



**State of New Mexico  
Higher Education Department  
Adult Education Division**

**Program Annual Report  
Preparation Guidelines and  
Reporting Template**

**2019-2020**

Please email reports to:

[adult.education@state.nm.us](mailto:adult.education@state.nm.us)

**AND**

[amy.anderson@state.nm.us](mailto:amy.anderson@state.nm.us)

Adult Education Division  
New Mexico Higher Education Department  
2044 Galisteo, Suite 4  
Santa Fe, NM 87505

**Reporting Deadline  
September 1, 2020**

(Please email your reports to [adult.education@state.nm.us](mailto:adult.education@state.nm.us) and [amy.anderson@state.nm.us](mailto:amy.anderson@state.nm.us) no later than 5 p.m.  
on the due date.)

# **Annual Program Report**

## **2019-2020**

### **Checklist:**

Complete Cover Page with Signatures

Complete Section I (Program Narrative)

Complete Section II (Student Data)

Complete Section III (Evaluation of Program Effectiveness)

Complete Section IV (WIOA Partner Activities, including Integration with One-Stop Partners)

Complete Section V (Career Pathways Activities)

Complete Section VI (College and Career Readiness Standards).

Complete Section VII (IELCE)

Complete Section VIII (Staff and Professional Development).

Complete Section IX (Fiscal Survey)

Attach all NRS Tables

Attach MOUs and IFAs

**Introduction:**

NMHED AE Division provides these guidelines for the Annual Report process for programs to supply 2019-2020 program year information. Please take this opportunity to identify areas of program improvement and request technical assistance from NMHED AE. The process also helps the NMHED AE Division to aggregate program information for reporting to OCTAE at the U.S. Department of Education. Please be sure to contact the NMHED AE Division with any questions.

**General Instructions:**

1. Cover Page
2. Annual Report (Sections I – IX).

This section includes:

- Section I (Program Narrative Report)
  - Section II (Student Data)
  - Section III (Evaluation of Program Effectiveness)
  - Section IV (WIOA Partner Activities, including Integration with One-Stop Partners)
  - Section V (Career Pathway Activities)
  - Section VI (College and Career Readiness Standards)
  - Section VII (IELCE Activities)
  - Section VIII (Staff and Professional Development)
  - Section IX (Fiscal Survey)
3. Attach all NRS Tables
  4. Attach MOU and IFA

**(Please remove these instructional pages when submitting your final report.**

**Your submitted report should begin with the signed cover page.)**

**Annual Program Report  
Cover Page**Program Name: Adult Learning CenterInstitution or Organization: UNM-Los Alamos

Address:	<u>4000 University Drive</u>
City:	<u>Los Alamos</u>
County:	<u>Los Alamos</u>
Zip:	<u>87544</u>
Main Phone:	<u>505-662-5919</u>
Fax:	<u>505-662-0344</u>
Website:	<u>http://losalamos.unm.edu/</u>

Fiscal Year: 2019-2020Submission Date: Sept. 1, 2020

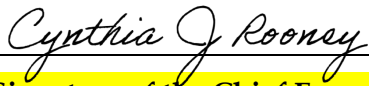
Program Director, Manager, or

Coordinator Name: Jane ClementsContact Information: Phone: 505-662-0338Email: Janec181@unm.edu

Alternate Contact Name: \_\_\_\_\_

Contact Information: Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Signature of the Chief Executive Officer or Designee**9-1-2020**DATE**Cynthia J. Rooney, 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. Please list your program's three highest priority goals for the 2019-2020 program year. Discuss your program's progress on each of these goals, as well as any additional program year highlights you care to share. If you encountered significant goal-related challenges that were NOT due to the COVID pandemic, please cite them here; pandemic-related program impacts will be addressed separately in question #4 below.

As outlined in our 2019-20 mid-year report, our over-arching goal for our program has remained constant. We strive to provide effective program structure and classroom teaching so that eligible students are able to improve their skills in literacy, numeracy and English language acquisition with the eventual goal of either obtaining improved employment, attaining a high school equivalency credential, or enrolling in a certificate or academic program that will eventually lead to better employment opportunities.

As we worked towards the all-encompassing goals of improved student and program performance this year, three specific goals that we addressed were:

- A. Increasing the numbers of students in the program, and having students more engaged in their own educational process so that the services they receive are more meaningful to them individually.
  - a. We continued to work on increasing the numbers of students in the program, but numbers this year were not as high as we anticipated. Part of this was due to COVID 19, but another reason for the lower attendance numbers was economic. Discussions with non-ESL AE students who inquired about the program, but did not ultimately enroll, enforced the belief that much of this drop in numbers is due to a situation where some students are working more than one job, leaving little time to take classes (and making enough money that on balance, they feel it's more advantageous to keep working at the jobs they have). Our overall enrolled (12+ hours) student rate of unemployment has remained relatively steady over the past 3 years 17/18 – 20%, 18/19 – 24% and 19/20 – 22%, but the rate of unemployment among our HSE students has steadily risen: 19% in 2017/18; 31% in 2018/19; and 45% in 2019-20. Conversely, fewer employed students are taking our classes (72% in 2017/18; 61% in 2018/19; and 34% in 2019/20). As a result, we are enrolling primarily unemployed students, or students who are unavailable for work, in our HSE program. We think this drop in employed students in our classes offsets the increasing number of unemployed students and is responsible in part for our lower enrollment numbers. Students with jobs (and especially students with multiple jobs) report less time available to spend on HSE studies and college and career readiness skills, and do not enroll in class, or dis-enroll soon after beginning class. Although they realize that they might be able to use the skills gained in our classes to improve their employment situation, when they look at the cost-benefit analysis, the immediate reward

of a paycheck supersedes the long-term reward of higher education and an eventual job that is more engaging and better paying. We will continue to promote the benefits of an education in improving employment and education opportunities in this environment, but realize that we do need to more effectively publicize our program, both to students we know are in our communities that are unaware of our services, and to students who are aware of our services, but unable to take advantage of them because of their employment situation. Before the COVID 19 pandemic, we had been working on outreach to employers in our community to serve these students by having classes at their workplace during the work day, and had begun that program with one employer, but those efforts were halted with the advent of COVID 19 and the UNM mandate to provide non-contact classes. Once we are able to have in-person classes once again, we will continue to work on this initiative so that we can provide services to more learners.

- b. We believe that we have achieved our goal of providing a more engaging, meaningful classroom experience that meets student's educational needs. We realize that this is an aspirational goal, and that we can always work on improving the classroom learning experience, but we believe we have made real and concrete gains in this area. Throughout the year, we continued to provide quality instructional classroom hours, both in person and virtually. In 2017-18, students logged 47 instructional hours. In 2018-19, students logged 54 instructional hours, and in 2019-20 students logged 80 instructional hours. This increase reflects both our deliberate programmatic decisions to increase the numbers of classroom hours available to students, and also the value students placed on time spent in the classroom. Students' perception of the value of the time spent in the classroom was enhanced by our participation in the Career Pathways Initiative, and the implementation of ideas gained from that program in the classrooms. This year we hired a College and Career Readiness Instructor/advisor who worked both with instructors and teachers to help students define career and educational goals, and tailor their educational program to meet those goals. This personal attention to each students' needs helped steer instructional programs in the classroom, and resulted in a more meaningful learning experience for students.
- B. Another goal has been to better align classroom instruction with program goals and benchmarks (particularly emphasizing career pathways skills), and improve our outreach to local employers. As discussed above, part of our effort to ensure that the services we provide students are relevant to their lives, we hired a College and Career Readiness Instructor/advisor to help tailor our students' educations to their needs. This program was quite successful with students (especially the unemployed students), and was beginning to produce results in terms of students developing plans for future employment and studies; unfortunately, our coordinator needed to leave this position because of changes occurring during the COVID pandemic. We had ongoing outreach efforts to employers during the year to offer classes for employees that were designed to improve employee literacy and numeracy skills, and these were well-received. However, those efforts ended when COVID began.
- C. A continuing emphasis has been on improving our data collection protocols and ensuring the accuracy of our data. As part of this, we are working on more timely data entry. This includes more streamlined attendance protocols and feedback to instructors on the importance of accurate

and timely attendance recording, collection and entry into LACES. As our communication between staff and instructors has improved, our data collection has improved.

2. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Please specify degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals?

We have informal agreements with Rio Arriba Literacy to provide both HSE and ESL tutoring services to students at Delancey Street and in Los Alamos. We have informal agreements with Los Alamos Corrections, Delancey Street Foundation, and Sangre de Cristo House to provide high school equivalency classes for learners in those correctional and treatment facilities. We have an informal agreement to cooperate on class offerings with the Family Strengths program in Los Alamos. We have an informal agreement with the Rotary Club of Los Alamos to provide vouchers for some of our students to pay for the costs associated with taking the HiSet exam. We have an MOU with the Pojoaque School District to provide both HSE and ESL classes to learners at the Pojoaque Middle School. We have an informal agreement with the Pueblo of Pojoaque Corporate Enterprises to provide both HSE and Work Skills classes at the Buffalo Thunder Resort and Casino. We have an informal agreement with the Torreon Starlight Chapter House and Torreon Community Library to provide HSE classes at that location.

All of these collaborations have benefited learners in our communities, thereby supporting our program goals of educational outreach to our community members. These arrangements allow us access to students, classrooms, technology, tutoring services and support services that would otherwise be unavailable to us (and therefore unavailable to our students) and limit our ability to provide quality services to learners. We greatly appreciate all the help our partners provide to this program.

3. Describe your participation in any statewide initiatives and how that participation has affected your program's goals. (For example: Justice Initiative, Career Pathways Initiative)

Our involvement with the Career Pathways Initiative has allowed us to more effectively address our students' needs to make their time in the classroom more relevant to their college and career goals by helping us see more clearly how to expand our outreach efforts on students' behalf, and how to direct and facilitate students efforts in finding ways to access resources on their own.

Some concrete examples of programs that we implemented were creating Onboarding Templates and Career Mapping Templates for new adult learners that helped them map out their education and career goals, and our instructors were providing training on the Work Force Connections website so that students were able to access those services.

As we move forward, a challenge will be translating these services into online instruction delivery.

5. Please describe the impact of the COVID pandemic on your program. How were goals, timelines, and collaborative arrangements affected? Describe any substantial changes your program made to both general service delivery and to specific policies or procedures, including testing.

Goals, timelines and collaborative arrangements were all affected by Covid 19.

In positive news, our overall post-testing rates improved with the introduction of remote TABE testing. This was an unexpected positive outcome. Remote testing allowed us to ask students who had moved out of the immediate service area to finish the program by taking a final TABE or TABE CLS-E exam online. Even though many of our HSE students left the program in March, and were not able to take HSE exams in this calendar year (thereby decreasing our post-testing rates and measurable skills gains among that population of students) we were still able to improve our overall post-testing rates and msgs.

Our goals were negatively affected by the COVID 19 pandemic in that we both lost students once we switched to remote learning on Mar. 16, and we had only 1 new student enroll from Mar. 16 – June 30. From July 1, 2019 to March 15, 2020, we had 141 students in the program that attended for at least one hour. From March 16, 2020 to June 30, 2020, we had 63 students attend for at least one hour. These numbers for the same time period for the 2018/19 time period were 149 and 124 respectively. After March 16, 2020, we had only one new student enrollment through June 30, 2020. This translates into a new enrollment percentage for that time period of 0.01% (1 student) as compared to a new enrollment percentage for the same time period in 2018/2019 of 21% (40 students). This alone had a significant negative impact on our program.

We saw a drop in both ESL and HSE student numbers, and believe, based on discussions with students, that many students in the ESL program withdrew because of increased responsibilities for monitoring the online learning of young children within their household. While this was a factor in HSE student withdrawal, we also heard that student motivation for the HSE program declined since there was so much uncertainty surrounding taking the official HSE exams once testing centers closed, along with plans for future employment and education. Students who had been highly engaged with our College and Career Readiness Instructor/advisor withdrew, and communicated that they saw no point in continuing in the class under the present circumstances. Younger students in particular reported motivation and mental health issues that affected their desire to stay in the program.

When we looked closer at our data for our combined ESL and HSE programs, we saw no real trends in student withdrawal based on gender, income levels, or employment status (Figures 1 -3). However, we did see a trend in students that self-reported Ethnicity and Race in that more students self-identifying as White left the program (Figure 4). Also, when we looked at age ranges, only 9.5% of students in the 16-20 year old range remained in the program, while 41% of 21-30 year olds, 62% of 31-40 year olds and 55% of 41+ year olds stayed in the program during this period of uncertainty (Figure 5).

When we looked at the HSE and ESL programs separately, we saw a greater drop in numbers of HSE students, confirming our observations in the classroom (Figure 6). The largest drop in HSE students occurred in Los Alamos, rather than at any of our satellite sites (Figure 7).

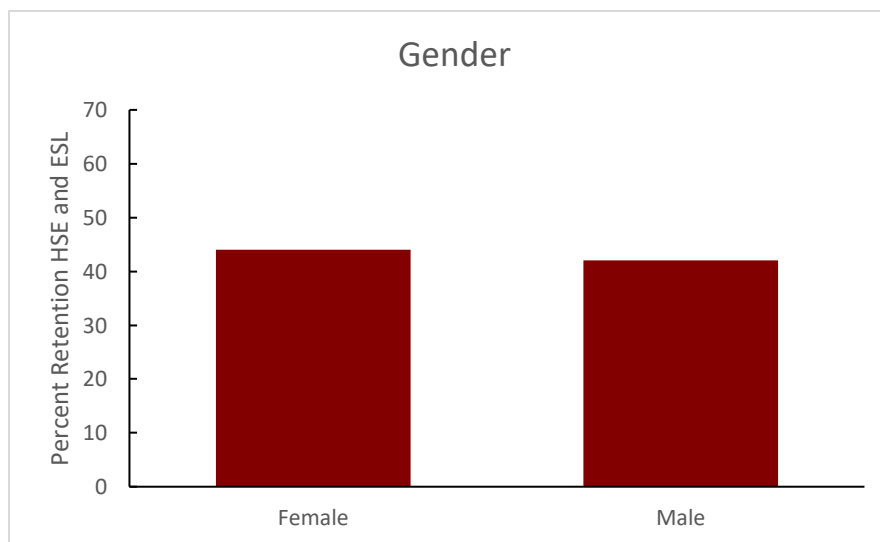
The numbers in our program are too small to do any statistical analysis, but we believe the trend we saw of younger students leaving in larger numbers was a real phenomenon. Many of these students were in the HSE program, correlating with the larger drop in HSE vs ESL percentages. The correlation with ethnicity and race may be that many of the younger students in our program were also the ones that self-identified as white. Younger students most frequently expressed frustration with the uncertainty facing them in terms of careers and education, and surprisingly, often did not have access to technology other than their cell phones for virtual learning. In Los Alamos and the two Pojoaque sites, we switched to all



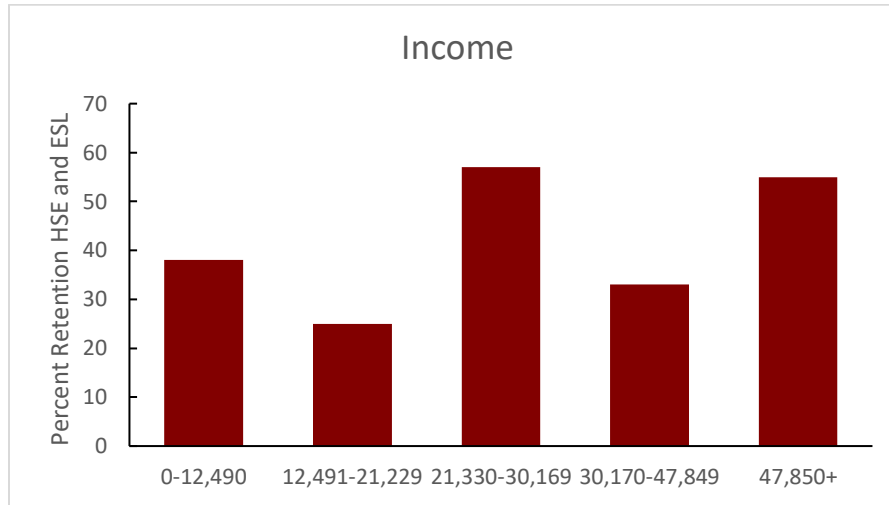
online learning platforms for instruction delivery once UNM LA closed the campus on March 16. Instructors initially struggled to provide online learning for a period of time during this transition. Also, after the transition, students in Los Alamos and one of the Pojoaque sites told their instructors that they either had no internet connectivity or no hardware to use to connect to the internet. There was then a delay in switching to paper instruction for these students, and during this delay, we lost a number of students. Because instructors knew that there was no internet connectivity at either the Delancey or Torreon sites, we continued to deliver instruction by using drop boxes for paper assignments and instruction via telephone immediately after the COVID 19 shutdown. These sites had a better retention rate than sites where students were expected to have the hardware necessary to access online learning.

As we continue to confront the effects of the COVID 19 pandemic, the message for us is that we need to change our teaching and coaching strategies. We need to continue to be flexible in instruction delivery, and need to work towards providing hardware (chrome books and laptops) for students that do not have this level of technology if we expect them to be able to participate in online learning. We also need to provide instruction in learning technologies so that students are able to use the technology we provide. We need to develop alternative means for students to engage with learning and potential career pathways, and we need to provide more support for students of all ages, but in particular, to younger students who feel most disaffected in the current economic and social climate.

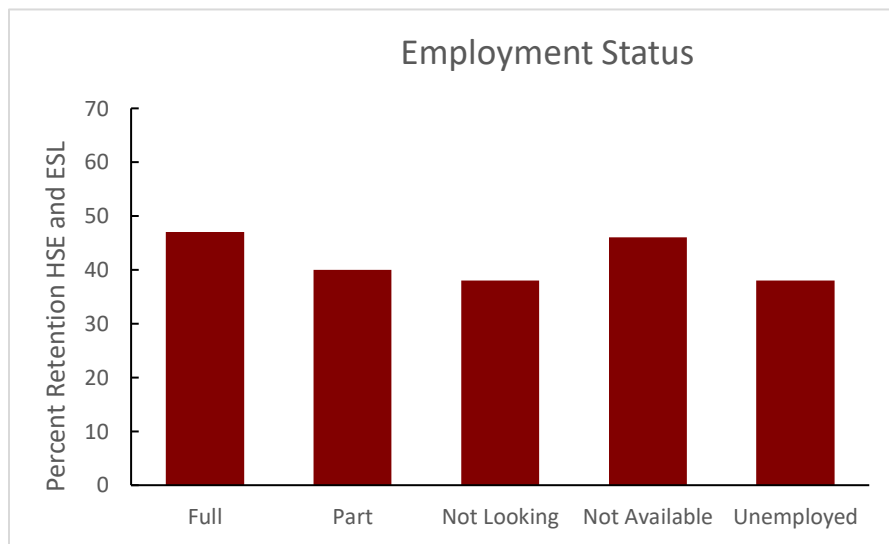
#### Retention Percentage After Introduction of Remote Learning



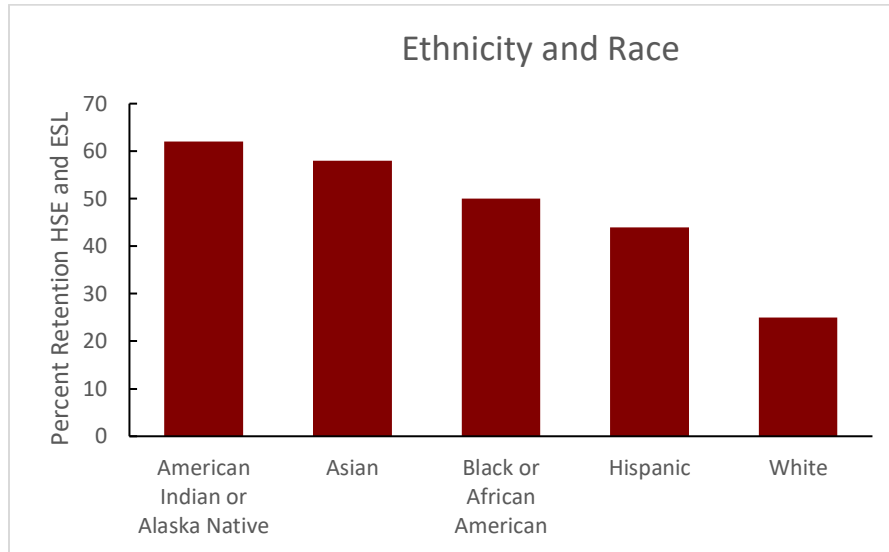
**Figure 1. Gender and retention rate.**



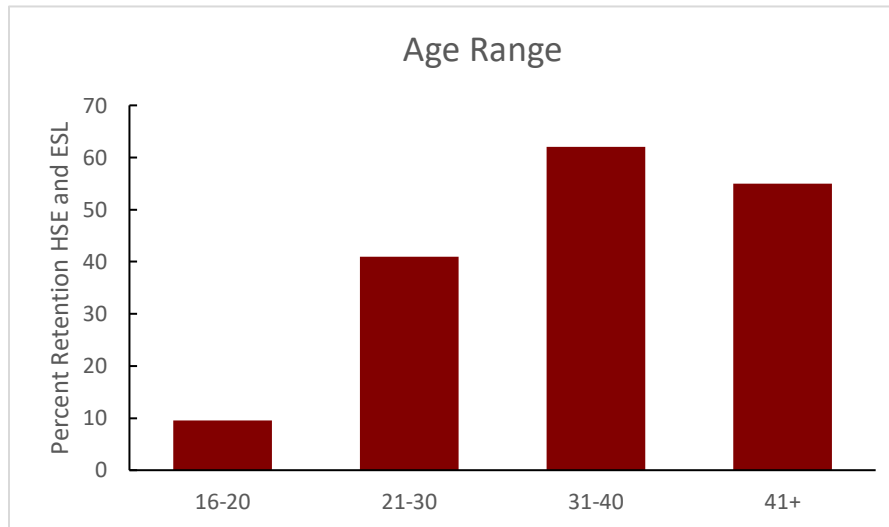
**Figure 2. Income levels and retention rates in the HSE and ESL program.**



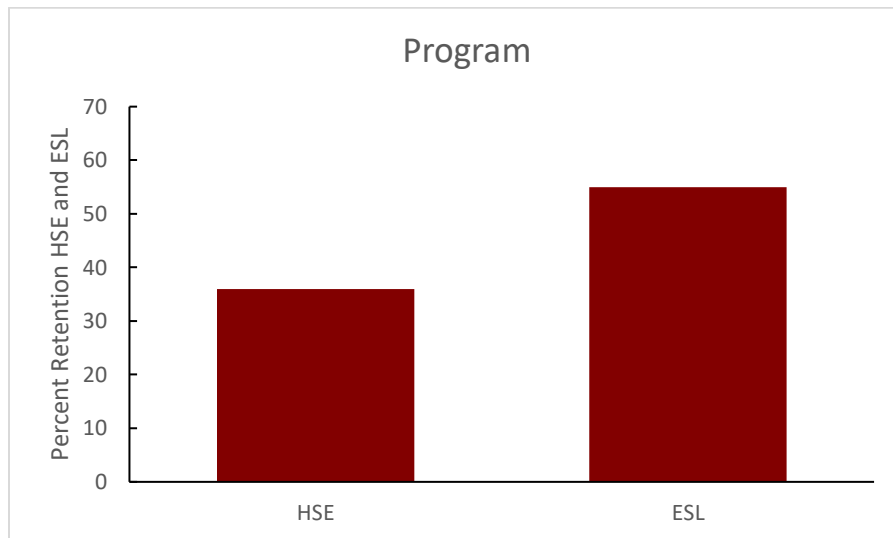
**Figure 3. Employment Status and retention rates in the HSE and ESL programs.**



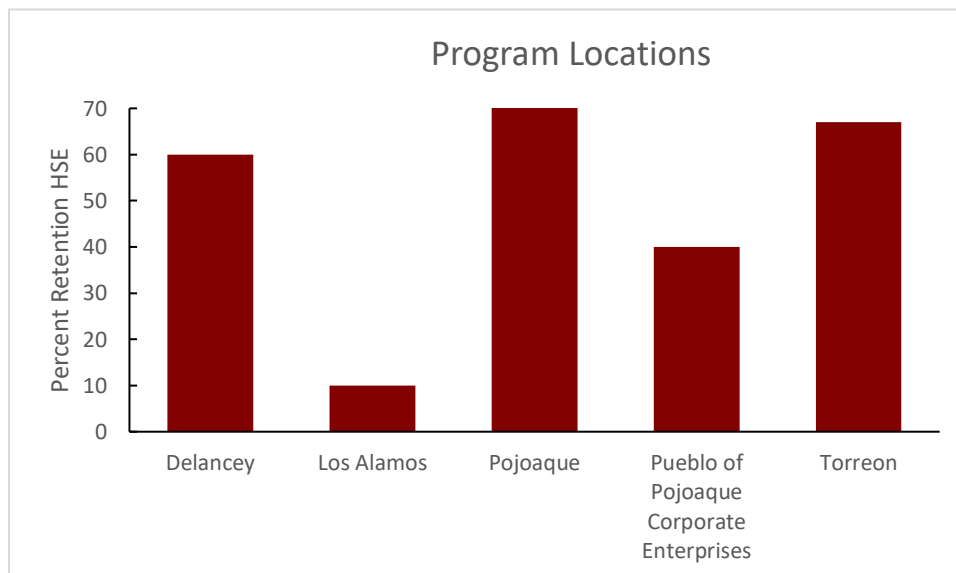
**Figure 4. Ethnicity and Race and retention rates in the HSE and ESL programs.**



**Figure 5. Age and retention rates in the HSE and ELS programs.**



**Figure 6. Retention rates in the HSE and ESL programs.**



**Figure 7. Retention rates at all UNM LA sites.**

Our instructors expressed the challenges dealing with the program changes related to COVID 19 best. Their comments follow.

*COVID caused a substantive change to our program. We met in person 4 days a week and co-taught between two teachers. We were required to move our class online and to start implementing Zoom and Kahn academy for our students. Most of our students do not have a pc readily available to them. So trying to teach them using a mobile platform was challenging and most of our students stopped attending class. Also, it was very difficult to get paper materials and books to our students. (J. Olsen, HSE Instructor)*

*The COVID pandemic impacted the program by creating a "lag" time for learning and goals and timelines were interrupted. As an instructor, I had to learn various online platforms such as Zoom, so that I would be able to teach the class online. Once I was comfortable with Zoom and Google Meet, I was able to invite the students*

*back into the classroom. Although students were given homework assignments by email during the learning curve, this period wasn't "face-to-face" learning and the students lost a few weeks and/or months in their academic progress. After a few months of an adjustment period, Zoom has worked well for students and they are making academic progress once again. The COVID pandemic also impacted testing. However, now that most of the students have spent time learning this procedure, it has become easier for them to navigate through the test site. (C. Ress, HSE and ESL Instructor)*

*I teach an Advanced ESL class. The majority of students who join the class are young, professional, well-educated people who already possess a good level of reading, grammar, comprehension skills. Their goal is mostly not to learn the language but to acquire it. They are looking for communication opportunities. Opportunities to engage in conversation, to pick up new vocabulary, colloquial expressions, to practice their speaking and listening skills that would allow them to better communicate with native speakers and to find a job in their field down the road. I always tried to offer them this opportunity and we had lively, vigorous discussions exchanged opinions, experiences and energy on a variety of topics in the classroom. The students met a lot of new people and built friendships, met, and communicated after the classes, developed a community.*

*The pandemic had a strong effect on all that. When we switched to online classes, we didn't have contact classes, we communicated through phone and email, students accomplish their work on their own, submitted it to me, I provided feedback, they did correction work. Apparently a lot of people lost their motivation. Before the pandemic, I had 8-10 students who came daily on a regular basis, always well prepared with done homework. When the classes switched to online, I lost half of the group and only 2 students submitted their homework in the last week of the classes. (N. Sherman, ESL Instructor)*

*Some students were not able to continue participating for various reasons - examples: a limited internet connectivity, children at home and needing help and supervision. It's hard to hold group activities via ZOOM meetings and it's difficult to access teaching materials. Extra teacher's time is required to scan the material to deliver to students. Students would like to have printed copies and many don't have a printer. (J. Tuzel, ESL Instructor)*

## Section II. Student Data 2019-2020

Please enter the following information regarding student count/hours for:

- your total program
- each satellite site

	Total Program	Site: Los Alamos	Site: Los Alamos Corrections	Site: Pueblo of Pojoaque Corporate Enterprises	Site: Pojoaque Middle School	Site: Delancey Street Foundation	Site: Torreon	Site: Sangre de Cristo House
Total count of students with fewer than 12 hours (Table 2A)	35	16	0	7	3	0	4	5
Total count of students with 12 + hours	107	64	1	9	9	14	5	5
Total contact hours for students with 12 + hours	8602	5536	33	695	477	1052	695	118
Average contact hours for students with 12 + hours	80	86	33	77	53	75	139	24
Average contact hours for students with 12 + hours experiencing level gains	121	140	33	104	65	96	198	38
Count of all HSE graduates with 12 + hours	12	8	0	3	0	1	0	0
Count of HSE en Español graduates with 12 + hours	-	-	-	-	-	-	-	-
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	.35	.12	1	.33	.71	.64	.4	0/2
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	.64	.68	-	-	0	-	-	-
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column G ABE Total on Table 4 by Column B ABE Total on Table 4)	31	32	0/1	22	14	21	40	80
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total on Table 4)	26	25	-	-	50	-	-	-
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	.53	.20	0/1	.78	.71	.86	1	.2

# Adult Education Local Provider Annual Report

2019-2020

Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	.95	.95	-	-	.5	-	-	-
<b>Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.</b>	5	5				-		-
<b>Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.</b>	15	13	-	-	1	-	1	-

<b>Please provide a list of communities or organizations requesting services or additional service from your program.</b>	<b>Service Requested</b>		
<b>Los Alamos Corrections</b>	<b>Classes</b>		
<b>Delancey Street Foundation</b>	<b>Classes</b>		
<b>Sangre De Cristo House</b>	<b>Classes</b>		
<b>Pueblo of Pojoaque Corporate Businesses</b>	<b>Classes</b>		

### Section III. Evaluation of Program Effectiveness

In this section please address program performance and demonstrated effectiveness. Look at the data for individual sites, as well as for your program as a whole.

**1. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?**

This year we focused on communication as a team-building component essential to improve both individual's performance and the performance of the program overall. Instructors were encouraged to meet and 'compare notes' on classroom techniques and student challenges. Initially these were in-person meetings, and then became regularly scheduled Zoom meetings to discuss challenges and solutions when we transitioned to providing learning after the COVID 19 shutdown. Two of our instructors participated in the Career Pathways Initiative and we then hired a dedicated College and Career Readiness Instructor/advisor to participate in this initiative and work on developing meaningful and engaging ways for students to think about and evaluate their options regarding careers and education. This coach then went to individual instructors to help them develop classroom approaches that would meet the specific needs of their students. We routinely look at our data, and share observations with instructors. This helps us work as a team to encourage students to stay in class and test. We also actively encourage instructors to participate in professional development opportunities.

Many of our instructors attended the NMAEA conference, and found this to be an invaluable networking experience where they shared information with instructors from other programs.

**2. When you look at your program data, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.**

We are effective in providing quality teaching to a diverse group of students, and have been making our classroom experiences more engaging and meaningful. This is shown by our geographically diverse satellite sites, a diverse student body (NRS Table 2) the increasing number of hours that students choose to be in the classroom (47 hours in 2017/18; 54 hours in 2018/19 and 80 hours in 2019/20) and our increasing retention rate to 40 hours (44% HSE/67% ESL 2017/18; 51% HSE/67% ESL 2018/19; and 53% HSE/95% ESL 2019/20) and improving post test rates (22% HSE/25% ESL 2017/18; 32% HSE/51% ESL 2018/19; and 35% HSE/64% ESL 2019/20) (internal tables, NMHED AE reports) and our increasing levels gains (20% 2017/18, 36% 2018/19 and 44% 2019/20) (NRS Table 4).

We continue to need to increase attendance in our program, since many students who could benefit from our services are not enrolling. According to NM-IBIS, between the years of 2013-2017, 1.1 – 3% of adults over the age of 25 in Los Alamos did not have a high school diploma. This translates into at least 200-540 adults in our community that could benefit from our HSE services. (Education – No High School Diploma. Retrieved on 8/21/2020 from New Mexico Department of Health, Indicator-Based Information System for Public Health website: <http://ibis.health.state.nm.us/> ) Traditional outreach methods are not working as well as we would like; we need to engage students through social media and other non-traditional outreach methods. Many students tell us that they learn of our program through acquaintances who recommend us, but we are missing those students who don't have that personal engagement with others in our



program. We will continue to work on increasing visibility through print media and social media, in the hopes of making our services known to a wider population.

**3.** When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.

As discussed previously, a negative trend that we have seen is decreasing enrollment in our classes. We need to work towards more effectively raising awareness in our communities of the types of services that we can provide for learners. One goal for this year is more effective outreach through traditional and non-traditional avenues.

Positive trends in our data are the increasing number of hours that students choose to be in the classroom (47 hours in 2017/18; 54 hours in 2018/19 and 80 hours in 2019/20) and our increasing retention rate to 40 hours (44% HSE/67% ESL 2017/18; 51% HSE/67% ESL 2018/19; and 53% HSE/95% ESL 2019/20) and post test rates (22% HSE/25% ESL 2017/18; 32% HSE/51% ESL 2018/19; and 35% HSE/64% ESL 2019/20) (internal tables, NMHED AE reports) and our increasing levels gains (20% 2017/18, 36% 2018/19 and 44% 2019/20) (NRS Table 4). We plan to build on these trends by continuing to provide engaging and meaningful instruction in the classroom. Importantly, hiring a College and Career Readiness Instructor/advisor was instrumental in developing this classroom approach. This particular person had to resign in response to COVID 19, but we hope to hire someone else to continue this emphasis in the classroom.

**4.** Describe any program improvement initiatives you plan to pursue that were not already discussed in question #3 above.

We plan to pursue the initiatives discussed above, and continue to engage with businesses in the communities, in the hope that once we are able to again have in-person classes, we will be able to offer classes at business locations to employees for both work skills and ESL.

**5.** How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.

As discussed in question 5 in Section 1, COVID had a profound impact on our program. Please refer to that question for the discussion.

Additionally, here are comments from two teachers about the impact on their teaching and their students' ability to benefit from our classes.

*We had between 6-8 students attending our class every week. After we moved the class online we had 2 students attend our zoom meetings regularly. I had one that would email me regularly. All responded that with their jobs and social distancing with no testing reinstatement in sight, they were unmotivated to continue doing class. (J. Olsen, HSE Instructor)*

*Switching from in-person teaching to online teaching created a time gap whereas the students lost a few weeks or months in their academic progress. The data to support this response is the post-test given to students. Some scored higher than their previous test, but most students' scores were the same or lower. (C. Ress, HSE and ESL Instructor)*

## **Section IV. WIOA Partner Activities, including Integration with One-Stop Partners**

For this section, please describe how the program has provided or supported services in the workplace development, career, employment and training arena.

1. Please provide an estimate of FEDERAL FUNDS used during the 2019-2020 fiscal year to support Title I WIOA related activities and services through the One-Stop system. 0
  
2. Describe how services provided are aligned with the local workforce development area plan (Section 108 of WIOA), including how concurrent enrollment is promoted in programs and activities under the Workforce Development Activities (Titles I, III, and IV of WIOA, and as listed in New Mexico's Combined State Plan). Include information on the activities your organization provides in response to the regional needs as identified in the local workforce development area plan under section 108 of title I of WIOA.

Two of our instructors and our CCR Instructor/advisor worked on aligning our classroom instruction with our local workforce development plan. Here is their description of their efforts and the plan that they had put in place.

*The adult education instructors will provide comprehensive training on the Work Force Connections website. This will provide students with current labor market information. Using this information, they will create a dynamic bulletin board to reflect current career and job opportunities. Students will regularly update the bulletin board which will keep it current and accurate. We also created an Onboarding Template for new adult learners that will help them map out their education and career goals. This mapping system will encourage concurrent enrollment in programs to achieve their career goals. We are also developing a Career Mapping Template which will provide students with an articulated career pathway visual that includes adult education services. This template offers a clear and concise graphic on classes or programs that can or should be taken concurrently in order to reach their career goals. (C. Tuzel, CCR Instructor/advisor)*

3. Describe activities and strategies your organization has implemented to demonstrate partnership with the Local Workforce Development Board (LWDB) and one-stop operators to plan, develop, and evaluate adult education and literacy activities for the area you will serve.

Our instructors and CCR Advisor worked together to come up with the following plan for the students we serve.

*We met with a Work Force Connections Consultant in order to establish a working relationship and we became familiar with the Work Force Connections website and Labor Market Information. We will invite a Work Force Connections Consultant to present to our students and have our students create a Work Force account. We created a Work Force scavenger hunt worksheet to help familiarize students with the Work Force platform. We will have the director of Small Business Development Center, the financial aid and academic advisors, certificate instructors, and community guests speak to our students and answer questions about their services and experiences. Once the campus is reopened, we will take our students on UNM-LA resource site visits. (C. Tuzel, CCR Instructor/advisor)*

4. Include a copy of your program's MOU and IFA with the Local Workforce Board(s) in the area(s) in which you provide service. In the event that the MOU or IFA are not complete, please discuss.

**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 2019-2020 program year.

1. Please attach your original Career Pathways Initiative Action Plan + final Progress and Sustainability Plan to this report.

Attached

2. Describe how your organization's activities provide learning in context, including through integrated education and training (IET)\*, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency. \*If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)

*Our adult education instructors incorporate academic skills, critical thinking skills, digital literacy skills, and soft skills, such as interview strategies and techniques, leadership skills, conflict management, time management, and how to work well with others, into their weekly lesson plans. We will be providing regular follow-up services such as advising sessions and referrals to adult learners to ensure they are meeting the demands of the workforce. Mentoring was available at any time to all students who needed coaching/guidance in their education and career path. We created an Individual Career and Education Plan template to map out each student's path. We informed our students of available wrap around services and resources (mental health, public health, TANF, etc.). We will begin creating student portfolios and add in a career pathways survey in the onboarding process. (C. Tuzel, CCR Instructor/advisor)*

3. If your organization is currently in the process of actively developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.

UNM-LA is currently in the process of developing a Career Mapping Template which will provide students with an articulated career pathway visual that includes adult education services. The goal over time is to have several of these maps that can be used with students and stakeholders to illustrate movement along pathways. We also created an Onboarding Template for new adult learners that will help them map out and achieve their education and career goals.

4. If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.

We currently have a relationship with Buffalo Thunder in providing HSE classes to their employees.

We had been in the process of developing contracts with other employers, however, due to COVID they have decided to either cancel their contract or put it on hold for the time being.

## **Section VI. College and Career Readiness Standards**

For this section, please describe the program's progress toward implementation of adult education college and career readiness standards (CCRS). Of course we understand that your answers to the questions below will necessarily include both pre-and-post pandemic realities. We trust you will capture both and organize your responses in a way that makes most sense to you and adds helpful perspective to information already supplied in earlier sections of this report.

1. Describe how your organization's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.

We have increased the number of class hours available to each learner, and we believe that this is in part responsible for the increase in levels gains that we have seen this year. Equally, we have had instructors participate in trainings offered at the state level (C3, Career Pathways Initiative, Motivational Coaching for Adult Education) so that they are able to bring the most effective teaching techniques back into the classroom. Reading instruction is part of every classroom teaching plan.

Different teachers gauged the essential skills that their students needed to learn, and adapted their teaching styles as described below.

*Many of my students were at risk learners. At risk learners rely just as much on connections as on learning materials that are appropriate. My teaching tried to engage the students and reinforce that learning was valuable as well as engaging, ongoing, and goal fulfilling. Also, the learning that was going on was academic as well as reinforcing executive skills that could be used in their current jobs. (J. Olsen, HSE Instructor)*

*Teaching is and can be of sufficient intensity and quality even after COVID 19 because students can continue to learn in a virtual classroom. Zoom and other platforms have allowed students to ask questions in real-time and through the chatbox. This allows for interactive learning. Zoom classroom coupled with homework assignments (new and reinforced), allows students to achieve substantial learning gains. The instructional practices that include the essential components of reading instructions are being done on online platforms. These practices include modeled reading (including thinking aloud),*

*shared reading, guided reading, and independent reading. Reading includes whole group, pair work, and individual instruction. (C. Ress, HSE and ESL Instructor)*

2. Describe how your organization's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

We had begun the 2019/20 academic year with computers in the classroom at most of our sites, and used these computers for online TABE testing, academic learning on online platforms, and career exploration activities. For some students, using online platforms in the classroom allowed them to tailor their learning experience to their level, allowing them to progress in their learning at a more rapid rate.

Experience keyboarding and accessing digital media helped prepare students for real-world interactions in the academic classroom and at their jobs. Ultimately, we believe, this exposure to the digital world would lead to improved academic and job performance for students since they are more able to learn and compete when they leave our classroom.

Unfortunately, for many students, this was the extent of their interaction with computer hardware and software, and so for many, the online technological part of their learning slowed or halted once COVID 19 occurred and they were no longer in the classroom. We have ordered chrome books for some students for this coming year, and are waiting for those to be activated so that we can continue to provide this learning experience for students this year.

In response to COVID 19, instructors moved to Zoom and used a variety of online platforms to try to support distance learning. In their own words, they "... tried to marry technology to support learning with technology to support connection in order to create a vibrant learning environment." (J. Olsen, HSE Instructor)

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

For this section, if the program received IELCE funding for 2019-2020, please describe IELCE activities and services provided by the program so far this fiscal year.

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

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

N/A
-----

2. Describe how the local areas in which your organization is located have demonstrated a need for additional English language acquisition programs and civics education programs.
3. Describe how your program has provided Integrated Education and Training (IET) for your IELCE students and how they fulfill the three requirements for an IET program (34 CFR 463)

## VIII. 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 2019-2020

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Arias	Madeline	Instructor	Part	B.S.	5	UNM Training	Various	Online
Clements	Jane	Program Manager	Full	Ph.D.	7	NMAEA	2/24 -27 2020	ABQ
Clements	Jane	Program Manager	Full	Ph.D.	7	UNM Training	Various	Online
Clements	Jane	Program Manager	Full	Ph.D.	7	Career Pathways Initiative	Various	Online
Gordo	Sha	Instructor	Part	HS	1	NMAEA	2/24 -27 2020	ABQ
Gordo	Sha	Instructor	Part	HS	1	UNM Training	Various	Online
Kuiper	Anne	Instructor	Part	M.A.	3	UNM Training	Various	Online
McCrary	Debra	Instructor	Part	B.S.	6	UNM Training	Various	Online
McCrary	Debra	Instructor	Part	B.S.	6	Career Pathways Initiative	Various	Online
McCrary	Debra	Instructor	Part	B.S.	6	NMAEA	2/24 -27 2020	ABQ
Olsen	Jennifer	Instructor	Part	B.A.	5	UNM Training	Various	Online
Olsen	Jennifer	Instructor	Part	B.A.	5	Motivational Coaching for Adult Education	May/June 2020	Online



# Adult Education Local Provider Annual Report

2019-2020

Ramirez Aponte	Naly	Instructor	Part	B.A.	6	UNM Training	Various	Online
Ress	Claudia	Instructor	Part	M.S.	3	UNM Training	Various	Online
Ress	Claudia	Instructor	Part	M.S.	3	Career Pathways Initiative	Various	Online, ABQ
Ress	Claudia	Instructor	Part	M.S.	3	Motivational Coaching for Adult Education	May/June 2020	Online
Sherman	Natalia	Instructor	Part	M.S.	11	UNM Training	Various	Online
Subramanian	Sowmya	Instructor	Part	Ph.D.	0	UNM Training	Various	Online
Tuzel	Carolyn	Instructor	Part	M.A.	3	UNM Training	Various	Online
Tuzel	Carolyn	Instructor	Part	M.A.	3	Career Pathways Initiative	Various	Online, ABQ
Tuzel	Carolyn	Instructor				NMAEA	2/24 -27 2020	ABQ
Tuzel	Jolanta	Instructor	Part	M.A.	10	UNM Training	Various	Online
Viloria	Isolina	Instructor	Part	H.S.	0	UNM Training	Various	Online
Viloria	Isolina	Instructor	Part	H.S.	0	NMAEA	2/24 -27 2020	ABQ

## IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
66	\$25	\$1650

2. Please indicate FY 2019-2020 hours contributed – Volunteer Admin (Receptionist/Front Desk)

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

3. Please indicate FY 2019-2020 hours contributed – Board of Directors (Organizational Development)

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

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

0

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

0

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

2000

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
1621	3.2	\$62,246.40

### Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

**IX. Fiscal Survey (Continued)**

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

1. Please list other sources of support and their contributions for FY 2019-2020.

<b>Source</b>	<b>Amount</b>
Los Alamos Rotary Club	\$1493.50 to purchase HiSet vouchers
High Altitude Athletics Club	\$500 to purchase HiSet vouchers
Pojoaque Middle School, Delancey Street Foundation, Pueblo of Pojoaque Corporate Enterprises, Sangre de Cristo House	These entities donated classroom space for HSE and ESL classes. Some also provided computer and internet access.

**B. Program Income Activities**

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2019-2020 fiscal year.

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

<b>AEFLA allowable activity</b>	<b>Amount</b>
N/A	N/A

## Adult Education Local Provider Annual Report

**2019-2020**

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: [adult.education@state.nm.us](mailto:adult.education@state.nm.us) AND [amy.anderson@state.nm.us](mailto:amy.anderson@state.nm.us) no later than 5:00 p.m. on September 1, 2020.

## CAREER PATHWAYS IN ADULT EDUCATION

# Career Pathways Progress and Sustainability Plan for New Mexico

PROGRAM NAME: University of New Mexico – Los Alamos

This is an opportunity for local programs to reflect on the progress you have made relative to career pathways implementation based on the components of your Career Pathways Plan. Please indicate what specifically you have been able to accomplish during Phase 2 of the Career Pathways Statewide Initiative and your plans for continued implementation during FY21. We understand that the covid-19 pandemic has affected all programs' implementation efforts and expect that much of your plans have changed to accommodate current circumstances or will shift into the coming fiscal year. It is sufficient to be concise with a bulleted response.

### Progress on Implementation

Relative to the Components of your Career Pathways Plan, what have you accomplished toward establishing a career pathways model?

We met with a Work Force Connections Consultant in order to establish a working relationship and we became familiar with the Work Force Connections website and LMI.

We created a Work Force scavenger hunt worksheet in order to familiarize students with the WF platform.

We created an Individual Career and Education Plan template in order to map out each student's career path.

We informed our students of available wrap around services and resources (mental health, public health, TANF, etc.).

We began creating student portfolios and career mapping, and we added in a career pathways survey in the onboarding process

We began instructing students to set up a UNM-LA email account.

Did you have to revise your plans based on the covid-19 pandemic or because things did not play out as intended? If so, please explain:

We were unable to have the Work Force Connections Consultant present to our students and consequently were unable to have our students create a Work Force account.

We did not get to create a dynamic bulletin board.

We were unable to have the director of Small Business Development Center, the financial aid and academic advisors, certificate instructors, and community guests speak to our students and answer questions about their services and experiences.

We were unable to take our students on UNM-LA resource site visits.

### Sustainability Plan

Relative to the Components of your Career Pathways Plan, what are your plans for continued career pathways implementation during FY21?

Complete the Career Pathways Plan components that we were not able to complete due to COVID-19

Continue to train our instructors on career culture and mental health.

Explore E-portfolio options.

Implement the Individual Career and Education Plan template in the student on-boarding process.

Meet with students regularly to track and coach them in their career/education plan.

Meet with instructors regularly to work with them on incorporating soft skills and transition planning into their class.

Continue to create and formalize new and existing partnerships

Ensure continued program development by annual teacher participation in adult education conferences, NMHED sponsored workshops, and teacher development institutes.

Ensure students have the most accurate information on their current skill level by requiring teacher training in TABE administration and results evaluation.

Ensure an appropriate, consistent learning environment by requiring annual UNM training in workplace environment and ethics.

Organize and work with job information to provide students with the best career advice

Use our “Career Pathways Notebook” to inform our policies and teaching.

DEVELOPED BY JEFFREY A. FANTINE ©2019



**New Mexico Higher Education Department**  
**Statewide Career Pathways Initiative**  
**Career Pathways Planning System FY20**

**PURPOSE OF STATEWIDE INITIATIVE:**

1. To create and implement a comprehensive Career Pathways Service Delivery Model for Adult Education statewide and to promote the development of innovative, effective, and sustainable career pathways instruction, which may include Integrated Education and Training opportunities, for New Mexicans with low literacy levels and other significant barriers to employment, including individuals involved with the criminal justice system.
2. To encourage local Adult Education programs and other education providers serving similar demographics to form productive partnerships with each other, and with other agencies, organizations, businesses, and other entities who are—or might be---meaningfully engaged with providing education, training, support, employment services, and jobs to adults with low literacy levels and other significant barriers to employment, including incarcerated and other justice-involved individuals.

**RELEVANT DEFINITIONS FROM THE WORKFORCE INNOVATION AND OPPORTUNITY ACT**

**Adult Education Services:**

- Title II of the Workforce Innovation and Opportunity Act (WIOA) defines adult education (AE) to mean academic instruction and education services below the postsecondary level that increases an individual's ability to:
  - A. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
  - B. transition to postsecondary education and training; and
  - C. obtain employment.

**Career Pathways:**

- WIOA defines career pathways to mean a series of rigorous and high-quality education and training strategies and other services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Elements of career pathways will:
  - A. align with the skill needs of industries in the economy of the State or regional economy involved;

- B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- C. include advising to support an individual in achieving the individual's education and career goals;
- D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- E. organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;
- F. enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and
- G. help an individual enter or advance within a specific occupation or occupational cluster.

**Integrated Education and Training (IET):**

- Defined in WIOA Section 203(11) as: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Required IET Components as specified in C34 CFR 463.36:
  - 1. Adult Education and literacy activities as described in 463.30
  - 2. Workforce preparation activities as described in 463.34, and
  - 3. Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section 134(c)(3)(D) of WIOA.

**DEFINITION OF JUSTICE-INVOLVED INDIVIDUALS:**

- Justice-involved individuals include anyone who is currently or has been involved with the criminal justice system. This includes individuals who are awaiting trial, convicted of a crime, on probation, under home confinement, incarcerated in jail or prison, under community residential supervision, or on parole. (NATIONAL INSTITUTE OF CORRECTIONS)

**PURPOSE OF CAREER PATHWAYS PLANNING SYSTEM:**

- To ensure New Mexico's adult education programs meet the federal definitions of adult education, career pathways, and integrated education and training; as well as to meet WIOA requirements and the rigor established through the *Career Pathways in Adult Education Training*, programs will prepare and submit a Career Pathways Plan that will be approved by state staff for implementation during the second half of FY20 (January through June 2020) and beyond. This Plan should be viewed and used as a strategic planning document, that can be reviewed and revised annually, to assist programs with identifying gaps, assessing needs, developing goals, determining resources, and evaluating progress relevant to comprehensive career pathways services.



Name of Program: \_\_\_\_\_ UNM LA \_\_\_\_\_ Date Submitted: 12/16/19 \_\_\_\_\_

Please identify members of the team who developed this plan:

Please Check: ☐ Draft Plan (Due **October 31, 2019**)

☒ Final Plan (Due **December 16, 2019**)

### **CAREER PATHWAYS PLAN:**

This planning system is a 3-step process designed to assess a program's current status by conducting a gap analysis that identifies (1) what the program has in place and (2) what the program is missing; and to (3) create a plan with the steps needed to move forward toward delivering services within a comprehensive career pathways model. The first part is a gap analysis; the second part is developing an action plan the program will take to fill in the gaps, if all necessary components of a comprehensive career pathways model are not currently in place. **Note:** It is possible that a program may have aspects of all the components in place; in this instance, those programs are encouraged to focus on strengthening aspects within the components as a continuous improvement effort.

All programs participating in the Statewide Career Pathways Initiative are required to submit a Career Pathways Plan to the state for approval. If you have questions as you develop your Career Pathways Plan, **contact** Jeffrey A. Fantine, Ph.D., the contractor for this initiative: [jeff.fantine@gmail.com](mailto:jeff.fantine@gmail.com). Dr. Fantine will be in regular communication with NMHED state staff to discuss specific aspects of this initiative and the planning process, and having a central contact will ensure consistency of information and process.

### **3-Step Process:**

1. Identify what is in place: **CURRENT ACTIVITIES**
2. Identify what is missing: **PLANNED NEW ACTIVITIES**
3. Create a plan to implement what is missing: **PLAN TO IMPLEMENT NEW ACTIVITIES**

**NOTE:** There should be a direct correlation between what is identified in Step 2 and the plan created in Step 3. Complete each section in bulleted format rather than a narrative. Save this document with your program name in the title. If the program has previously participated in a career pathways effort that resulted in a plan, please attach it along with this document when submitted.

It is highly recommended as the program develops its Career Pathways Plan, that it seeks connections to what already exists locally before creating something new to avoid duplication of efforts within the workforce development system. Please understand, no matter where you are in the career pathways process, either starting out or far along, you can make improvements and move forward. Also, in order to better ensure successful implementation of this Plan, it is recommended that a program take a few steps forward at a time and stagger its implementation timeline.

## Creating A Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 1: Partnerships

**Description:** Partnerships are critical to an effective career pathways system. They help align services within a community and create a seamless education and training pipeline. Partnerships should be strategic and mutually beneficial.

**Considerations -**

- Put relationships in writing. Create formal written agreements with partners critical to an effective career pathways system. These partners include postsecondary institutions, WIOA core and required partners, employers, community agencies, and any stakeholder relevant to the workforce development system. The agreement should include partner roles and responsibilities, services provided, expected outcomes, how resources will be shared, and when the agreement will be revisited.
- Programs may convene a Career Pathways Advisory Group with relevant stakeholder representation to guide career pathways efforts.
- Have an effective referral network in place with stakeholders to streamline services. Determine how the program handles referrals from other agencies and how the program will make referrals to other agencies.

**Current Activities:**

Include a list of formal partnerships that already exist. Indicate who the partner is and the nature of the partnership.

**Planned New Activities:**

Include a list of formal partnerships the program would like to establish or a partnership that already exists, but the program would like to strengthen (a minimum of one new or strengthened partnership is required in this Plan). Indicate who the partner is and what the program would like the nature of this partnership to be.

- We pair with Rio Arriba Adult Literacy Program (RAALP) to provide tutors for ESL and College and Career Readiness students at selected sites.
- Local service organizations provide students with scholarships to pay for HSE testing.
- We have formal (MOUs) and informal agreements with multiple organizations to provide classroom space for ESL and HSE classes.
- We work with employers to provide relevant work skills classes to their employees.

- Expand ESL classes to other local employers including McDonald's Corporation and Los Alamos National Laboratory (LANL).
- Schedule and meet with workforce representative. Discussions to include:
  - Community resources
  - Vocational rehabilitation
  - Justice involved individuals
  - Creating a partnership
- Create a new relationship with Pojoaque Tribal Court.
- Strengthen our relationship with RAALP.
- Initiating a new partnership between UNM-LA and PPCB to extend employment to UNM-LA students at the Pueblo of Pojoaque Corporate Businesses (PPCB) facilities.
- Work with a local organization that can provide childcare during

## Creating A Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 1: Partnerships

	<p>HSE, ESL and College and Career Readiness classes.</p> <ul style="list-style-type: none"> <li>• Make contact with Public Health services to provide support and training for our instructors.</li> </ul>
<b><u>Plan:</u></b> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above. Include how the program will go about establishing or strengthening the partnerships listed in “Planned New Activities” above.	<b><u>Timeline:</u></b>
<ul style="list-style-type: none"> <li>• We will schedule a meeting with Workforce (WF) in the Espanola office.               <ul style="list-style-type: none"> <li>○ Our goal is to establish a working relationship with them and to become familiar with the website, facility, and services.</li> <li>○ Workforce staff will present an overview of the workforce website, community resources, employment services and vocational rehabilitation on site at the Pueblo of Pojoaque Corporate Businesses (PPCB) and the University of New Mexico Los Alamos (UNM-LA).</li> <li>○ We will partner with WF to provide opportunities for all our justice involved individuals, discuss financial aid opportunities, and reciprocal help. We will schedule (2) initial site visits at UNM-LA and PPCB.</li> <li>○ These visits/presentations will be held during class hours and will serve to inform the student population of the benefits of workforce.</li> </ul> </li> <li>• Provide ESL classes to other local employers including McDonald’s Corporation and possibly LANL. These will take place at the sponsoring facility.</li> <li>• We will strengthen our partnership with PPCB. UNM-LA has been added to the distribution list for current job opportunities at PPCB facilities. PPCB has committed to help find positions for UNM-LA ESL and HSE students.</li> </ul>	<ul style="list-style-type: none"> <li>• January 2020</li> <li>• February 2020</li> <li>• Feb 2020</li> <li>• December 2019</li> <li>• January 2020</li> </ul>

## Creating A Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 1: Partnerships

- Strengthen our relationship with RAALP.
  - Continue to provide UNM-LA tutors to RALP, continue to use RALP tutors for our students.
  - Schedule regular meetings with RALP to identify needs.
  - Establish a continuum of services from RALP tutoring program to UNM-LA for ESL, HSE, and College and Career Readiness classes.

## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 2: Career Culture

**Description:** Programs should create a career pathways culture, one that promotes college and career readiness. Career Pathways should impact every aspect of a program and includes messaging, attitudes, environment and speak.

**Considerations -**

- The program's vision and mission statements should align with the local workforce development system and should reflect a workforce focus.
- Does the program name effectively communicate career pathways services? If not, the program might need a new name or a career pathways tagline.
- A program's promotional materials should emphasize the future beyond the program rather than the endpoint (i.e., college, career and life success over getting a HSE certificate).
- Programs should create an environment that inspires students toward college and career opportunities (i.e., the language that is used, the visuals seen around the facility, the attitudes toward and expectations of students).

**Current Activities:**

Include a list of what the program already does to create a career pathways culture.

**Planned New Activities:**

Include a list of what the program could do to enhance a career pathways culture.

## Creating a Comprehensive Career Pathways Model

### Gap Analysis and Plan

#### Essential Component 2: Career Culture

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● The program name was changed from the <u>Adult Basic Education Program</u> to the <u>College and Career Readiness Program at the Adult Learning Center</u> last year.</li> <li>● The Mission Statement was written to align with a College and Career Pathways orientation.             <ul style="list-style-type: none"> <li>○ The UNM-Los Alamos Adult Learning Center provides:                 <ul style="list-style-type: none"> <li>■ Free classes, instructional materials, tutoring, and a computer practice lab for all students in (ESL, HSE, and Career and College Readiness Classes).                     <ul style="list-style-type: none"> <li>● Services include instruction in reading, writing, and math, all levels of ESL instruction, and introduction to essential job skills for the workforce.</li> <li>● Eligible students are individuals seeking to prepare for life, work, or post-secondary education with skill levels below the college level and who have the ability to benefit from the instruction.</li> </ul> </li> </ul> </li> </ul> </li> <li>● Students enrolled in the College and Career Readiness Program receive UNM-LA IDs and are eligible to walk in the spring UNM-LA graduation upon completion of the GED or HiSet exams.</li> <li>● Homework help is available to all students through the Academic Learning Center on campus.</li> <li>● Promotional materials reflect career pathways.</li> </ul> | <ul style="list-style-type: none"> <li>● Create a Career Pathways program that includes:             <ul style="list-style-type: none"> <li>○ Becoming familiar with WF, Jobs.state.nm.us, LMI, and career surveys.</li> <li>○ We will create a scavenger hunt style worksheet to help familiarize students with these platforms in online assignments.</li> <li>○ Students will create a workforce account during on-boarding.                 <ul style="list-style-type: none"> <li>■ They will do the scavenger hunt worksheet.</li> <li>■ The students will gather additional information about current workforce and labor market trends.</li> <li>■ We will have the students present the information from their scavenger hunt in written and verbal form.</li> <li>■ Students will create a dynamic bulletin board from the information gathered.</li> <li>■ Students will regularly update the bulletin board to reflect current trends.</li> <li>■ Students will review their career goals with this information in mind and create a career plan.</li> </ul> </li> </ul> </li> <li>● We will create a career culture by educating our instructors on the ideals of career pathways and extend our services to all UNM-LA locations.</li> <li>● We will create 15 minute soft skills mini lessons (or bell ringers) and begin using them in the new session.</li> </ul> |
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## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 2: Career Culture

<b><u>Plan:</u></b> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above. Include what the program will do specifically to create or enhance a career pathways culture in the program.		<b><u>Timeline:</u></b>	
<ul style="list-style-type: none"> <li>• Become familiar with WF, LMI, career surveys, and create soft skill mini lessons.</li> <li>• Create a scavenger hunt worksheet geared toward familiarizing students with the workforce platform.</li> <li>• Create some “fact finding tasks” worksheets to provide additional searches on these platforms.</li> <li>• Initiate student led investigations that will help inform us of the current job market and trends.</li> <li>• Students will create a career goal or next step goal during on-boarding.</li> <li>• We will instruct students to create a workforce account during on boarding. We will instruct our current students in the same manner.</li> <li>• Students will create a dynamic workforce bulletin board.</li> <li>• Create a career pathways culture by training all instructors at all UNM-LA sites.</li> </ul>		<ul style="list-style-type: none"> <li>• December- January 2020</li> <li>• January 13, 2020</li> <li>• February 2020</li> <li>• March 2020</li> </ul>	

## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 2: Career Culture

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## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 3: Labor Market Information (LMI)

**Description:** Career Pathways systems are driven by local labor market information. Labor market information describes current and projected local workforce needs. This information can be helpful when guiding students with career planning as well as with planning instructional services and IET programs. It is important that programs analyze and utilize labor market information to design and implement career pathways models. New Mexico's Labor Market Information can be found at <https://www.dws.state.nm.us/>.

**Considerations –**

- Engage employers that align with local workforce needs.
- Share labor market information with students to help inform their career goal-setting and planning.
- Develop contextualized instruction and IET programs in in-demand industries.

**Current Activities:**

Include an analysis of local LMI, i.e. what the current and projected local workforce needs are. Include a list of how the program currently uses LMI to inform career pathways efforts.

- Los Alamos is unique in that we have a limited number of employers. Consequently, we have been working with students to look at local job needs rather than regional LMI jobs.
- We are working with one employer to provide classes designed to help employees improve workforce skills
- We have contextualized instruction in all classes.

**Planned New Activities:**

Include a list of how the program will use LMI to inform career pathways efforts (either enhancing what is already being done, or beginning to use this information if it is not being used currently in a meaningful way).

- Increase interaction with local employers to offer their employees classes that will allow them to master both academic and workforce skills (McDonald's Corporation, LANL)
  - Call both locations to strengthen relationship.
- Schedule a time to provide a presentation by the Small Business Development Center (SBDC) to our students.
  - Introduce students to the Director of SBDC.
  - Areas of assistance include:  
Business startup, registration, planning, development, marketing, funding, and incorporation.
- Instruct students on the use of Workforce and LMI websites.

## Creating a Comprehensive Career Pathways Model

### Gap Analysis and Plan

#### Essential Component 3: Labor Market Information (LMI)

- After our onsite meetings and following the study time in December, we will review LMI and WF platforms; our team will meet to discuss our findings.
- We will then create a scavenger style worksheet and some fact finding exercises to aid the students in drilling down into the LMI platform.
- These worksheets will be assigned in class to current students and will become a regular part of our onboarding process.
  
- Students will create a dynamic bulletin board of current job trends using LMI website as well as local employers in Los Alamos. The Los Alamos site is a unique location in that the majority of jobs are provided by Los Alamos National Labs.
  - Have students research our local employers (LANL, Smiths, Los Alamos Medical Center, Los Alamos County and Los Alamos Public Schools) and update our dynamic bulletin board with current opportunities.
  - This bulletin board will be more of an information station for current job trends, student opportunities and to drive career decisions including:
    - LMI
    - Work Force
    - UNM-LA credit classes
    - UNM-LA certificate programs
    - Local Small Business Development Center Information



## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 3: Labor Market Information (LMI)

<b>Plan:</b> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.	<b>Timeline:</b>
<ul style="list-style-type: none"> <li>• Continue making contacts with employers to increase the number of learners in workforce skills classes.</li> <li>• Continue to strengthen our relationship with LANL, McDonald’s Corporation and PPCB, and to offer ESL, HSE and College and Career Readiness classes in these locations.</li> <li>• Include WF and LMI in onboarding and present this information to current students, but focus on jobs that are present in the community, rather than just in northern New Mexico.</li> <li>• Schedule a presentation by Director of Small Business Development Center (SBDC).</li> <li>• Begin the bulletin board research, creation and updating. This will be a student driven activity, making and keeping the pathways display current and accurate for our areas of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• December 2019</li> <li>• Jan 13, 2020</li> <li>• January 2020</li> <li>• February 2020</li> </ul>

## Creating a Comprehensive Career Pathways Model

### Gap Analysis and Plan

#### Essential Component 4: Onboarding: Intake, Assessment and Orientation

**Description:** The process of enrolling students, gathering the necessary information to serve students effectively and establishing appropriate expectations of participation in the program. This process should emphasize career pathways and college and career readiness.

**Considerations -**

- Have students register with Workforce Connection: <https://www.jobs.state.nm.us/vosnet/Default.aspx>
- Provide student enrollment through both managed and open enrollment approaches.
- Integrate career-related assessments and opportunities for career exploration.
- Use career pathways maps/visuals to illustrate career advancement.
- Identify support services to enhance persistence and the probability of success.
- Have a comprehensive orientation process, such as a Start Smart course, with all necessary onboarding elements. Once the orientation is complete, students then begin instruction.

**Current Activities:**

Describe the program's current onboarding process. Provide a list of all elements of the process, including any career-related activities.

- We have both open and managed registration/enrollment.
- Onboarding includes:
  - IT, financial and academic advising
  - Campus tours
  - Use TABE or TABE CLS-E testing to create a baseline for students
  - Creation of a portfolio
  - Currently the information in the portfolio contains:
    - GED and HiSet Information
    - TABE and TABE CLS-E test results
    - Writing samples

**Planned New Activities:**

Describe what the new process will look like, if any changes will be made to the onboarding process. Provide a list of career-related activities the program will include.

- Work with Public Health office to address mental health issues, social organizations in town to help provide support services (schedule instructor informational sessions, bring in Self Help to talk about services they can provide (food, shelter, job training).
- Work with local organizations to offer classes where other organizations can provide child care (Family Strengths).
- Create Career maps for each student.
  - This year we began having students create a portfolio. We will expand this to include career goals and include pay expectations, and trends for employment in the field.
  - We will add a career pathway survey to help inform students of opportunities aligned with their preferences.
- Provide Career exploration and awareness through presentations and WF and LMI and use this information to create a career or next step goal.
- We will instruct students to set up UNM-LA e-mail accounts and to register with UNM-LA alerts.

## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 4: Onboarding: Intake, Assessment and Orientation

- Research E-Portfolios for future use.

**Plan:**

Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.

**Timeline:**

- Work with Public Health office to address needed support.
- Work with local organizations to offer classes with childcare.
- Provide access to career exploration during onboarding.
- Make Career Mapping a part of onboarding
  - We will expand the student portfolio to include career goals, pay expectations, trends for employment in the field.
  - We will add a career pathway survey to inform students of opportunities aligned with their career goals.
- We will instruct students to set up UNM-LA e-mail accounts and to register with UNM-LA alerts.
- While becoming familiar with Workforces platforms, we will concentrate on the career path survey that help students explore more opportunities based on their preferences. These will be presented during onboarding.
- Explore E-Portfolio options for future use.

- January 2020
- January 2020
- December -January 2020
- March 2020

## Creating a Comprehensive Career Pathways Model

### Gap Analysis and Plan

#### Essential Component 5: Individual Education, Career and Life Plans

**Description:** Adult education students should have an individual education, career and life plan that he/she is involved in developing, and that is used to guides their program services in a manner that accelerates the student’s educational and career advancement. It should include highlights of formal and informal assessment results, academic and career goal setting, identified support services, persistence strategies, and a plan for services and transition. NMHED is considering requiring a process programs will use for the Individual Education and Career Plans for students.

**Considerations –**

- Integrate career-related elements to an Individual Learning Plan.
- Involve students in creating their plan, and help them understand how to use it to guide them toward academic, career and life success.
- Review several samples of individual education and career plans, choose or create a template that will work for the program.

**Current Activities:**

If the program currently uses an Individual Learning Plan or Individual Education and Career Plan, list the elements included in the template. Include how the plan is developed and used, and how students are involved in the process.

**Planned New Activities:**

Indicate if the program will use (create new or revise existing) an Individual Education, Career and Life Plan for every student? Include a list of the elements that will be included in the template, how it will be created and used for each student, and how students will be involved in the process.

Student portfolios include:

- TABE and TABE CLS-E assessment results
- Writing samples
- UNM-LA student IDs, computer access

- We plan to offer entrepreneurship and financial literacy classes to students moving through the HSE and College and Career Readiness classes to better prepare students for both work and life.
- We will require students to create a workforce account during onboarding to help them identify compatible career options.
- Based on their test results, discussion with instructor about the career recommendations and results, students will create a career or next step plan.
- They will take these areas of interest and look at the LMI and WF information to see if these jobs would provide them the lifestyle they desire.
- We will require that each student has a career or “next step” plan in their portfolio.
- We will work with UNM-LA to provide improved counseling for students:
  - Schedule both academic and financial advisors to visit

## Creating a Comprehensive Career Pathways Model

### Gap Analysis and Plan

#### Essential Component 5: Individual Education, Career and Life Plans

	<p style="text-align: center;">the classroom each semester.</p> <ul style="list-style-type: none"> <li>• We will invite the instructors from certificate programs to speak in the classroom as well, each semester.</li> </ul>
<p><b><u>Plan:</u></b> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above. Describe how the template will be created, what elements will be included in the template, how the program will create and use these plans for each students, and how students will be involved in creating and using their individual plan.</p>	<p><b><u>Timeline:</u></b></p>
<ul style="list-style-type: none"> <li>• We are working with the credit side of UNM-LA to provide financial literacy and entrepreneurship classes to students.</li> <li>• Our portfolios will have additional sections meant to help with career planning. <ul style="list-style-type: none"> <li>○ After becoming familiar with the WF career planning platform, we will develop a worksheet to help students clearly define their “next step”.</li> <li>○ Completing this worksheet and selecting a career goal or “next step” will be part of onboarding.</li> </ul> </li> <li>• We will invite the various instructors of certificate programs to speak and answer questions in class, including classes at satellite sites.</li> <li>• Work with UNM-LA to provide improved counseling to all students at all sites.</li> </ul>	<ul style="list-style-type: none"> <li>• December 2019</li> <li>• December 16 January 13, 2020</li> <li>• January 2020</li> <li>• February 2020</li> </ul>

## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 6: Career Advising

**Description:** Career advising in adult education is providing guidance to students on academic and career services. Advisors help students develop strategies and skills to explore and pursue academic and career options, as well as develop and implement a plan for academic, career and life/family success. Advising services should be ongoing, incorporate use of the student's individual education and career plan, and continue through transition to next steps.

**Considerations -**

- Offer advising through partnerships, use of volunteers, or as part of the program's staffing structure (i.e., create a Career Advisor position).
- Create a process that provides for ongoing advising services.
- Include the Individual Education and Career Plan in the advising process.
- Determine the qualifications of a Career Advisor and identify training requirements.
- Outline in writing what the Career Advisor should be doing with students so that advising services are applied consistently.

**Current Activities:**

Include a description of how career advising services are currently provided by the program, if they are being provided at all. Include how often students connect with advising services and how the student's Individual Education and Career Plan is used in the advising process.

**Planned New Activities:**

Include a description of how career advising services will be provided by the program (either getting started, if it does not currently exist; or strengthened, if it already exists). Include how often students will connect with advising services and how the student's Individual Education and Career Plan will be used in the advising process.

Invite UNM-LA advisors and student services representatives in to counsel students.

- Set up workforce accounts with students, have them drill down into their areas of interest and ability with worksheet guidance.
- Using the "career goal sheet", from our portfolio, have students answer questions about the career they are researching and ultimately select a career goal or "next step".
- Create a dynamic bulletin board outlining current job trends and available openings.
- Provide presentations by SBDC, UNM-LA, and Certificate Instructors.

**Plan:**

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.

**Timeline:**

- Increase the use of the portfolio to help with career planning based on WF, LMI, and career surveys
- Have our students research our local employers (LANL, Smiths, LAMC and LAPS) and update our

- January 13, 2020

## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 6: Career Advising

<p>dynamic bulletin board with current opportunities.</p> <ul style="list-style-type: none"> <li>Set up presentations with SBDC, UNM-LA, and Certificate Instructors.</li> </ul>	<ul style="list-style-type: none"> <li>February 1, 2020</li> <li>February 3, 2020</li> </ul>
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## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training

<p><b>Description:</b> Curricula and instructional practices in adult education programs should be rigorous, relevant and research-based (Title II, Subtitle C Sec. 231(e)(6)). The scope of instructional services should include academic skills, workforce preparation and job training. Programs should offer a competency-based, contextualized curriculum in addition to Integrated Education and Training programs for both ABE and ELL students.</p> <p><b>Considerations -</b></p> <ul style="list-style-type: none"> <li>Align instruction to the College and Career Readiness Standards.</li> <li>Integrate workforce preparation (soft skills) and contextualization (career and life) into all instruction to meet student needs.</li> <li>Offer IET programs that align to Labor Market Information and meet local workforce needs.</li> <li>Have students utilize resources in Workforce Connection: <a href="https://www.jobs.state.nm.us/vosnet/Default.aspx">https://www.jobs.state.nm.us/vosnet/Default.aspx</a></li> <li>Involve employers and other partners in the design and delivery of instructional and career-related services.</li> <li>Use technology to support career pathways efforts.</li> </ul>	
<p><b>Current Activities:</b></p> <p>Include a description of how the program currently offers career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.</p>	<p><b>Planned New Activities:</b></p> <p>Include a description of how the program will offer (begin or strengthen) career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.</p>

## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training

<ul style="list-style-type: none"> <li>● Textbooks are aligned with College and Career Readiness Standards.</li> <li>● Soft skills are integrated into the classroom using contextualized materials. <ul style="list-style-type: none"> <li>○ Verbal and written communications</li> <li>○ Honesty and Integrity</li> <li>○ Interpersonal skills</li> <li>○ Teamwork skills</li> <li>○ Strong work ethic</li> <li>○ Motivation and initiative</li> <li>○ Flexibility and adaptability</li> <li>○ Basic computer skills <ul style="list-style-type: none"> <li>■ Students figure out how to set up their own GED and HSE accounts by searching google as instructed.</li> <li>■ UNM-LA: Students take their TABE tests online.</li> </ul> </li> <li>○ Analytical skills</li> <li>○ Organizational skill</li> </ul> <p>These are skills we model for the students.</p> </li> <li>● Job skills classes are offered in conjunction with some employers. We work individually with all students on their career goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Expand job skills classes to include other employers, including McDonald's Corporation and PPCB.</li> <li>● Research and plan for implicit instruction for the following soft skills: <ul style="list-style-type: none"> <li>○ Offer teamwork exercises</li> <li>○ Expand the use of the portfolio</li> <li>○ Use more online test prep materials</li> <li>○ Use Workwrite series to contextualize learning and practice literacy and numeracy skills while learning to write job memos, policy statements, emails and creating relevant job graphs, charts and reports</li> <li>○ Use Soft Skills Solutions series to help students learn teamwork, leadership, communication skills and personal time management.</li> </ul> </li> <li>● Prepare students to create a “next step” plan or career goal.</li> <li>● Prepare students for accuplacer testing and other off boarding activities.</li> </ul>
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<u>Plan:</u>	<u>Timeline:</u>
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## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training

Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.

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| <ul style="list-style-type: none"> <li>● Prepare students who are interested in enrolling in college after adult education classes to take college placement exams. UNM-LA uses the accuplacer and has preparation materials available.</li> <li>● Become familiar with and emphasize workplace skills and soft skills which are key for academic preparation.</li> <li>● Continue to make connections with employers who are hiring.             <ul style="list-style-type: none"> <li>○ Build relationships with PPCB, McDonald’s Corporation, and LANL as potential employers.</li> </ul> </li> <li>● Expand job skills classes to include other employers.</li> <li>● Study and create instruction using the Workwrite and Soft Skills Solutions series in all classrooms to contextualize instruction.             <ul style="list-style-type: none"> <li>○ Workwrite instruction will benefit students in allowing them to learn using authentic workplace documents to:                 <ul style="list-style-type: none"> <li>■ Organize and work with job information</li> <li>■ Fill out and create workplace forms and documents</li> <li>■ Improve numeracy skills so that students can create graphs and charts relevant to their workplace and effectively work with numbers to be able to work with money, data, and relevant numerical analysis</li> </ul> </li> <li>○ Soft Skills Instruction will benefit students in allowing them to learn and practice soft skills that employers value, including:                 <ul style="list-style-type: none"> <li>■ Teamwork and Motivation</li> <li>■ Goals and Attitude</li> <li>■ Leadership and Ethics</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● January 2020</li> <li>● December – January 2020</li> <li>● January 2020</li> <li>● March 2020</li> <li>● December – January 2020</li> <li>● January 2020</li> </ul> |
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## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training

- Conflict Negotiation
- Professional Etiquette
- Self-Management
- Communication Skills

- Research and plan for implicit instruction for the following soft skills, listed below.
- Implementation of these soft skills lessons:
  - Verbal and written communications
    - We will institute a policy that requires written or verbal communications with the instructor for absences.
    - Students in ESL and Career Pathways make presentations to students as part of the curriculum.
    - In ESL we write letters/correspondences.
  - Honesty and Integrity
    - We will continue to treat our students with kindness and respect and model honesty and integrity to our students.
  - Interpersonal skills/ and Teamwork
    - We will be assigning students projects including the dynamic bulletin board and associated research to work together.
    - We will assign activities where students work together to practice interviewing skills using the station.
    - We have our ESL students helping in the HSE classes providing math assistance. The HSE students help ESL students with the associate English terminology.
  - Strong work ethic
    - We will institute a policy that require written or verbal communications on attendance.
    - We will create and provide 15 minute ethics lessons at the start of each class.
    - Additionally, we will continue to hold our students to a high standard for work effort

- December – January 2020
- January 20, 2020

## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training

- during class time.
- Motivation and initiative
  - HSE graduates walk with UNM-LA in the Spring Graduation Ceremony.
  - UNM-LA accepts all HSE graduates.
  - Pueblo of Pojoaque Corporate Businesses pays employees to attend HSE classes.
- Flexibility and adaptability
  - In working with the students individually, we show flexibility and adapt to student population and needs.
- Basic computer skills:
  - UNM-LA is currently using online TABE testing. All locations will begin accessing on line resources.
    - Online TABE testing.
    - Use of Google Slides for student presentations in ESL and HSE/Careers class.
    - Creation of WF, GED, and HiSet accounts.
    - Online test preparation for HSE exams and College placement exams.
- Analytical skills
  - Our texts are contextualized for this skill.
- Organizational skills
  - We will use the portfolio as an organizational tool and introduce students to organizational culture.

## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 8: Alignment of Services

**Description:** WIOA requires a seamless education and training pipeline in a local area or region.; therefore, programs should work to ensure the services they provide align to next steps students take when they leave the program. This includes transitioning into employment, post-secondary programs, and advanced job training without the need for remediation.

**Considerations –**

- Offer a curriculum that covers all of the College and Career Readiness Standards.
- Intentionally integrate workforce preparation (soft skills) into the instruction as these are skills employers demand.
- Determine the content of remedial courses offered by local post-secondary programs and ensure students acquire and master those skills.
- Identify the skills needed for many entry level positions and ensure the program helps students acquire and master those skills.
- Use LMI to inform career pathways efforts.

**Current Activities:**

List what strategies the program currently uses to ensure alignment of services.

- Our ESL and College and Career Readiness curriculums are aligned to College and Career Readiness standards and include a soft skills component that is modeled.
- UNM-LA provides the AE program with the content of both remedial math and English courses.

**Planned New Activities:**

List what new strategies the program will use to ensure alignment of services.

- Make remedial course content available to all teachers so that they can be sure students master those skills.
- Increase use of LMI, WF platform as outlined in the individual essential components.
- Students will set a “next step” or career goal.
- Work with students to assure that they have all the prerequisites for the “next step” and help with preparations.
- Display prerequisites for certificate programs on the dynamic bulletin board. Students will be assigned projects to determine this information.
- We will offer preparation for the ACCUPLACERS that are used to onboard to UNM-LA.

**Plan:**

Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.

- Update our onboarding to include LMI, WF and Career Survey.

**Timeline:**

- January 2020

## Creating a Comprehensive Career Pathways Model

### Gap Analysis and Plan

#### Essential Component 8: Alignment of Services

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| <ul style="list-style-type: none"> <li>● Provide updated course outlines to all instructors and make site visits.</li> <br/> <li>● Provide preparations for the “next step” or career goal.</li> <br/> <li>● Update the dynamic bulletin board to reflect current career and job opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>● March 2020</li> <br/> <li>● January 2020</li> <br/> <li>● February 2020</li> </ul> |
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## Creating a Comprehensive Career Pathways Model

### Gap Analysis and Plan

#### Essential Component 9: Serving Populations with Barriers to Employment

**Description:** WIOA requires programs give priority of services to the “hardest to serve” and “most in need”. This requires that programs prioritize services to populations with barriers to employment, including the lowest-skilled adults, adults with disabilities, and justice-involved individuals.

## Creating a Comprehensive Career Pathways Model

### Gap Analysis and Plan

#### Essential Component 9: Serving Populations with Barriers to Employment

##### Considerations -

- Provide screening for barriers to employment during the onboarding process, i.e., learning disabilities screening, support services checklist, etc.
- Establish formal partnerships with local agencies that serve vulnerable populations as an outreach effort to access students with barriers to employment, i.e., corrections, probation and parole, court system, vocational rehabilitation, homeless shelters, community agencies, etc.
- Provide strategies in instructional practice that address barriers to employment.
- Ensure barriers to employment issues are addressed in the Individual Education and Career Plan and in advising services.

##### Current Activities:

Describe how the program currently accesses and provides services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served.

- We use the NM state intake form to screen for barriers and disabilities.
- We have formal partnerships with organizations that serve justice-involved individuals including county jails, treatment facilities and probation offices. Most of these individuals are from outside Los Alamos County. Within Los Alamos County, we serve individuals in the local detention center, but this is, on average, one individual per year.
- We address low literacy levels within the context of both our ESL and College and Career Readiness classes.
- UNM-LA works with Delancey Street to provide pathways to employment for justice-involved individuals through PPCB.

##### Planned New Activities:

Describe how the program will access and provide services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served. Include what will be added or strengthened.

- Incorporate the strategies and techniques we are using (and planning to use) in UNM-LA classes to other class sites that also have justice-involved individuals.
- We will be working with one tribal court to provide HSE/Career services to justice-involved individuals.
- We are working with PPCB and UNM-LA to provide job opportunities to our students at PPCB.
- Address the barriers to employment faced by current students with mental health, physical health and learning disabilities. (We know currently that many of our students are dealing with mental health issues and learning disabilities that may prevent them from gaining successful employment.)
- Consider how to better identify populations with barriers to employment.

## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 9: Serving Populations with Barriers to Employment

<u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.	<u>Timeline:</u>
<ul style="list-style-type: none"> <li>• Address the barriers to employment faced by current students with mental health, physical health and learning disabilities.</li> <li>• Increase outreach to treatment facilities in the local and regional area to help identify individuals with barriers.</li> <li>• Establish a transition planning and support service to those individuals.</li> <li>• Bring in teachers from other sites for a workshop on the materials and methods that can be used to better serve populations with barriers to employment.</li> <li>• Create a network between UNM-LA and PPCB to create a pathway for employment at the PPCB facilities.</li> <li>• Work with a tribal court to identify individuals who could benefit from the career pathways class. <ul style="list-style-type: none"> <li>○ We will create a method to address the transition of these individuals onto a career path.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• December 2019</li> <li>• January 2020</li> <li>• February 2020</li> <li>• December 2019</li> </ul>

## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 10: Support Services

**Description:** Research suggests that when service agencies collaborate and provide holistic services to vulnerable populations, they have better persistence and performance outcomes. Support services are those services that address critical issues beyond the scope of the program, but are necessary for student success. They are accessed while the student is in the program to support persistence and achievement. For adult education programs in a career pathways environment, support services extend beyond the traditional transportation and child care services to include such things as transition services and job exposure opportunities.

**Considerations -**

- Offer job exposure opportunities, i.e., mentoring, internships, job shadowing, apprenticeships
- Connect students directly to workforce services, i.e., American Job Centers
- Provide direct linkages to community services, i.e., mental health, substance abuse, vocational rehabilitation, housing
- Assist students with the development and implementation of a transition plan
- Help students connect to and prepare for post-secondary programs, i.e., financial aid applications, college tours
- Offer a career or community services speaker series: invite professionals or service providers to program to meet with and speak to students

**Current Activities:**

Include a list of support services the program currently offers. Describe how these services are identified and accessed.

- In the past, we have been able to arrange apprenticeships for ESL students with restaurants, medical providers and non-profits.
- We have connected students to employers in the community.
- We have UNM-LA advisors come into classes to advise students on career opportunities, financial aid and student mental health support services.

**Planned New Activities:**

Include a list of support services the program will offer (include what will be added or strengthened). Describe how these services will be identified and accessed.

- Introduce students to WF, LMI and Jobs.state.Nm.us.
- Integrate career and next step related focus.
- We will begin a career and community services speaker series.
- Instructors in HSE/career pathways will be getting training in mental health support activities. We have contacted a local provider who teaches such classes, we will be looking at the classes available this semester.
- Employer partners will be encouraged to expand outreach to UNM-LA students for employment opportunities.

**Plan:**

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.

- Change the onboarding process to include WF, LMI and other career sites concentrating on career

**Timeline:**



## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Essential Component 10: Support Services

<p>and college readiness - the details have been spelled out in the essential components under WF and LMI.</p> <ul style="list-style-type: none"> <li>• Create a monthly seminar with different community guests to inform students of available services and opportunities within the community.</li> <li>• Train our instructors in mental health support.</li> <li>• Expand outreach to UNM-LA and additional locations.</li> </ul>	<ul style="list-style-type: none"> <li>• January 13, 2020</li> <li>• February 3, 2020</li> <li>• March 2020</li> <li>• December 2020</li> </ul>
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## Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

### Sustainability

**Description:** In order to ensure the success of this Career Pathways Plan, programs should have a sustainability plan. A sustainability plan should include data collection and monitoring, establishing policies and procedures for new services, an annual review of formal partnerships, and accessing professional development.

**Considerations –**

- How will career pathways efforts resulting from this statewide initiative be extended beyond the terms of this initiative?
- Determine when staff will come together to discuss progress of this Career Pathways Plan (review and revise for continuous improvement).
- Establish performance measures that will be monitored to determine success of career pathways efforts.



Name of Program: \_\_\_\_\_ UNM LA \_\_\_\_\_ Date Submitted: 12/16/19 \_\_\_\_\_

## **Creating a Comprehensive Career Pathways Model Gap Analysis and Plan**

### **Sustainability**




New Mexico  
Workforce Connection

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*A Proud Partner of the American Job Center Network*

## **Memorandum of Understanding (MOU)**

Between

**Northern Area Local Workforce Development Board  
(NALWDB)**

And

**American Job Center Partners**

## **COMMON WORKFORCE INNOVATION AND OPPORTUNITY ACT ACRONYMS**

### **A**

ABE	Adult Basic Education
AEL	Adult Education & Literacy
ASE	Adult Secondary Education

### **B**

BLS	Bureau of Labor Statistics
BSU	Business Service Unit
BSR	Business Service Representative

### **C**

CBO	Community-Based Organization
CCS	Child Care Services
CEO	Chief Elected Official Chief Executive Officer
CLF	Civilian Labor Force
CRT	Classroom Training
CTE	Career and Technical Education
CY	Calendar Year

### **D**

DADS	Department of Aging and Disability Services
DFPS	Department of Family and Protective Services
DOE	Department of Education
DOL	Department of Labor (U.S. and Federal)
DOT	Department of Transportation
DVOP	Disabled Veterans Outreach Program
DW	Dislocated Worker

## **E**

E&T	Education and Training
EA	Emergency Assistance
EAP	Employee Assistance Program
EGC	Executive and Governance Committee
EDC	Economic Development Corporation
EEO	Equal Employment Opportunity
EEOC	Equal Employment Opportunity Commission
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESP	Employment Services Program
ETA	Employment & Training Administration
ETPS	Eligible Training Provider System

## **F**

FA	Fiscal Agent
FBO	Faith-Based Organization
FLSSA	Fair Labor Standards Act
FR	Federal Register
FY	Fiscal Year

## **G**

GAAP

GED	General Equivalency Diploma
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## **H**

HB-5	House Bill 5
HDJT	High Demand Job Training
HHS	U.S. Department of Health & Human Services
HS	High School

## **I**

IEP	Individual Employment Plan
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ITA Individual Training Account

## **J**

JET Jobs and Education for Texas

## **K**

K-12 Kindergarten through 12th grade

KPI Key Performance Indicator

KSI Key Strategic Imperative

## **L**

LEP Limited English Proficiency

LMI Labor Market Information

LNG Liquid Nitrogen Gas

LRGVDC Lower Rio Grande Valley Development Council

LWDB Local Workforce Development Board

## **M**

MET Migrant Education and Training

MOU Memorandum of Understanding

MPR Monthly Performance Report

MSFW Migrant Seasonal Farm Worker

## **N**

NAICS North American Industry Classification System

NAWB National Association of Workforce Boards

NCP Non-Custodial Parent

NEG National Emergency Grant

NBRI National Business Research Institute

NFA Notice of Fund Availability

## **O**

OJT	On-The-Job Training
OMB	Office of Management and Budget
O*NET	Occupational Information Network

## **P**

PA	Public Assistance
PY	Program Year

## **R**

RESTEC	Rio South Texas Economic Council
RFP	Request for Proposal
RFI	Request for Information
RFQ	Request for Qualifications
RGV LEAD	Rio Grande Valley Linking Economic and Academic Development
RR	Rapid Response
RTAP	Regional Transportation Advisory Panel

## **S**

SDF	Skill Development Fund
SEAL	Summer Earn and Learn
SSF	Self Sufficiency Fund
SNAP E&T	Supplemental Nutrition Assistant Program Employment and Training
SOC	Standard Occupation Classification
STEM	Science, Technology, Engineering and Math

## **T**

TA	Technical Assistance
TAA	Trade Adjustment Assistance
TANF	Temporary Assistance for Needy Families
TEA	Texas Education Agency
TEGL	Training & Employment Guidance Letter
TIP	Texas Industry Partnership
TRS	Texas Rising Star



TSR	Texas School Ready
TWC	Texas Workforce Commission
TWIST	The Workforce Information System of Texas

## U

UC	Unemployment Compensation
UI	Unemployment Insurance
USDOL	United States Department of Labor

## V

VA	Veterans Administration
VRS	Vocational Rehabilitation Services

## W

WARN	Worker Adjustment and Retraining Notification Act
WCCT	Workforce Career Center Traffic
WD	Workforce Development
W/E	Work Experience
WFS	Workforce Solutions
	Workforce Innovation and Opportunity Act
WIOA	Title I Adult Program
	Title I Dislocated Workers
	Title I Youth (age 14-24, in-out of school)
WIA	Workforce Investment Area
WIT	Work In Texas
WOTC	Work Opportunity Tax Credit

## Y

YCE	Youth Career Expo
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**Memorandum of Understanding (MOU)**  
Between  
**Northern Area Local Workforce Development Board (NALWDB)**  
And  
**American Job Center Partners**

**Legal Authority**

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

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

**Purpose**

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

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

The NALWDB collaborates with a wide variety of individuals, businesses, and organizations. The NALWDB views its mission as guiding a regionally-recognized workforce development system that aligns with the economic and educational goals of the State of New Mexico resulting in a qualified workforce available to businesses across counties; our mission directly supports economic business growth. The vision is for a New Mexico where every person maximizes his or her career potential, and businesses have access to the human capital they need to be successful. The collaborative development of this local plan is intended to create a foundational blueprint for local chief elected officials, economic development organizations, state agencies, community organizations, labor unions, local businesses, and WIOA adult and youth service

providers to utilize in coordinating services for businesses, job training, and placement activities to meet the diverse, unique needs of both the mostly rural and also urban areas within the NALWDB service delivery area.

## **System Structure**

### **NALWDB American Job Centers**

Within the Northern Region there is Two WIOA comprehensive One-Stops (Santa Fe County and San Juan County) and six affiliate American Job Centers. These centers were established under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act. All centers offer WIOA Adult, Dislocated and Youth Services, and provide for both staff assisted and self-directed services and access to Unemployment Services via the telephone or through the resource center facilities. Resources available at each NALWDB AJC One-Stop includes, but are not limited to: computers with internet access and the New Mexico Job Service System, fax and copy machines, online job search and career exploration resources, online filing for Unemployment Insurance benefits, labor market information and literature pertaining to careers, job search and training. Staff assisted career services are available to customers who require some staff assistance to include job referral, job development, workshops, resume review, and other reemployment services support.

Office hours for Comprehensive sites within the Northern Area are Monday through Friday 8:00 AM to 5:00 PM.

Itinerate office hours in Colfax County Tuesday through Thursday 8:00 AM to 5:00 PM

Itinerate office hours in Cibola County Monday, Wednesday, Friday 8:00 AM-5:00 PM

### **One-Stop Operator**

The NALWDB has hired Barney Trujillo as the one-stop operator. The NALWDB was designated as the one-stop operator by NMDWS, after an attempt to procure an operator through a competitive process in accordance with the Uniform Guidance, and Local procurement laws and regulations, however there were no responses to the RFP. The State requires that the one-stop operator is re-competed at least every three years and no later than every four years. Functional details are outlined in the Roles and Responsibilities of Partners section, under One-Stop Operator.

## Partners

Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information
<i>Co-Located Partners at One-Stop America's Job Centers</i>				
Wagner-Peyser Employment Services	NM Dept. of Workforce Solutions	Wagner-Peyser Employment Services (ES) program, authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as amended by title III of WIOA, also providing the state's public labor exchange	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 <a href="mailto:celina.bussey@state.nm.us">celina.bussey@state.nm.us</a>
Jobs for Veterans State Grants	NM Dept. of Workforce Solutions	Jobs for Veterans State Grants (JVSG), authorized under chapter 41 of title 38, U.S.C.	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 <a href="mailto:celina.bussey@state.nm.us">celina.bussey@state.nm.us</a>
Trade Adjustment Assistance	NM Dept. of Workforce Solutions	Trade Adjustment Assistance (TAA), authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 <a href="mailto:celina.bussey@state.nm.us">celina.bussey@state.nm.us</a>
WIOA Adult, Dislocated Worker, and Youth Programs	SER Jobs for Progress	WIOA title I Adult, Dislocated Worker, and Youth Programs – WIOA Act of 2014	Alex Martinez	1596 Pacheco St Ste 109 Santa Fe NM 87505

<i>Partners Not Co-located at One-Stop - America's Job Centers</i>				
NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services	State Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C.720 et seq.), as amended by title IV of WIOA	NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services 2541 Camino Ortiz B Santa Fe NM 87505 505-827-3526
Unemployment Insurance Reemployment Services and Eligibility Assessment	NM Dept. of Workforce Solutions	Budget Control Act, 2016, WIOA Act of 2014,	Unemployment Insurance Reemployment Services and Eligibility Assessment	NM Dept. of Workforce Solutions
Temporary Assistance for Needy Families (TANF)	NM Human Services Dept,	Temporary Assistance for Needy Families (TANF)	NM Human Services Dept,	Temporary Assistance for Needy Families (TANF)
Title V- Senior Community Service Employment	NM Aging and Long Term Services	Senior Community Service Employment Program		2550 Cerrillos Rd Santa Fe NM 87505
Senior Community Service Employment Program SCSEP	NM Goodwill	Senior Community Service Employment Program (SCSEP), authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.)	Jeff Medina, Director	
National Farmworker Jobs Program Employment and Training Grants	Help – New Mexico	National Farmworker Job Program (NFJP) WIOA Sec. 167	Michael Gutierrez, Chief Executive Officer	5101 Copper Ave NE Albuquerque, NM 87124 505-766-4918 <a href="mailto:Mike.Gutierrez@helpnm.com">Mike.Gutierrez@helpnm.com</a>
Adult Basic Education	Dine College Consortium  Luna Community College  NMSU Grants	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Nick Evangelista  Rock Ulibarri  Tom McGaghie	<a href="mailto:nick@sagell.org">nick@sagell.org</a>  <a href="mailto:rulibarri@luna.edu">rulibarri@luna.edu</a>  <a href="mailto:tjmccgagh@ad.nmsu.edu">tjmccgagh@ad.nmsu.edu</a>

	Northern New Mexico College		Liz Abeyta	<a href="mailto:liz.abeyta@nnmc.edu">liz.abeyta@nnmc.edu</a>
	San Juan College		Jenny Lambert Beaty	<a href="mailto:lambertbeatyj@sanjuancollege.edu">lambertbeatyj@sanjuancollege.edu</a>
	Santa Fe Community College		Letty Naranjo	<a href="mailto:letty.naranjo@sfcc.edu">letty.naranjo@sfcc.edu</a>
	UNM - Los Alamos		Gabe Baca	<a href="mailto:gbaca@unm.edu">gbaca@unm.edu</a>
	UNM –Gallup		Laura Jijon	<a href="mailto:lbjijon@unm.edu">lbjijon@unm.edu</a>
	UNM Taos		Judy Hofer	<a href="mailto:Judy@unm.edu">Judy@unm.edu</a>

## **Terms and Conditions**

### **Partner Services**

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

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

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



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

## **Roles Responsibilities of the Partners**

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

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

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

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

- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of

customers, maintenance of records, and other confidential information relating to customers; and

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

### **Chief Elected Official**

CEO'S for the NALWDB will:

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

### **NALWDB**

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

- In Partnership with the CEO's and other applicable Partners within the Northern Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by NALWDB and their Partners;
- In collaboration and Partnership with the CEO's and other applicable Partners within the planning region, develop the strategic regional vision, goals, objectives, and workforce-related policies;
- In cooperation with the Local CEO's design and approve the NALWDB - American Job Center network structure. This includes, but is not limited to:
  - Adequate, sufficient, and accessible one-stop center locations and facilities

- Sufficient numbers and types of providers of career and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities)
  - A holistic system of supporting services
  - A competitively procured one-stop operator
- In collaboration with the CEO's, designee through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the one-stop operator(s)
- Determine the role and day-to-day duties of the one-stop operator
- Approve annual budget allocations for operation of the American Job Center network
- Help the one-stop operator recruit operational Partners and negotiate MOUs with new Partners
- Leverage additional funding for the NALWDB's American Job Center network to operate and expand one-stop customer activities and resources
- Review and evaluate performance of the NALWDB and one-stop operator

### **One-Stop Operator**

- The Northern Area Local Workforce Development Board One-Stop Operations Manager will designate from Partner staff a Site Manager who will act as "functional leaders" for their designated office. As such, they will have the authority to organize and supervise Partner staff, to optimize and streamline service delivery efforts. Formal leadership, supervision, and performance responsibilities will remain with each staff member's employer of record. The one-stop operator, through the Center Managers, will, at a minimum:
- Manage daily operations, including but not limited to:
- Managing and coordinating Partner responsibilities, as defined in this MOU
- Managing hours of operation, including the once weekly extended hours of operation
- Coordinate daily work schedules and work flow based upon operational needs

- Coordinate staff vacations/unscheduled absences with the formal leader to ensure service coverage by center staff. Assist the NALWDB in establishing and maintaining the American Job Center network structure.

This includes but is not limited to:

- Ensuring that State requirements for center certification are met and maintained
  - Ensuring that career services such the ones outlined in WIOA sec. 134(c)(2) are available and accessible
  - Ensuring that NALWDB policies are implemented and adhered to
  - Adhering to the provisions outlined in the contract with the NALWDB and the NALWDB's Business Plan
  - Reinforcing strategic objectives of the NALWDB to Partners
  - Ensuring staff are properly trained by their formal leadership organizations and provided technical assistance as needed
- Integrate systems and coordinate services for the center and its Partners, placing priority on customer service
  - Integrated Workforce Service Delivery, as defined by WIOA, means organizing and implementing services by function (rather than by program), when permitted by a program's authorizing statute and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts
  - Functional alignment includes having one-stop center staff who perform similar tasks serve on relevant functional teams, e.g. Skills Development Team or Business Services Team
  - Service integration focuses on serving all customers seamlessly (including targeted populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each program
  - The services are seamless to the customer, meaning the services are free of cumbersome transitions or duplicative registrations from one program service to another and there is a smooth customer flow to access the array of services available in the workforce center
  - Oversee and coordinate partner, program, and NALWDB's American Job Center network performance.

This includes but is not limited to:

- Providing and/or contributing to reports of center activities, as requested by the NALWDB
- Providing input to the formal leader (partner program official) on the work performance of staff under their review
- Notifying the formal leader immediately of any staff leave requests or unexcused absences, disciplinary needs, or changes in employee status
- Identifying and facilitating the timely resolution of complaints, problems, and other issues
- Collaborating with the NALWDB on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the

- case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603)
  - Ensuring open communication with the formal leader(s) in order to facilitate efficient and effective center operations
  - Evaluating customer satisfaction data and propose service strategy changes to the NALWDB based on findings
- Manage fiscal responsibilities and records for the center. This includes assisting the NALWDB with cost allocations and the maintenance and reconciliation of one-stop center operation budgets.

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

## **Partners**

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

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

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

## **Data Sharing**

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

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

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

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

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

## **Confidentiality**

All Parties expressly agree to abide by all applicable Federal, State, and local laws and regulations regarding confidential information, including PII from educational records, such as but not limited to 20 CFR Part 603, 45 CFR Section 205.50, 20 USC 1232g and

34 CFR part 99, and 34 CFR 361.38, as well as any applicable State and local laws and regulations. In addition, in carrying out their respective responsibilities, each Party shall respect and abide by the confidentiality policies and legal requirements of the other Parties.

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

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

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

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

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

## **Referrals**

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

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



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

## **Accessibility**

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

### **Physical Accessibility**

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

### **Virtual Accessibility**

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

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

## **Communication Accessibility**

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

## **Programmatic Accessibility**

All Partners agree that they will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law. Partners must assure that they have policies and procedures in place to address these issues, and that such policy and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues. All Partners will cooperate with compliance monitoring that is conducted at the Local level to ensure that all NALWDB's American Job Center programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs and assistive listening devices must be available to ensure physical and programmatic accessibility within NALWDB's American Job Centers. The NALWDB utilizes the Governor's Commission on Disability for recommendations and assistance to define the best methods and products regarding assistive technology and compliance.

## **Outreach**

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

- Specific steps to be taken by each partner
- An outreach plan to the region's human resources professionals
- An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need
- An outreach and recruitment plan for out-of-school youth
- Sector strategies and career pathway
- Connections to registered apprenticeship

- A plan for messaging to internal audiences
- An outreach tool kit for Partners
- Regular use of social media
- Clear objectives and expected outcomes
- Leveraging of any statewide outreach materials relevant to the region

## **Dispute Resolution**

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

- All Parties are advised to actively participate in Local negotiations in a good faith effort to reach agreement. Any disputes shall first be attempted to be resolved informally
- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the NALWDB Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days
- The NALWDB Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee which is comprised of the Chair of each NALWDB committee – (1) Executive Committee, (2) Workforce Connection Performance Committee, (3) Youth Committee, (4) Finance Committee, and (5) Rules Committee, for a total of five (5) individuals. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a two-thirds majority consent of the Executive Committee members present
- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties to the MOU
- The NALWDB Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution
- By law, third party disputes will be handled by the Governor's office.

## **Monitoring**

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

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

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

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

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

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

## **Indemnification**

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

***EXCEPTION CLAUSE: Indemnification does not apply to Adult Education partners who are prohibited from contractually creating a general obligation against such as universities.***

## **Liability (added by UNM-Los Alamos)**

***As between the parties, each party acknowledges that it will be responsible for claims or damages arising from personal injury or damage to persons or property to the extent they result from the negligence of its employees. The liability of the University of New Mexico shall be subject in all cases to the immunities and limitations of the New Mexico Tort Claims Act, Sections 41-4-1 et seq. NMSA 1978, as amended. Please see attached letter from the UNM Office of University Counsel, dated April 7, 2006.***

## **Severability**

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

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

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

## **Certification Regarding Lobbying**

All Parties shall comply with the Byrd Anti-Lobbying Amendment (31 U.S.C. Section 1352), 29 C.F.R. Part 93, and 34 CFR part 82, as well as the requirements in the

Uniform Guidance at 2 CFR 200.450. The Parties shall not lobby federal entities using federal funds and will disclose lobbying activities as required by law and regulations.

### **Debarment and Suspension**

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

### **Priority of Service**

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

### **Buy American Provision**

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

### **Salary Compensation and Bonus Limitations**

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

### **Non-Assignment**

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

## **Governing Law**

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

## **Steps to Reach Consensus**

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

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

### **2. Negotiations**

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

### **3. Draft MOU**

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

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

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

### **5. Finalized Draft**

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

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

## **MOU Modification Process**

### **1. Notification**

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

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

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

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

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

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

### **3. Signatures**

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

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



## **Termination**

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

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

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

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

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

## **Effective Period**

This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 2020, unless any of the reasons in the Termination section above apply.

## **One-Stop Operating Budget**

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

service delivery system. The goal of the operating budget is to develop a funding mechanism that:

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

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

- Career services
- Shared services

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

***DISCLAIMER (added by UNM-Los Alamos)***

*It is our understanding that the general MOU we are signing with the NALWDB is a work in progress and it can be appropriately modified as the partnership grows. The goal of the MOU is to bring organizations together by networking and working effectively to deliver quality services. This partnership will provide the opportunity to deliver services to many individuals in our region with the intent to be results driven.*

# FERPA

## Permission to Release Student Information

I, \_\_\_\_\_, hereby give my permission for the \_\_\_\_\_ Adult Learning Center to release any information contained in my student records (i.e. class attendance, progress, etc.), according to the terms of the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment), to the following person(s) and/or organizations listed below. If I leave it blank it must be assumed that I do not want my information released to anyone.

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I understand that this authorization takes effect the day that I sign and never expires until I notify the Adult Learning Center of any changes. I have the right to make changes at any time.

Signature \_\_\_\_\_

Date \_\_\_\_\_

IN WITNESS WHEREOF, the parties have executed this Memoranda of Understanding as of the date of execution below and shall supersede all prior memoranda of understanding among the parties.

Partner Agency Name UNM-Los Alamos

Authorized Signatory Cynthia J. Romney

Position Title CEO

Date 1/31/18

**Northern Area Local Workforce Development Board**

NALWDB Board Chair Floyd E. Archuleta

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

Date \_\_\_\_\_

**IN WITNESS WHEREOF, the parties have executed this Memoranda of Understanding as of the date of execution below and shall supersede all prior memoranda of understanding among the parties.**

**New Mexico Department of Workforce Solutions**

**By:** \_\_\_\_\_  
**Celina Bussey, Cabinet Secretary** \_\_\_\_\_  
**Date**

Approved for Legal Sufficiency

By: \_\_\_\_\_  
Attorney  
Office of General Counsel  
Department of Workforce Solutions



**The University of New Mexico**

**Office of University Counsel**

April 7, 2006

**TO WHOM IT MAY CONCERN:**

This letter sets forth the reason why the University of New Mexico cannot indemnify entities with which it contracts.

The University of New Mexico is a state educational institution, created under Article XII, Section 11 of the New Mexico Constitution. As such, it is prohibited from contractually creating a general obligation against the University without submitting the question to the voters and creating a sinking fund, pursuant to Article IX, Section 8 of the New Mexico Constitution. Moreover, Section 23-1-5 NMSA 1978 prohibits the University from contracting any liability that might exceed authorized expenditures. Indemnification and save harmless clauses create potentially unlimited contractual liabilities and are therefore prohibited by the above provisions. Additionally, Article IX, Section 14 of the New Mexico Constitution prohibits the state from pledging or lending its credit, directly or indirectly. An indemnification clause could easily be construed as doing just that.

The New Mexico Attorney General has issued an opinion that such contractual indemnification provisions are not only unconstitutional for reasons explained above, but are also prohibited by the New Mexico Tort Claims Act, Sections 41-4-1 *et seq.* NMSA 1978, as amended ("NMTCA"). Op. N.M. Att'y Gen. 2000-04. According to the opinion, the NMTCA generally grants New Mexico governmental entities and their officers and employees immunity from liability from any tort, except as waived by the NMTCA, and is the exclusive remedy against a governmental entity or public employee for any tort for which immunity has been waived under the NMTCA. *Id.* A governmental entity has no authority to waive its sovereign immunity, assume tort liability for third parties, or otherwise expand its potential liability beyond what the legislature has permitted. *Id.*

The NMTCA also prohibits governmental entities from purchasing liability insurance other than as authorized by the NMTCA. Section 41-4-20. Under the NMTCA, the University is required to obtain its liability coverage from the Risk Management Division of the New Mexico General Services Department. The certificate of coverage issued by

Administration  
MSC05 3310  
Scholes Hall, Rm. 152  
Phone: (505) 277-5035  
Fax: (505) 277-4154

Employment Law  
MSC05 3310  
Scholes Hall, Rm. 152  
Phone: (505) 277-5035  
Fax: (505) 277-4154

General Law  
MSC09 5300  
815 Vassar NE  
Phone: (505) 272-6638  
Fax: (505) 272-3354

Health Law  
MSC09 5300  
HSSB, Rm. 318  
Phone: (505) 272-2377  
Fax: (505) 272-1938

Research & Technology Law  
MSC04 2800  
801 University Blvd. SE, #104  
Phone: (505) 272-7696  
Fax: (505) 272-7883

the Risk Management Division for the University specifically excludes any coverage for indemnification of third parties.

This is not to deny our tort obligations. Rather, the above constitutional and statutory provisions prevent us from converting potential tort obligations into potentially unlimited contractual obligations. The University Counsel's Office recommends the following alternative language:

**Liability.** As between the parties, each party acknowledges that it will be responsible for claims or damages arising from personal injury or damage to persons or property to the extent they result from the negligence of its employees. The liability of the University of New Mexico shall be subject in all cases to the immunities and limitations of the New Mexico Tort Claims Act, Sections 41-4-1 *et seq.* NMSA 1978, as amended.

I hope this provides the clarification you need. If you have questions, please call. Thank you.

Very truly yours,

A handwritten signature in dark ink, appearing to read 'Melanie P. Baise', written in a cursive style.

Melanie P. Baise  
Associate University Counsel

MPB:las

# Student:

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

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: UNM-Los Alamos

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	2	5	0	0	1	0	9	9	0	0	2	1	0	0	29
ABE Level 3	0	0	1	0	0	0	6	5	0	0	6	4	0	0	22
ABE Level 4	0	1	0	0	0	0	1	2	0	0	2	1	0	0	7
ABE Level 5	0	0	1	1	0	0	1	0	0	0	0	1	0	0	4
ABE Level 6	0	0	0	0	0	0	0	0	0	0	1	2	0	0	3
ESL*** Level 1	0	0	2	3	0	1	0	3	0	0	0	1	0	0	10
ESL Level 2	0	0	0	1	0	0	0	4	0	0	0	0	0	0	5
ESL Level 3	0	0	0	2	0	2	0	1	0	0	0	2	0	0	7
ESL Level 4	0	0	1	4	0	0	1	1	0	0	0	1	0	0	8
ESL Level 5	0	0	0	4	0	0	0	1	0	0	0	2	0	0	7
ESL Level 6	0	0	0	1	0	0	1	2	0	0	1	0	0	0	5
Total	2	6	5	16	1	3	19	28	0	0	12	15	0	0	107

\*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 19-20 ▼

Agency: UNM-Los Alamos

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	0	4	4	0	0	3	5	0	0	16
19-24	0	1	0	2	0	1	5	0	0	0	3	3	0	0	15
25-44	2	5	3	10	1	0	10	20	0	0	6	3	0	0	60
45-54	0	0	0	1	0	1	0	4	0	0	0	2	0	0	8
55-59	0	0	2	1	0	0	0	0	0	0	0	2	0	0	5
60+	0	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Total	2	6	5	16	1	3	19	28	0	0	12	15	0	0	107

\*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 19-20

 Agency: UNM-Los Alamos

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	0	2	1	0	0	3	1	0	0	7
19-24	1	1	0	0	0	0	0	2	0	0	0	1	0	0	5
25-44	1	3	0	1	0	0	1	8	0	0	3	2	0	0	19
45-54	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
55-59	0	1	0	0	0	0	1	0	0	0	0	0	0	0	2
60+	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Total	2	5	0	1	0	0	5	12	0	0	6	4	0	0	35

\*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 19-20 ▼

Agency: UNM-Los Alamos

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>	12	9	36	1	0	0	58
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Adult Secondary Education***</b>	4	0	3	0	0	0	7
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>English Language Acquisition****</b>	0	6	21	7	5	3	42
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Integrated English Literacy and Civics Education (Sec. 243)*****</b>	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Total</b>	16	15	60	8	5	3	107

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

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

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

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

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

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

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

# Student:

## NRS Table 4

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: UNM-Los Alamos

### Measurable Skill Gains 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 equivalent, and periods of participation outcomes.

First Period of Participation									All Periods of Participation			
Enteri ng Educat ional Functi oning Level (A)	Numb er of Partici pants (B)	Total Numb er of Partici pants Exclud ed from MSG Perfor mance (C)	Total Attend ance Hours for All Partici pants (D)	Numb er Who Achiev ed at Least One Educat ional Functi oning Level Gain (E)	Numb er Who Attain ed a Secon dary School Diplo ma or Its Recog nized Equiva lent (F)	Numb er Separa ted Before Achiev ing Measu rable Skill Gains (G)	Numb er Remai ning in Progra m Withou t Measu rable Skill Gains (H)	Perce ntage Achiev ing Measu rable Skill Gains (I)	Total Numb er of Period s of Partici pation (J)	Total Numb er of Period s of Partici pation in Which Partici pants Achiev ed at Least One Educat ional Functi oning Level Gain (K)	Total Numb er of Period s of Partici pation in Which a Secon dary School Diplom a or Its Recog nized Equiva lent Was Attaine d (L)	Perce ntage of Period s of Partici pation with Measu rable Skill Gains (M)
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	29	0	2063.15	7	2	10	10	31	29	7	2	31
ABE Level 3	22	0	1108.25	3	6	7	6	40.9	22	3	6	40.9
ABE Level 4	7	0	450.9	1	3	0	3	57.1	7	1	3	57.1

ABE Level 5	4	0	253.5	0	1	2	1	25	4	0	1	25
ABE Level 6	3	0	88	0	0	1	2	0	3	0	0	0
<b>ABE Total</b>	65	0	3963.8	11	12	20	22	35.4	65	11	12	35.4
ESL Level 1	10	0	1155.15	4	0	2	4	40	11	4	0	36.4
ESL Level 2	5	0	371.25	1	0	3	1	20	5	1	0	20
ESL Level 3	7	0	973	5	0	0	2	71.4	9	5	0	55.6
ESL Level 4	8	0	1060.8	7	0	1	0	87.5	8	7	0	87.5
ESL Level 5	7	0	865.5	5	0	2	0	71.4	7	5	0	71.4
ESL Level 6	5	0	212.5	2	0	3	0	40	5	2	0	40
<b>ESL Total</b>	42	0	4638.2	24	0	11	7	57.1	45	24	0	53.3
<b>Grand Total</b>	107	0	8602	35	12	31	29	43.9	110	35	12	42.7

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- 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.
- Enter only the most recent achievement, if attained, per participant in column E or column F. No participant should have an achievement counted in both columns.
- Column G 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 H is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H.
- Column I is calculated using the following formula:  $(\text{Column I}) = (\text{Column E} + \text{Column F}) / (\text{Column B} - \text{Column C})$
- Column J is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column K 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 K or column L.
- Column L 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 K or column L.
- Column M is calculated using the following formula:  $(\text{Column M}) = (\text{Column K} + \text{Column L}) / (\text{Column J})$
- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times—once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System: 

NRS FY 19-20

 Agency: UNM-Los Alamos

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	7	4	57.1	4	57.1	0	0	0	0
ABE Level 3	3	3	100	2	66.7	0	0	0	0
ABE Level 4	1	1	100	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	11	8	72.7	6	54.5	0	0	0	0
ESL Level 1	4	4	100	0	0	0	0	0	0
ESL Level 2	1	1	100	0	0	0	0	0	0
ESL Level 3	5	5	100	0	0	0	0	0	0
ESL Level 4	7	7	100	0	0	0	0	0	0



Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by 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	5	5	100	0	0	0	0	0	0
ESL Level 6	2	2	100	0	0	0	0	0	0
ESL Total	24	24	100	0	0	0	0	0	0
Grand Total	35	32	91.4	6	17.1	0	0	0	0

#### Instructions for Completing Table 4A

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

# Student:

## NRS Table 4B

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: UNM-Los Alamos

### Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	15	1377.45	7	0	8	46.7
ABE Level 3	6	528.4	3	0	3	50
ABE Level 4	2	225.75	1	0	1	50
ABE Level 5	0	0	0	0	0	0
<b>ABE Total</b>	23	2131.6	11	0	12	47.8
ESL Level 1	6	844.25	4	1	1	66.7
ESL Level 2	1	203.5	1	0	0	100
ESL Level 3	6	914.25	5	0	1	83.3
ESL Level 4	7	1032.3	7	0	0	100
ESL Level 5	5	763.75	5	0	0	100
ESL Level 6	2	158	2	0	0	100
<b>ESL Total</b>	27	3916.05	24	1	2	88.9
<b>Total</b>	50	6047.65	35	1	14	70

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

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

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# Student:

## NRS Table 4C

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: UNM-Los Alamos

### 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 equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	0	0	0	0	0	0	0	0	0	0
ABE Level 2	11	1070.15	6	0	0	5	54.5	11	6	54.5
ABE Level 3	4	272.45	3	0	0	1	75	4	3	75
ABE Level 4	3	254.9	1	0	0	2	33.3	3	1	33.3
ABE Level 5	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0
<b>ABE Total</b>	18	1597.5	10	0	0	8	55.6	18	10	55.6
ESL Level 1	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0
ESL Level 3	1	58.75	0	0	0	1	0	1	0	0

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 4	0	0	0	0	0	0	0	0	0	0
ESL Level 5	1	52	1	0	0	0	100	1	1	100
ESL Level 6	0	0	0	0	0	0	0	0	0	0
<b>ESL Total</b>	2	110.75	1	0	0	1	50	2	1	50
<b>Grand Total</b>	20	1708.25	11	0	0	9	55	20	11	55

**Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.**

- Use participant's pretest score 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 D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level 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 E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F 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, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula:  $(\text{Column H}) = (\text{Column D} + \text{Column E}) / (\text{Column B})$
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula:  $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$

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# Student:

## NRS Table 5

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: UNM-Los Alamos

### 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 *	127	33	26	128	34	26.6
Employment Fourth Quarter after exit *	112	37	33	117	38	32.5
Median Earnings Second Quarter after exit **	33	2880		34	2711.37	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	3	0	0	3	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	3	1	33.3	3	1	33.3

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	3	1	33.3	3	1	33.3

### Instructions for Completing Table 5

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

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

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

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

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

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

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

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

\*\*\*\* Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2



Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

# Student:

## NRS Table 5A

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: UNM-Los Alamos

### 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	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
Attained any credential (unduplicated) *****	0	0	0	0	0	0

**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 19-20 ▼

Agency: UNM-Los Alamos

Participant Status on Entry into the Program (A)	Number (B)	
Employed	36	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	26	
Not in the Labor Force	45	
TOTAL	107	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	0	0
Grades 6-8	6	4
Grades 9-12 (no diploma)	46	7
Secondary School Diploma or alternate credential	2	8
Secondary School Equivalent	0	2
Some Postsecondary education, no degree	1	2
Postsecondary or professional degree	2	27
Unknown	0	0
TOTAL (both US Based and Non-US Based)	107	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	1	
In Community Correctional Program	0	
In Other Institutional Setting	19	

Participant Status on Entry into the Program (A)	Number (B)
TOTAL Institutional	20

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

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

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

#### **Employment Status definitions:**

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

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

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

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

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

# Student:

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

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: UNM-Los Alamos

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

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

#### Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

#### For reporting measurable skill gains:

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

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

Follow instructions for completing Table 5 to report these outcomes.

#### For reporting family literacy outcome measures:

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

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





# Student:

## NRS Table 9

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: UNM-Los Alamos

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

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

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

### Instructions for Completing Table 9

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

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

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

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

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

**For reporting civics education outcome measures:**

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

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

# Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting

NRS FY 19-20

Agency:

UNM-Los Alamos

System:

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	1	1	100	1	1	100
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.**

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# Student:

## NRS Table 11

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: UNM-Los Alamos

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

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

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

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

#### Instructions for Completing Table 11

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

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

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

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

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

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

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

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

Student:

NRS Table 12 (beginning Program Year 2010-11): Work-based Project Learners by Age, Ethnicity, and Sex (Optional)

Select Reporting System:

Select a value:

Agency: UNM-Los Alamos

[illegible]



# Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

NRS FY 19-20

Agency: UNM-Los Alamos

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

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

Instructions for Completing Table 14

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

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

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

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

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

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

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

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

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

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

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

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

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

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