b>4</b> | <b>133</b> |

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

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

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

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

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

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

# Student:

NRS Table 4

Select Reporting  
System:

NRS FY 21-22

Agency: UNM-Taos

## 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<br>ing<br>Educ<br>ation<br>al<br>Funct<br>ionin<br>g<br>Level<br>(EFL)<br>(A) | Num<br>ber<br>of<br>Parti<br>cipan<br>ts<br>(B) | Total<br>Num<br>ber<br>of<br>Parti<br>cipan<br>ts<br>Exclu<br>ded<br>from<br>MSG<br>Perfo<br>rman<br>ce<br>(C) | Total<br>Atten<br>danc<br>e<br>Hour<br>s for<br>All<br>Parti<br>cipan<br>ts<br>(D) | Num<br>ber<br>Who<br>Achie<br>ved<br>at<br>Least<br>One<br>EFL<br>Gain<br>(E) | Num<br>ber<br>Who<br>Attai<br>ned a<br>Seco<br>ndary<br>Scho<br>ol<br>Diplo<br>ma<br>or Its<br>Reco<br>gnize<br>d<br>Equiv<br>alent<br>(F) | Num<br>ber<br>of<br>IET<br>or<br>Work<br>place<br>Litera<br>cy<br>Parti<br>cipan<br>ts<br>Who<br>Achie<br>ved an<br>MSG<br>Other<br>Than<br>EFL<br>Gain<br>and<br>Seco<br>ndary<br>Scho<br>ol<br>Diplo<br>ma *<br>(G) | Num<br>ber<br>Sepa<br>rated<br>Befor<br>e<br>Achie<br>ving<br>Meas<br>urabl<br>e<br>Skill<br>Gain<br>s<br>(H) | Num<br>ber<br>Rem<br>ainin<br>g in<br>Progr<br>am<br>With<br>out<br>Meas<br>urabl<br>e<br>Skill<br>Gain<br>s<br>(I) | Perc<br>enta<br>ge<br>Achie<br>ving<br>Meas<br>urabl<br>e<br>Skill<br>Gain<br>s<br>(J) | Total<br>Num<br>ber<br>of<br>Parti<br>cipati<br>on in<br>Whic<br>h<br>Parti<br>cipan<br>ts<br>Achie<br>ved<br>at<br>Least<br>One<br>EFL<br>Gain<br>(K) | Total<br>Num<br>ber<br>of<br>Parti<br>cipati<br>on in<br>Whic<br>h a<br>Seco<br>ndary<br>Scho<br>ol<br>Diplo<br>ma or<br>Its<br>Reco<br>gnize<br>d<br>Equiv<br>alent<br>Was<br>Attai<br>ned<br>(L) | Total<br>Num<br>ber<br>of<br>Parti<br>cipati<br>on in<br>Whic<br>h a<br>Seco<br>ndary<br>Scho<br>ol<br>Diplo<br>ma or<br>Its<br>Reco<br>gnize<br>d<br>Equiv<br>alent<br>Was<br>Attai<br>ned<br>(M) | Total<br>Num<br>ber<br>of<br>IET<br>or<br>Work<br>place<br>Litera<br>cy<br>Perio<br>ds of<br>Parti<br>cipati<br>on in<br>Whic<br>h<br>Parti<br>cipan<br>ts<br>Achie<br>ved an<br>MSG<br>Other<br>Than<br>EFL<br>Gain<br>and<br>Seco<br>ndary<br>Scho<br>ol<br>Diplo<br>ma *<br>(N) | Perce<br>ntage<br>of<br>Perio<br>ds of<br>Parti<br>cipati<br>on<br>with<br>Meas<br>urabl<br>e<br>Skill<br>Gains<br>(O) |  |
| ABE<br>Level<br>1   | 5   | 0  | 290.5  | 1   | 0  | 0   | 4   | 0   | 20   | 5  | 1  | 0  | 0  | 20   |  |

|                        |            |          |                |           |           |           |           |          |              |            |           |           |           |              |
|------------------------|------------|----------|----------------|-----------|-----------|-----------|-----------|----------|--------------|------------|-----------|-----------|-----------|--------------|
| ABE<br>Level<br>2      | 34         | 0        | 2865.55        | 14        | 5         | 1         | 13        | 1        | 58.82        | 36         | 14        | 7         | 1         | 61.11        |
| ABE<br>Level<br>3      | 35         | 0        | 2053.36        | 8         | 10        | 2         | 12        | 3        | 57.14        | 35         | 8         | 10        | 2         | 57.14        |
| ABE<br>Level<br>4      | 32         | 0        | 1978.63        | 8         | 11        | 2         | 9         | 2        | 65.63        | 33         | 8         | 11        | 2         | 63.64        |
| ABE<br>Level<br>5      | 8          | 0        | 439.45         | 1         | 1         | 5         | 0         | 1        | 87.5         | 8          | 1         | 1         | 5         | 87.5         |
| ABE<br>Level<br>6      | 1          | 0        | 86.8           | 0         | 0         | 0         | 0         | 1        | 0            | 1          | 0         | 0         | 0         | 0            |
| <b>ABE<br/>Total</b>   | <b>115</b> | <b>0</b> | <b>7714.29</b> | <b>32</b> | <b>27</b> | <b>10</b> | <b>38</b> | <b>8</b> | <b>60</b>    | <b>118</b> | <b>32</b> | <b>29</b> | <b>10</b> | <b>60.17</b> |
| ESL<br>Level<br>1      | 4          | 0        | 420.28         | 2         | 0         | 0         | 2         | 0        | 50           | 4          | 2         | 0         | 0         | 50           |
| ESL<br>Level<br>2      | 3          | 0        | 410.33         | 3         | 0         | 0         | 0         | 0        | 100          | 3          | 3         | 0         | 0         | 100          |
| ESL<br>Level<br>3      | 4          | 0        | 144.68         | 2         | 0         | 0         | 2         | 0        | 50           | 4          | 2         | 0         | 0         | 50           |
| ESL<br>Level<br>4      | 3          | 0        | 157.06         | 0         | 0         | 0         | 3         | 0        | 0            | 3          | 0         | 0         | 0         | 0            |
| ESL<br>Level<br>5      | 2          | 0        | 134.8          | 0         | 0         | 0         | 1         | 1        | 0            | 2          | 0         | 0         | 0         | 0            |
| ESL<br>Level<br>6      | 2          | 0        | 115.75         | 0         | 0         | 0         | 2         | 0        | 0            | 2          | 0         | 0         | 0         | 0            |
| <b>ESL<br/>Total</b>   | <b>18</b>  | <b>0</b> | <b>1382.9</b>  | <b>7</b>  | <b>0</b>  | <b>0</b>  | <b>10</b> | <b>1</b> | <b>38.89</b> | <b>18</b>  | <b>7</b>  | <b>0</b>  | <b>0</b>  | <b>38.89</b> |
| <b>Grand<br/>Total</b> | <b>133</b> | <b>0</b> | <b>9097.19</b> | <b>39</b> | <b>27</b> | <b>10</b> | <b>48</b> | <b>9</b> | <b>57.14</b> | <b>136</b> | <b>39</b> | <b>29</b> | <b>10</b> | <b>57.35</b> |

- 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 Carnegie Units/Credits (G) | Percentage Achieving EFL Gain by Carnegie Units/Credits (H) | Number with EFL Gain by Transition to Postsecondary Education (I) | Percentage Achieving EFL Gain by Transition to Postsecondary Education (J) |
|--|----------------------------|---|--|---|--|--|---|---|--|
| ESL Level 5                                | 0                          | 0   | 0  | 0   | 0  | 0  | 0   | 0   | 0  |
| ESL Level 6                                | 0                          | 0   | 0  | 0   | 0  | 0  | 0   | 0   | 0  |
| ESL Total                                  | 7                          | 7   | 100  | 0   | 0  | 0  | 0   | 0   | 0  |
| Grand Total                                | 51                         | 22  | 43.14  | 29  | 56.86  | 0  | 0   | 15  | 29.41  |

#### 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: UNM-Taos

### 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<br>Functioning Level<br>(A) | Total<br>Number<br>Enrolled<br>(B) | Total<br>Attendance<br>Hours<br>(C) | Number<br>with EFL<br>Gain<br>(D) | Number<br>Separated<br>Before<br>Achieving<br>EFL Gain<br>(E) | Number<br>Remaining<br>Within Level<br>(F) | Percentage<br>Achieving EFL<br>Gain<br>(G) |
|--|------------------------------------|-------------------------------------|-----------------------------------|---|--|--|
| ABE Level 1                                      | 1                                  | 139.25                              | 1                                 | 0   | 0  | 100  |
| ABE Level 2                                      | 21                                 | 2502.1                              | 18                                | 2   | 1  | 85.71                                      |
| ABE Level 3                                      | 20                                 | 1555.3                              | 12                                | 5   | 3  | 60   |
| ABE Level 4                                      | 15                                 | 1466.78                             | 5                                 | 9   | 1  | 33.33                                      |
| ABE Level 5                                      | 2                                  | 176.95                              | 0                                 | 1   | 1  | 0  |
| <b>ABE Total</b>                                 | <b>59</b>                          | <b>5840.38</b>                      | <b>36</b>                         | <b>17</b>   | <b>6</b>                                   | <b>61.02</b>                               |
| ESL Level 1                                      | 3                                  | 372.47                              | 2                                 | 1   | 0  | 66.67                                      |
| ESL Level 2                                      | 3                                  | 410.33                              | 3                                 | 0   | 0  | 100  |
| ESL Level 3                                      | 2                                  | 107.48                              | 2                                 | 0   | 0  | 100  |
| ESL Level 4                                      | 1                                  | 82.51                               | 0                                 | 1   | 0  | 0  |
| ESL Level 5                                      | 1                                  | 50.8                                | 0                                 | 0   | 1  | 0  |
| ESL Level 6                                      | 1                                  | 85                                  | 0                                 | 1   | 0  | 0  |
| <b>ESL Total</b>                                 | <b>11</b>                          | <b>1108.59</b>                      | <b>7</b>                          | <b>3</b>  | <b>1</b>                                   | <b>63.64</b>                               |
| <b>Total</b>                                     | <b>70</b>                          | <b>6948.97</b>                      | <b>43</b>                         | <b>20</b>   | <b>7</b>                                   | <b>61.43</b>                               |

**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: UNM-Taos

### 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.

[illegible]

|                    |           |          |               |          |          |          |          |          |              |           |          |          |          |              |
|--------------------|-----------|----------|---------------|----------|----------|----------|----------|----------|--------------|-----------|----------|----------|----------|--------------|
| ABE Level 2        | 2         | 0        | 104.2         | 0        | 0        | 0        | 2        | 0        | 0            | 2         | 0        | 0        | 0        | 0            |
| ABE Level 3        | 3         | 0        | 69.55         | 1        | 0        | 0        | 2        | 0        | 33.33        | 3         | 1        | 0        | 0        | 33.33        |
| ABE Level 4        | 6         | 0        | 214.83        | 3        | 0        | 0        | 2        | 1        | 50           | 6         | 3        | 0        | 0        | 50           |
| ABE Level 5        | 0         | 0        | 0             | 0        | 0        | 0        | 0        | 0        | 0            | 0         | 0        | 0        | 0        | 0            |
| ABE Level 6        | 0         | 0        | 0             | 0        | 0        | 0        | 0        | 0        | 0            | 0         | 0        | 0        | 0        | 0            |
| <b>ABE Total</b>   | <b>11</b> | <b>0</b> | <b>388.58</b> | <b>4</b> | <b>0</b> | <b>0</b> | <b>6</b> | <b>1</b> | <b>36.36</b> | <b>11</b> | <b>4</b> | <b>0</b> | <b>0</b> | <b>36.36</b> |
| 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>   | <b>0</b>  | <b>0</b> | <b>0</b>      | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b>     | <b>0</b>  | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b>     |
| <b>Grand Total</b> | <b>11</b> | <b>0</b> | <b>388.58</b> | <b>4</b> | <b>0</b> | <b>0</b> | <b>6</b> | <b>1</b> | <b>36.36</b> | <b>11</b> | <b>4</b> | <b>0</b> | <b>0</b> | <b>36.36</b> |

- 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: UNM-Taos

## 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 *  | 105                               | 48   | 45.71  | 105                            | 48  | 45.71  |
| Employment Fourth Quarter after exit *  | 67                                | 15   | 22.39  | 70                             | 15  | 21.43  |
| Median Earnings Second Quarter after exit **  | 48                                | 3866.71  |  | 48                             | 3866.71   |  |
| Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit *** | 40                                | 4  | 10   | 40                             | 4   | 10   |
| Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***  | 40                                | 3  | 7.5  | 40                             | 3   | 7.5  |

|  |    |   |    |    |   |    |
|--|----|---|----|----|---|----|
| Attained a Postsecondary Credential while enrolled or within one year of exit **** | 0  | 0 | 0  | 0  | 0 | 0  |
| Attained any credential (unduplicated) *****                                       | 40 | 6 | 15 | 40 | 6 | 15 |

### 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

NRS FY 21-22 ▼

Agency: UNM-Taos

System:

### 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  | 105                               | 48   | 45.71  | 105                            | 48  | 45.71  |
| Employment Fourth Quarter after exit  | 20                                | 7  | 35   | 20                             | 7   | 35   |
| Median Earnings Second Quarter after exit   | 48                                | 3866.71  |  | 48                             | 3866.71   |  |
| Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit | 10                                | 2  | 20   | 10                             | 2   | 20   |
| Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit  | 10                                | 1  | 10   | 10                             | 1   | 10   |

|   |    |   |    |    |   |    |
|---|----|---|----|----|---|----|
| Attained a Postsecondary Credential while enrolled or within one year of exit | 0  | 0 | 0  | 0  | 0 | 0  |
| Attained any credential (unduplicated) *****                                  | 10 | 2 | 20 | 10 | 2 | 20 |

#### 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: UNM-Taos

| Participant Status on Entry into the Program<br>(A)   | Number<br>(B)         |                           |
|---|-----------------------|---------------------------|
| Employed  |                       | 77                        |
| Employed, but Received Notice of Termination of Employment or Military Separation<br>is pending |                       | 1                         |
| Unemployed  |                       | 32                        |
| Not in the Labor Force  |                       | 23                        |
| <b>TOTAL</b>  |                       | <b>133</b>                |
| Highest Degree Level of School Completed*   | US Based<br>Schooling | Non-US Based<br>Schooling |
| No Schooling  | 0                     | 0                         |
| Grades 1-5  | 1                     | 0                         |
| Grades 6-8  | 7                     | 10                        |
| Grades 9-12 (no diploma)  | 87                    | 5                         |
| Secondary School Diploma or alternate credential  | 9                     | 2                         |
| Secondary School Equivalent   | 1                     | 0                         |
| Some Postsecondary education, no degree   | 0                     | 3                         |
| Postsecondary or professional degree  | 2                     | 1                         |
| Unknown   | 2                     | 3                         |
| <b>TOTAL (both US Based and Non-US Based)</b>   |                       | <b>133</b>                |
| Program Type**  |                       |                           |
| In Family Literacy Program  |                       | 0                         |
| In Workplace Adult Education and Literacy Activities***   |                       | 0                         |
| Institutional Programs (section 225)  |                       |                           |
| In Correctional Facility  |                       | 0                         |
| In Community Correctional Program   |                       | 0                         |
| In Other Institutional Setting  |                       | 0                         |

Participant Status on Entry into the Program  
(A)

Number  
(B)

TOTAL Institutional

0

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

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

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

#### Employment Status definitions:

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

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

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

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

Student:

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

Select Reporting  
System:

NRS FY 21-22

Agency: UNM-Taos

| 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                              | 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

NRS FY 21-22

Agency: UNM-Taos

System:

## 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   | 7  | 2   | 28.57  | 7                              | 2   | 28.57  |
| Employment Second Quarter after exit  | 9  | 2   | 22.22  | 9                              | 2   | 22.22  |
| Employment Fourth Quarter after exit  | 14   | 1   | 7.14   | 16                             | 1   | 6.25   |
| Median Earnings Second Quarter after exit   | 2  | 7358.65   |  | 2                              | 7358.65   |  |
| Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit | 0  | 0   | 0  | 0                              | 0   | 0  |
| Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit  | 0  | 0   | 0  | 0                              | 0   | 0  |
| Attained a Postsecondary Credential while enrolled or within one year of exit   | 0  | 0   | 0  | 0                              | 0   | 0  |



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

### Instructions for Completing Table 9

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

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

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

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

Follow instructions for completing Table 5 to report these outcomes.

**For reporting civics education outcome measures:**

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

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

# Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Taos

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

## Instructions for Completing Table 10

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

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

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

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

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

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

OMB Number 1830-0027

# Student:

## NRS Table 11

Select Reporting  
System:

NRS FY 21-22

Agency: UNM-Taos

### 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 | 13   | 0   | 0  | 13                                 | 0   | 0  |
| MSG via Attainment of Secondary School Diploma/ Recognized Equivalent  | 13   | 0   | 0  | 13                                 | 0   | 0  |
| MSG via Secondary or Postsecondary Transcript                          | 13   | 9   | 69.23  | 13                                 | 9   | 69.23  |
| MSG via Progress Toward Milestones                                     | 13   | 1   | 7.69   | 13                                 | 1   | 7.69   |
| MSG via Passing Technical/ Occupational Skills Exam                    | 13   | 0   | 0  | 13                                 | 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 12 (beginning Program Year 2010-11): Work-based Project Learners by Age, Ethnicity, and Sex (Optional)

Select Reporting System:

NRS FY 21-22

Agency: UNM-Taos

[illegible]

# Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting  
System:

NRS FY 21-22

Agency: UNM-Taos

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

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.).**