

Annual Program Report
Cover Page

Program Name: Next Steps: Adult Education Center

Institution or Organization: UNM-Valencia

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Fiscal Year: 2019-2020

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Signature of the Chief Executive Officer or Designee

8/31/20
DATE

Dr. Alice Letteney, 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.

This year's goals are:

1. Increase Measurable Skill Gains to 42%
2. Increase Partnership Activities with Workforce Connection
3. Participate in the Career Pathways Initiative and Create a Career Pathways Plan

Increase Measurable Skill Gains to 42%

In an attempt to bring the MSGs to 42%, UNM Valencia Next Steps: Adult Education Center has implemented or reinforced the following practices:

Learning Plans: All instructors create a learning plan for their students that targets specific areas that require study based on their individual TABE profiles. The instructors meet with students on a regular basis, at least twice each session, to ensure that the student is making headway on their learning plan.

During the Career Pathways Initiative this Learning Plan has evolved to also include career exploration. Michael Carriere and Allison Lucero worked with other instructors across New Mexico to help develop this new template. The new template developed has not yet been approved by the Career Pathways group, so instructors are continuing to use the learning plan previously developed for the program.

Career Navigators: Next Steps has recently hired a Career Navigator. The Career Navigator meets with students to ensure that they are also making progress. All new incoming students must make an appointment to meet with the Navigator. There are plans to hire at least one additional Navigator to ensure access for all students. Though the Navigator was hired, there were still issues with what exactly this person should do. The Navigator did continue to communicate with students, offer resources, and support from November through June.

"10-Hour Rule:" The program is reviewing attendance hours for every student each week starting October 29. Instructors have submitted action plans on how they will support students to participate in the program for a minimum of ten hours per week. During the last session of the fall semester, the percentage of students who met this goal increased from 10% to 25% and in February this rose to 41%. The goal is 80%. Reporting on this discontinued February 18. This method of reporting has proven to be time consuming and the program is working on another process to review attendance and the Navigator will work with students and instructors to improve attendance.

Revise Onboarding Process: Orientation and the introductory course, *Learning and Career Skills*, have been revised to reflect the other changes in the program and to integrate Workforce Connections more fully. Changes

are based on student input gathered by instructor Allison Lucero and persistence research from *World Education*. Additional changes have been made to make orientation more interactive.

In order to better serve students and work around their busy schedules, our LCS instructors, both morning and evening, aligned their curriculum. If a student must miss a session, that student can attend the other session offered that day, so they will still receive the needed material. According to the instructors, students found this arrangement to be beneficial.

Purchase ELL and Reading Programs: Burlington English was purchased to increase access to instruction for ELL. Given that the program is enrolling more students with low reading levels, AceReader has been purchased to assist with reading speed and comprehension.

Increase Partnership Activities with Workforce Connection

Since the beginning of the Fall 2019 semester, Next Steps has increased its collaboration with the Workforce solutions representatives. We have done this through having representatives come into the classes regularly to work with students as well as to introduce them to the online program, *Why I Work*. The program helps the students understand that the career they wish to pursue may or may not support the lifestyle they wish to live. Next Steps had planned to work with the representatives to hold mock interviews for the students as well as help the students build resumes. This plan was interrupted and will be revisited as the program is able.

Participate in the Career Pathways Initiative and Create a Career Pathways Plan

Michael Carriere, Training Specialist and Lead Instructor, has participated fully in the Career Pathways initiative with Cindy Sisneros, Workforce Connections Job Development Career Coach, and with Allison Lucero, Training Specialist. Together they have developed and submitted a Career Pathways Plan (attached).

One initiative that was implemented in November, was the hiring of a Career Navigator. In October, the Next Steps staff, faculty, and students met for strategic planning. During that time the participants developed the idea of a Career Navigator, a position that would help students in a variety of ways. All incoming students will meet with the Navigator and connect with them regularly throughout their participation in the program. During the initial meeting, the Navigator and student will discuss career and educational goals. The Navigator will also discuss barriers and make referrals as necessary. The Navigator's other role is to reach out to students that are not making progress in the program, have missed more than two days, and act as a liaison between the student and instructor.

For the first few months that the Navigator was implemented the data doesn't show an effectiveness. This is particularly due to an unclear job description and professional development for the Navigator. The Next Steps staff, faculty, and students had an idea of what they wanted, but it took awhile to fully understand what the Career Navigator's role should be, specifically. Next Steps has not given up on the idea of a Navigator and for this year a new Navigator has been hired with clearer responsibilities and expertise in coaching.

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 the degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals?

UNM-Valencia Next Steps: Adult Education Center serves three counties, Valencia, Torrance and Socorro. It also serves ACCE students in Bernalillo and Sandoval Counties. With only one campus, the program depends on partners to provide

space and to recruit and refer students. In order to serve more remote locations, UNM-Valencia remains available for support.

Those partners include:

- Belen Public Library: recruits students and provides space
- Clariant (worksite): recruits students and provides space
- Creative Work Solutions: recruits students and provides space
- Estancia Public Library: recruits students and provides space
- Los Lunas Public Library: provides space
- Moriarty Read, "Write": recruits students and provides space
- Socorro Schools: provides space
- Valencia County: provides space
- Valencia County Literacy Council: refers students, provides child development and tutoring for family literacy project; Next Steps refers students to VCLC, assists with assessment and data collection of shared students.
- Workforce Connections (Valencia and Socorro Counties): refers students, provides presentations and information

The partnership with Creative Work Solutions (formerly SL Start) is through a grant contract with the Human Services Department (HSD) to serve recipients of Temporary Assistance for Needy Families (TANF) to obtain a high school credential. The ACCE project provides the instructor for these classes and the adult education program provides space, assessments, curriculum support and other supports for student success. Creative Work Solutions provides direct referrals and assists students with registration and scheduling as well as assistance with follow-up and other support services.

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)

Michael Carriere, Allison Lucero, and Cindy Sisneros have completed their year long commitment to the Career Pathways initiative. During that time, they conducted a Gap Analysis Plan. This year the program will continue to work on improving and reaching new students. Some areas that the program will work on are:

- Revise the online registration system to include information regarding ADA, FERPA and student policies, including Computer Usage, to reduce the amount of time spent on these topics in orientation.
- Evaluate and revise Orientation and Learning and Career Skills (LCS) to ensure objectives align with student and program needs.
- Hire Career Navigators to meet with students individually within the first week of service and follow-up with them throughout program participation and transition to additional services. Navigators will also provide referrals to campus and community organizations as appropriate.

Too much time was spent in the orientation process devoted to discussing the above. These have not been cut; however, they have been drastically reduced to allow the facilitator to discuss how students affect the Next Steps program. Orientation and LCS have been modified so that students understand how they affect the program as a whole, how post-testing affects program data, and how and why collecting data is vital to the program. The program makes students aware of how the state looks at the data Next Steps collects and why. Next Steps wants students to be aware that this is their program designed to help them succeed because such awareness can increase student buy in, which is necessary to their success.

In November, Next Steps hired a Career Navigator to meet with students individually within the first week of service and follow-up with them throughout program participation and through transition to additional services. Navigators will also provide referrals to campus and community organizations as appropriate. Students that stop out or find the program difficult can work with the Career Navigator to identify barriers, receive appropriate referrals, as well as one on one tutoring.

4. 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.

Next Steps transitioned well into a post-COVID atmosphere in that all instructors had already had a Google Classroom component to their class; however, the amount of time that online instruction demanded of them was not fully known. The move to completely online learning has left some students and instructors with a sense of loss.

As mentioned above, Michael Carriere, Allison Lucero, and Cindy Sisneros (Job Developer, Workforce Connections) completed a year long Career Pathways state initiative. That being written, the work and plan was contingent on a pre-COVID atmosphere. Now, Next Steps will have to ascertain how to conduct some of its plans completely online for example two areas that were planned:

- Work with Workforce Solutions to get more material for students, hold mock interviews, have a resume building workshop.
- Create an “Orientation Pack—Youth Resources packet provided by DWS or a resource packet that can hit all ages.

The instructors were surveyed about how the pandemic has affected their class. The move to completely online learning has left some students and instructors with a sense of loss. Below are some of the responses:

- Due to CO-VID 19 Pandemic, it has severely affected my classes. A lot of students just stopped attending when face-to-face classes were cancelled and we had to go fully online. Unable to contact many students. Those that started online were unsure of programs. I feel many need to be in the classroom.
- Lack of devices and stable internet service makes it impossible for some students to continue with their classes and it is very challenging for others. Those without a laptop or computer find it very difficult with just a smartphone.
- For some students, especially those with small children, having to attend class from their homes and provide childcare at the same time is really difficult and filled with distractions. They cannot focus or concentrate on class because of numerous interruptions. Sometimes they cannot attend at all or have to leave early if their children are unhappy or unsettled and need attention.
- In some families, several adults and several children all need to use one laptop to complete schoolwork or job-related activities and it is difficult for each family member to have enough time to do what they need to do.
- I have noticed an increase in psychosocial issues among my students. There is evidence of depression, low motivation, anxiety, stress, and domestic strife in their relationships. The Stay at Home restrictions and decrease in opportunities for employment and social contact with friends and family for support and assistance with childcare has been difficult. Students complain of feeling stuck and hopeless and worried about the future for themselves, their families, and society at large.
- Class attendance is down. Class participation and assignment completion are down.
- As for my teaching, I really miss working with students face-to-face and being able to check their work in progress. Students seem much less willing to talk in an online setting and it is difficult to manage class

discussions. The Google Classroom allows me to see their work and send them feedback but there is a time-lapse that takes away from spontaneous exchanges that accelerate learning. I find working from home, away from colleagues, to be rather isolating.

- Class size dropped due to no internet, no interest in internet learning, problems with internet learning. Entire lesson plans shifted to internet sites which are going well for those who have stuck with it. One-on-one meetings with students who are having difficulties and getting discouraged with this new system.
- Some students were demoralized because they were close to finishing, but the official test was delayed by the virus.

In addition to the psychosocial effect and the lack of resources for students, the ability to measure gain through standardized assessments was impacted due to the inability to deliver tests remotely. High school equivalency tests were also unavailable. Without HSE tests available, the program did not experience the typical surge of students attempting to complete the program before graduation. When the assessments were finally available, the backlog was overwhelming. 165 students needed to be pre- or post-tested but only 35 of them were able to test before the end of the fiscal year. Not all students had the necessary equipment or a quiet place to test (in a recent poll, 100% of students reported having children at home with them dividing their attention and access to digital resources). All of these factors had a definite impact on the program's ability to report MSGs.

Since COVID, many of our students with children are not sending them back to school. Suggesting that expanded family literacy activities would benefit the students so that they can better help their children. As the Latin proverb states, *Docendo discimus* meaning "by teaching, we learn."

Section II. Student Data 2019-2020

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

- your total program
- each satellite site

	Total Program	ACCE ABQ Montgomery	ACCE ABQ WFC	ACCE Los Lunas
Total count of students with fewer than 12 hours (Table 2A)	664	269	1	40
Total count of students with 12 + hours	386	68	4	15
Total contact hours for students with 12 + hours	25672.7	4241.2	169	1033
Average contact hours for students with 12 + hours	66.51	62.37	42.25	68.87
Average contact hours for students with 12 + hours experiencing level gains	132.69	154.16	0.00	192.38
Count of all HSE graduates with 12 + hours	8	3	0	0
Count of HSE en Español graduates with 12 + hours	1	0	0	0
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	30.10%	23.53%	0.00%	13.33%
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	36.36%	0.00%	0.00%	0.00%
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)	63.11%	57.35%	100.00%	46.67%
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)	55.84%	0.00%	0.00%	0.00%
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)	48.22%	50.00%	50.00%	66.67%
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)	63.64%	0.00%	0.00%	0.00%
Total # of (Table 4) students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	11	6	0	1
Total # of (Table 2a) students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	109	46	0	6
Total # of (Table 4) students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	13	4	0	0
Total # of (Table 2a) students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	69	34	0	5

	ACCE Moriarty	ACCE Rio Rancho	ACCE Socorro	Belen Blended
Total count of students with fewer than 12 hours (Table 2A)	7	41	17	1
Total count of students with 12 + hours	7	6	3	8
Total contact hours for students with 12 + hours	676.25	285	94.25	513.75
Average contact hours for students with 12 + hours	96.61	47.50	31.42	64.22
Average contact hours for students with 12 + hours experiencing level gains	105.17	0.00	0.00	126.08
Count of all HSE graduates with 12 + hours	0	0	0	1
Count of HSE en Español graduates with 12 + hours	0	0	0	0
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	71.43%	0.00%	0.00%	50.00%
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	0.00%	0.00%	0.00%	0.00%
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)	0.00%	66.67%	100.00%	37.50%
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)	0.00%	0.00%	0.00%	0.00%
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)	85.71%	33.33%	33.33%	50.00%
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)	0.00%	0.00%	0.00%	0.00%
Total # of (Table 4) students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0	0	0	0
Total # of (Table 2a) students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	1	8	8	0
Total # of (Table 4) students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	1	1	0	0
Total # of (Table 2a) students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	1	8	5	0

	Clariant Worksite	El Cerro	Estancia Blended	I-BEST	Los Lunas Blended
Total count of students with fewer than 12 hours (Table 2A)	1	25	8	1	1
Total count of students with 12 + hours	2	46	2	20	15
Total contact hours for students with 12 + hours	115	4204.5	37.5	1459.5	1498.25
Average contact hours for students with 12 + hours	57.50	91.40	18.75	72.98	99.88
Average contact hours for students with 12 + hours experiencing level gains	77.00	136.69	0.00	55.50	163.90
Count of all HSE graduates with 12 + hours	0	1	0	0	1
Count of HSE en Español graduates with 12 + hours	0	1	0	0	0
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	50.00%	50.00%	0.00%	50.00%	60.00%
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	0.00%	40.91%	0.00%	0.00%	0.00%
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)	50.00%	50.00%	100.00%	70.00%	46.67%
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)	0.00%	50.00%	0.00%	0.00%	0.00%
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)	50.00%	50.00%	0.00%	75.00%	73.33%
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)	0.00%	79.55%	0.00%	0.00%	0.00%
Total # of (Table 4) students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0	0	0	0	0
Total # of (Table 2a) students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0	1	3	0	0
Total # of (Table 4) students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	0	7	0	0	0
Total # of (Table 2a) students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	0	2	2	0	0

	Moriarty Blended	Socorro Blended	UNM Main	Valencia Campus
Total count of students with fewer than 12 hours (Table 2A)	19	34	4	195
Total count of students with 12 + hours	17	8	3	162
Total contact hours for students with 12 + hours	1404.5	195.5	120	9625.5
Average contact hours for students with 12 + hours	82.62	24.44	40.00	59.42
Average contact hours for students with 12 + hours experiencing level gains	161.70	68.00	40.00	137.02
Count of all HSE graduates with 12 + hours	0	1	0	1
Count of HSE en Español graduates with 12 + hours	0	0	0	0
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	47.06%	12.50%	100.00%	25.58%
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	0.00%	0.00%	0.00%	30.30%
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)	64.71%	75.00%	0.00%	72.09%
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)	0.00%	0.00%	0.00%	63.64%
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)	47.06%	12.50%	100.00%	38.76%
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)	0.00%	0.00%	0.00%	42.42%
Total # of (Table 4) students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0	0	0	4
Total # of (Table 2a) students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	3	4	0	29
Total # of (Table 4) students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	0	0	0	0
Total # of (Table 2a) students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	1	2	0	9

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested

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?

Program data is reviewed weekly at department meetings. Elizabeth Wilkinson, Program Coordinator, has created a dashboard to review data of interest to improve performance. The data is analyzed, discussed, and decisions for improvements are made during these meetings. The dashboard can be visited at <https://unmvalencia.nmdelt.org/>.

Next Steps holds two all day professional development sessions at the beginning of both the Fall and Spring Semesters each year. At these sessions, instructors are encouraged to share creative, successful instructing techniques, as well as any techniques that the instructor learned from other professional development opportunities. The Next Steps professional development website is also an excellent tool for instructors to share and discover ideas with colleagues.

Instructors and staff are encouraged to participate in state-sponsored professional development, which included this year's Mountain Plains Adult Education Association conference (MPAEA). Nine attended this valuable conference. The Google Applied Digital Skills was interesting and may lead to providing certification for students. One instructor said that she immediately implemented Daily Math into her Google Classroom, a practice presented at the MPAEA conference. Another pointed out it was one of the main reasons Next Steps took a hard look at its math curriculum. Another stated that's where she got the idea to create a fun graphic to tell students about herself, which made her more personal and they were very interested and inspired because of her story.

ESL instructors attended the NMTESOL conference in October, which they reported was "Very Informational" and "Well worth it." They have also attended several webinars with Burlington English to implement that curriculum into their instruction. One instructor says that student engagement has increased and that students enjoy working with Burlington English. Six instructors also attended the Teachers' Institute in the fall, and one stated, "I changed the language arts class to focus on finding text to justify conclusions and inferences."

In October, a Strategic Planning meeting was held and the idea of a Career Navigator was discussed. By November Next Steps hired the first Career Navigator, Kevin Diegel. He has met with several students to help identify barriers that may keep them from attending class. In the future, this position will include developing a career plan with students, helping students transition into the workforce or into post-secondary programs, and connecting students with necessary support services.

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.

Next Steps embraces innovation and collaboration. Staff and faculty are willing to look at the research and adjust their practice to improve instruction and services to students. This does not always lead to immediate



Veronica Chavez pictured with Michael Carriere, I-BEST instructor

improvements in MSG outcomes. Innovation takes time to practice, evaluate, and revise before improvements may be realized. This year the program began to focus on instruction intensity in terms of time. The bootcamp partnership with UNM and the Lightspeed classes focused on targeted instruction in a short period of time. Though participation was small in these groups, 100% of the UNM group obtained EFL gains and 58% of the students who participated in Lightspeed had MSGs.

Next Steps was one of the first programs in the state to pilot the I-BEST model. The first course chosen was a low level certification for Patient Care Assistant (PCA). Students, including those who had not yet completed their high school equivalency exams, not only passed the course, but did so with high scores. As the project continued with funding and support from SUNPATH, data showed that these students also did very well in the next level course, Certified Nursing

Assistant (CNA). Since CNAs make significantly more money and have more job opportunities, it was decided that adult education students should be able to succeed in I-BEST CNA without spending time and tuition in the PCA course. This year, CNA and phlebotomy courses were offered as I-BEST. Twenty-one students participated and 85.7% achieved an MSG by passing the technical/occupational skills exam. This model has shown how the program embraces innovation and is willing to take risks. It is also evidence of how the program

collaborates effectively with other departments and agencies not only to deliver instruction but also to help place students into jobs. UNM-Valencia was recognized in the four-year report for TAACCCT Round 4 for its collaborative efforts between adult education, the nursing program, and Workforce

Connections for creating a system and building partnerships that a) identified students who had not only the desire but a clear understanding of the program requirements and what they would be doing in field, b) supported the success of participating students by improving basic skills in a contextualized environment, and c) included continual support from all partners including Workforce Connections who provided resume writing, job search and placement. UNM-Valencia is committed to continuing this program and is examining ways to expand I-BEST into other career pathways.

In most cases, blended learning is offered in collaboration with other partners. The following sites support blended learning from offering space to recruiting and referring students to the program: Clariant (workplace), Belen Public Library, Los Lunas Public Library, and Read, "Write" in Moriarty. The blended learning classes taught by Claudia Lopez and Matthew Edelen are the most successful classes in terms of MSGs (40-50% per class). However, when the program started offering blended learning, MSGs were lower than the program average. By not giving up on this method and continuing to research and implement promising practices like maintaining regular contact with their students and closely monitoring their online work when they are not in class, the program has made blended learning much more effective in terms of MSGs. The added support of effective use of time with students outside of regular class time increased the flexibility of the program and may have been a contributing factor to student success.

Other collaborative efforts include participation in community organizations. The program, as well as the campus, is represented on the Valencia County Partnership for a Work-Ready Community, which is a group of employers, educators, community leaders, and Workforce Connections staff working together to improve the

career readiness of youth and adult education students. Through this project, the program gained access to employers and created videos that can be viewed on the program website. Some of these videos are used in orientation and other aspects of the program. The Summer Institute brings teachers and employers together to learn about specific skills that employers need and potential applied lessons that directly relate to the career field. Adult education instructors have attended both Summer Institutes offered and have appreciated the opportunity to meet with employers and learn from them.

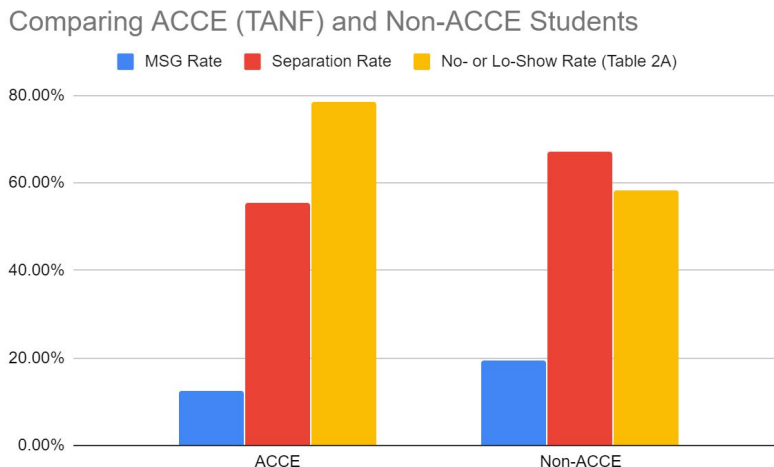
Next Steps has a long standing relationship with Valencia County Literacy Council (VCLC). Though difficulties lead to a break in the partnership, those have been resolved, and family literacy was restored to El Cerro Mission Community Center. This community center also houses the HeadStart program making it a collaborative effort of Valencia County, VCLC, HeadStart, and Next Steps. All partners are committed to improving the lives of the families in this community. Though there were only four participants recorded to be in family literacy this year, this program is expected to return to its former enrollment of thirty or more.

Another collaborative project that was planned for this year was a Soft Skills Mini Summit that was to be sponsored by the Small Business Development Center and presented by Workforce Solutions and Next Steps. Preparation was underway with the Workforce Solutions trainer working with Next Steps instructors where the trainer would present the skills and the instructors would work with students in the next session on application of the skills. Students would have received a certificate of completion for attending. The first summit was scheduled for April 1 and would have included *Customer Service, Professionalism, and Teamwork for Everyone* and *8 Tips - Building Relationships*. The second summit was scheduled for October 21 and included *Unconscious Bias* and *Communication at Work*.

The Accelerated College and Career Education (ACCE) program is a large collaborative project funded in part by the Human Services Department (HSD). It serves students receiving Temporary Assistance to Needy Families (TANF) who are often referred to as a “hardest to serve” population. In an effort to serve this population, Next Steps has made a concerted effort to have ACCE instructors whose students are also supported by Next Steps more involved in program activities to create more community among teachers. Next Steps embraces serving these students who make up 27% of the enrolled students.

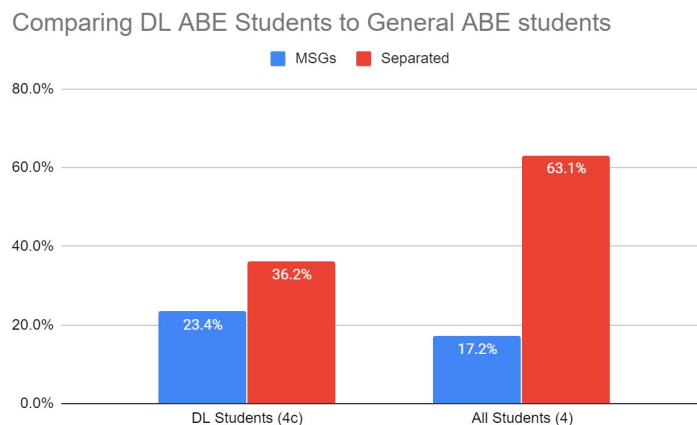
It is important to also note that because of the time and effort it takes to serve students with less than 12 hour that they represent 56% of the students on Table 2A. These students often realize lower MSGs and stop-out at a higher rate. Tina Hite, who also manages the ACCE project with Kristen Waring and Susan Yasenka who are coordinators as well as instructors of the project, met with HSD, Creative Work Solutions (CWS, formerly SL Start) and Michelle Ribeiro, Outreach Coordinator for HED Adult Education Division, in January to plan and create policy to better serve this population. It was decided to pilot a FastTrak for new students who could count education as their primary work activity for 4 weeks. This requires that students spend 20 hours per week focusing on their education including work-readiness skills. CWS provides support for their participation. The pilot started the beginning in March, and then COVID hit. The inability to post-test has inhibited the ability to measure progress. There are students who have participated in this pilot that have been trying to register for the HiSET® and are unable to do it remotely. Also, strict participation requirements for TANF clients have been lifted during this time.

The table below shows that the TANF population in the ACCE program had a much lower MSG rate (13%) compared to non-ACCE students (19%). They also have a lower separation rate of NRS students (from column F in Table 4) because close to 80% of the ACCE students (from Table 2a) who apply to the ACCE program leave before they reach NRS status.



While innovation and collaboration are two major factors of the program's effectiveness, inclusiveness is something else that the program does well. Every effort is made to serve every student who applies to the program. This is somewhat reflected in the percentage of students who enter at ABE Level 3 or lower, 85% of ABE students. Some of these students exhibit learning difficulties and take a great deal of time to show progress; however, they do progress and that progress has positive effects on their lives. For example, Eric Gabaldon has been in and out of the program for nine years. This year he was recognized as NMAEA Outstanding Student of the Year because of his commitment to his education. While he has demonstrated steady improvement on TABE tests over the years, he has still not moved beyond ABE Level 3. However, his ability to work with others, his initiative, and his communication skills have all improved greatly. He was able to take these improved skills and become an entrepreneur and a film extra.

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 shown in the chart above, blended learning is the most effective delivery method for instruction in the program. Since the program did not offer pure distance learning before COVID, all distance learning students on Table 4C are actually blended learning students. Claudia Lopez and Matthew Edelen are the most effective instructors in delivering blended learning instruction. They regularly monitor, support, and coach their students to engage in instruction at least ten hours per week even if they only meet for two hours. The overall MSGs for distance learners according to Table 4C 23.4% exceeds the program average of 17.2%. Claudia's MSGs for blended learning are 44% and Matt's are 33%. The significantly lower rate of separation from the program is also noteworthy. Blended learning students are more likely to continue in the program than the overall student population. More support will be provided to instructors to increase blended learning in all classes.

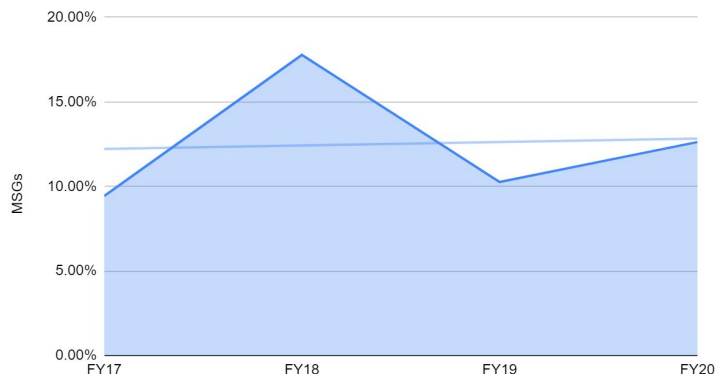
Intense instruction is another area that has shown to be promising. Though participation numbers in this type of instruction have been low, the outcomes have been high. Next Steps partnered with UNM-Main to provide a pre-college bootcamp for potential students who needed to increase their math skill to enter college. Though only 3 were served, all of them achieved educational functioning level gains in one 40 hour week of instruction

Michael Carriere and Amiee Stahlman created an intensive 2-week course for 20 hours per week. The class was called Light Speed, and the students who participated studied math for two weeks and then English. As students studied math, more effort was placed on what they were doing and why than on calculation. Students expressed themselves verbally as well as in writing describing their thinking process by using the language of mathematics. In the math class, 6 students started the course and 5 completed. The English class served 11 students, most of whom chose to continue the class for an additional three weeks. Students in this class focused on writing essays that required them to critically examine information, evaluate arguments, respond to arguments, and provide textual support for their own arguments. Students created vocabulary lists based on readings and practiced using context clues to determine meaning.

While not all students achieved educational functioning level (EFL) gains in the post tests taken immediately after the end of the Light Speed session, all students posted at least some gain in their Language Arts score (mean of 25.6 points) and three of the five students who completed the math course posted some gain. The sixth student left the course because she was scheduled to take the HSE exam and she passed. The impetus of Light Speed was to take ABE Level 3+ students and prepare them to take their HiSET or GED exams. The level of intensity and rigor for this class will be revisited for subsequent Light Speed classes; in addition, the program

plans to implement modified versions of strategies used in these intense courses for use for classes serving students who score below ABE Level 3.

ACCE MSG's Over Time



The MSGs of students participating in the Accelerated College and Career Education have improved over time. The chart on the left shows a drop in MSGs when the TABE 11/12 was introduced in FY19, but an increase again this year. The pilot for FastTrak was a promising practice that was impacted due to COVID. Had post-tests and the HiSET been available to students who demonstrated readiness, ACCE MSGs would have exceeded those realized in FY18. Continued collaboration and intensity of instruction for entering students will ultimately result in even higher MSGs.

Since COVID, many of our students with children are not sending them back to school. Suggesting that expanded family literacy activities would benefit the students so that they can better help their children. As the Latin proverb states, *Docendo discimus* meaning "by teaching, we learn."

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

Though initiatives may have been mentioned in previous questions, the program's outline for improvement plans is provided here.

Program Improvement Plan FY21

Improve MSGs

Increase intensity

- Continue to closely monitor attendance and participation.
- Take active steps to increase rigor and participation.

Develop tools that will informally determine student readiness for post-testing rather than depending on the number of hours a student attends.

- Use EdReady assessments for math
- Create forms that list CCRS for each level

Improve system to share student career/learning plans and the process of following up with them

Provide professional development and support for coaching students

Record class sessions and create videos for students to view on-demand

Provide shorter, two-week sessions with higher demands on time on challenging assignments

Increase focus on improving reading skills, including in math classes

Promote and support blended learning

Improve Collaboration with Partners

Valencia County Literacy Council - streamline assessment process to make collaboration and transition seamless; improve referral system; collaborate on family literacy especially to help parents help their children with remote learning

Workforce Connections - increase services provided to students and classroom presentations

Valencia County Partnership for a Work-Ready Community - work more closely with employers to provide adult education services

Juvenile Justice Committee - support high school completion and entry to post-secondary education and training for out-of-school youth

Small Business Development Center - collaborate to provide training and certificate to adult education students

Men's Recovery Academy and Crossroads for Women - offer blended learning for re-entering citizens

Wings for Life - if offered in Valencia County, provide services as a part of participation for justice-involved families

Expand I-BEST - revisit offering welding and early childhood education as well as other certification programs for I-BEST instruction

Plan for Unpredictability

Create a leadership redundancy plan - provide information and support skills for employees of the program to fill in for each in case someone is not available

Plan for mass catastrophe - plan for things to go wrong and create systems that keep the program functioning even if minimal employees are available (e.g., several employees contract COVID and are unable to work)

Support Students through the Program and Transitions

Career Navigator - coaching students and providing professional development and support for instructors to help students complete the program and enter post-secondary education or the workforce

Create and follow the career/learning plans - ensure that career/learning plans are used as they were intended and progress is documented

Improve Support for Instructors

Career Navigator - support instructors with coaching methods

Create a program repository of lesson plans

Provide professional development on basic reading instruction

Provide professional development and support to increase intensity of instruction

Encourage community learning and engaging in conversation with directors and instructors from other programs

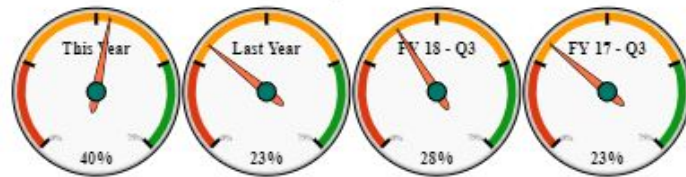
Help instructors meet students where they are with technology and remote learning

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

MSG Rate Compared with Previous Years



Post-Test Rate Compared with Previous...



Post Test Success Compared with Previ...



The graphs shown above are of data records as of February 28; there was still one more month to complete the third quarter. Post-test rates were higher than they had been in four years, and MSGs were higher than two of the previous three years. The percentage of students who gained an educational functioning level was higher than last year but approaching the rates of fiscal years 17 and 18. Some instructors had delayed post-testing for the first session of the spring semester and were about to post-test for the second session when the campus shut down due to COVID. The inability to post-test these students and the fact that 42% of them separated from the program in March undoubtedly affected the ability for the program to capture additional learning gains.

Nearly all of the ESL students who were participating in the family literacy project at El Cerro Mission Community Center left the program. Most responded that they were overwhelmed by having their children home from school as well as some also having spouses/significant others home. Their time for learning English just was not a priority nor did they feel that they had the resources to do so.

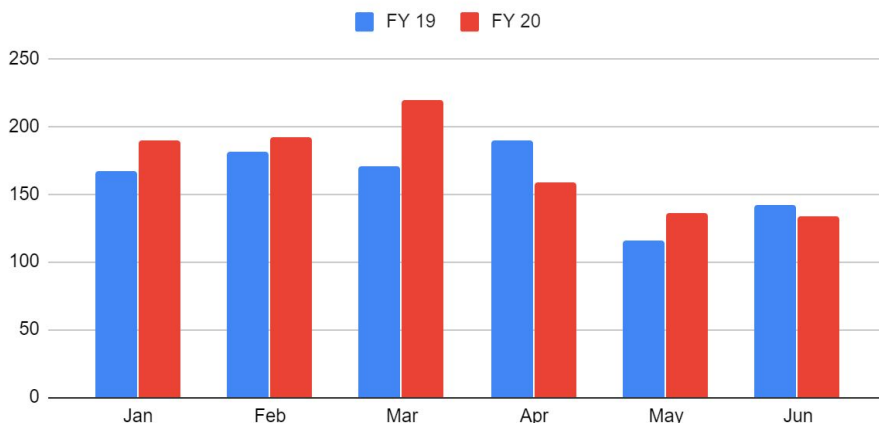
The COVID pandemic did affect the plans Next Steps laid out in the Gap Analysis and Plan conducted during the year long Career Pathways state initiative. The plans were all contingent on being able to meet face to face.

The instructors were surveyed about how the COVID pandemic has affected their classes. The COVID pandemic has had negative effects on students, instructors, and the program. The lack of technology resources, especially reliable broadband internet, creates challenges that can be overwhelming. Students are experiencing depression and a general lack of motivation. Some instructors find that working from home to be isolating which can also lead to depression and lack of motivation. Below are some of the responses collected from the survey:

- “Due to CO-VID 19 Pandemic, it has severely affected my classes. A lot of students just stopped attending when face-to-face classes were cancelled and we had to go fully online. Unable to contact many students. Those that started online were unsure of programs. I feel many need to be in the classroom.”

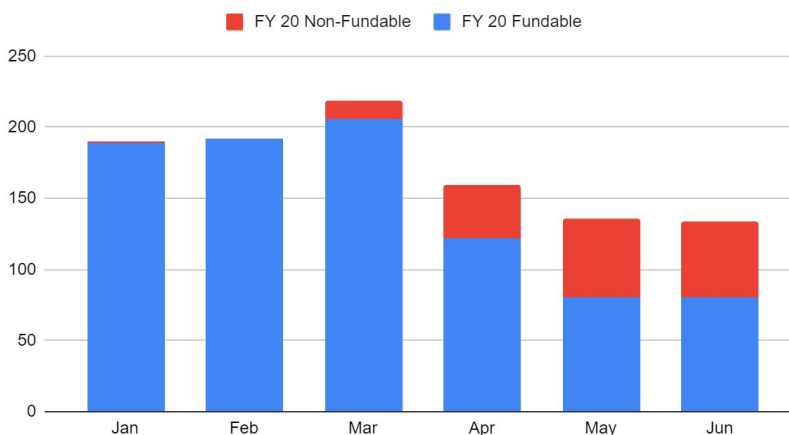
- Lack of devices and stable internet service makes it impossible for some students to continue with their classes and it is very challenging for others. Those without a laptop or computer find it very difficult with just a smartphone.
- For some students, especially those with small children, having to attend class from their homes and provide childcare at the same time is really difficult and filled with distractions. They cannot focus or concentrate on class because of numerous interruptions. Sometimes they cannot attend at all or have to leave early if their children are unhappy or unsettled and need attention.
- In some families, several adults and several children all need to use one laptop to complete schoolwork or job-related activities and it is difficult for each family member to have enough time to do what they need to do.
- I have noticed an increase in psychosocial issues among my students. There is evidence of depression, low motivation, anxiety, stress, and domestic strife in their relationships. The Stay at Home restrictions and decrease in opportunities for employment and social contact with friends and family for support and assistance with childcare has been difficult. Students complain of feeling stuck and hopeless and worried about the future for themselves, their families, and society at large.
- Class attendance is down. Class participation and assignment completion are down.
- As for my teaching, I really miss working with students face-to-face and being able to check their work in progress. Students seem much less willing to talk in an online setting and it is difficult to manage class discussions. The Google Classroom allows me to see their work and send them feedback, but there is a time-lapse that takes away from spontaneous exchanges that accelerate learning. I find working from home, away from colleagues, to be rather isolating.
- In February of 2019 I had about 10 students who had been studying with the program from 6 months to over a year. Each of them had made excellent progress towards their educational goals. All of them had planned to take an official test before the end of the Spring semester. Unfortunately in March, the campus was shut down due to the outbreak of COVID-19. As of this moment, none of those students have yet taken an official exam. This delay has caused many of those students to experience depression and a lack of motivation. Attendance to the online classes was good at first, but became more sporadic as time went on. It appears that building an online community for GED students that sustains them is challenging but may well prove essential to their success. Lower level students appear to be feeling this disconnect more acutely.

Comparing FY 19 and FY 20 Student Counts



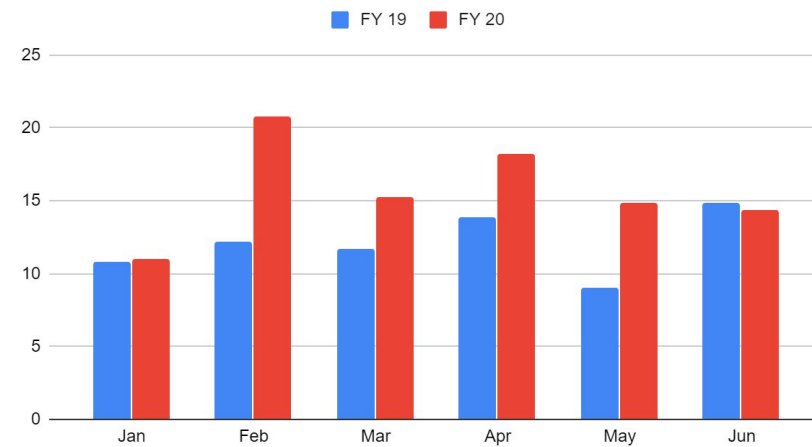
Enrollment also suffered due to COVID. As shown in the chart above, enrollment typically increases in April prior to graduation, then drops in May and starts to rebound in June (note the blue columns in the chart above). This year, enrollment peaked in March just before the shut down and dropped steadily through the end of the fiscal year.

FY 20 Fundable and FY 20 Non-Fundable Students



The chart above shows that the number of NRS Fundable students dropped dramatically in April due to the inability to pretest students. Although remote assessment became available in June, the Fundable count has not recovered yet. Of the 353 students who were active or enrolled between 3/1/2020 and the end of the fiscal year, 173 students were unable to test remotely, either because they left before the remote TABE was available or they were unable to test due to the technology and privacy requirements for remote proctoring.

Comparing FY 19 and FY 20 Hours Per Student



Interestingly, the number of hours each student averaged per month was actually higher through the initial months of the COVID pandemic than last year. The chart above demonstrates that the average number of hours per student was much higher than in FY 19. This was impacted by the “10-hour rule” and has continued through the transition to remote learning. Though few students are participating, those who are participating are doing so at a higher rate than the previous year.

The uncertainty of the future impacted the transition to post-secondary education and training though there is no data to support this.

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

The One-Stop within Valencia County is considered an affiliate center versus a comprehensive one-stop; therefore, contributions are not required from UNM Valencia Campus - Adult Basic Education program & Carl D. Perkins associated program. (MOU with WCCNM, p. 32) No direct contributions have been made.

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.

Services are aligned with the local workforce development area plans by contextualizing instruction and encouraging entry into in-demand fields identified by Workforce Connection of Central New Mexico (WCCNM) and the Southwest Area Workforce Development Board (SAWDB). The career pathway in nursing has been well-established and adult education students are supported in the beginning levels of this pathway with I-BEST courses. Certified nursing assistant and phlebotomy are consistently offered as I-BEST courses. Workforce Connection provides funding for students who qualify and support for all students in the I-BEST program that include resumé writing and job placement.

Since the beginning of the Fall 2019 semester, Next Steps has increased its collaboration with the Workforce solutions representatives. The representatives come into the classes on multiple occasions to work with students as well as to introduce them to the online program, *Why I Work* and the career exploration tools. *Why I Work* helps students understand that the career they wish to pursue may or may not support the lifestyle they wish to live and how to choose a career path that supports the lifestyle they want. These representatives also make sure students are made aware of the services and monies available to them through WIOA, encouraging them to take advantage of services offered to pursue entry into college programs such as the I-BEST classes.

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.

There is still a great deal of work to be done in this area. Local Workforce Connections offices are not one-stops at this time. The Socorro office meets occasionally with the instructor, Allison Lucero, to discuss services and referrals but there has been no other conversation around planning, developing or evaluating adult education services. This is also true for the Valencia County office. Tina Hite, Manager, has met with staff members to discuss referrals and potential on-site services at UNM-Valencia, but little has happened.

UNM-Valencia has had a Job Development Specialist, Cindy Sisneros, on campus. This position has been vital in placing students in jobs after completing their certificates. Most notable is the phlebotomy program where nearly 100% of graduates are placed in jobs.

Cindy Sisneros, Job Development Specialist at UNM Valencia was invited to participate in the Career Pathways initiative with Michael Carriere as a means to strengthen the partnership with Workforce Connections and increase collaboration. As a result, early on during the initiative Cindy Sisneros began to visit the program's Learning and Career Skill classes and present the *Why I Work* program. The program was well received by students as it touched on areas that caught their interest, such as the budget planning. Kristen Waring, an LCS instructor stated that, "Students asked a lot of questions and seemed eager to keep going once they started."

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.

The MOU with Workforce Connections of Central New Mexico (WCCNM) is attached. Though the discussion about getting the MOU with the Southern Area Workforce Board continued this year, UNM-Valencia has yet to receive a final copy.

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.

(See attachments)

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)

In all aspects of the program, instruction is contextualized to lead toward post-secondary education and training as well as civics instruction. In Learning and Career Skills (LCS), students improve their computer literacy skills while completing career exploration exercises and presenting their career plan. Students also practice their writing and communication skills. There is a focus on "soft skills" through a WorkForce Solution Curriculum called *Skills to Pay the Bills* that includes stress management and time management. Creating the learning plan in LCS provides students with the opportunity and support to create a plan for their own future and learning themselves, while also giving them an opportunity to practice skills desired by post-secondary educators and employers. Instructors use various methods to contextualize their curricula:

- I start every day with a connection activity that ties to a real-world word problem. I try to make these problems applicable to various career fields.
- Students must regularly work in pairs or groups, giving them teambuilding and communication skills that are essential to the workplace.
- To ensure students use up-to-date technology, students regularly use computers, Google Meet, and Classroom.
- To ensure students use up-to-date technology, students also use a variety of programs: Google Sheets, Excel, Google Docs, MS Word, and PowerPoint to name a few.
- When practicing essay writing and/or correct grammar usage, I give students a post-secondary or career focus. For example, students wrote an essay on whether they felt it was more advantageous to go to college or a trade school. While they had some literature to back up both sides, they still had to research pro's and con's for both.

In other classes, math lessons include problems that have come from local employers and writing assignments include topics relevant to careers. Soft skills and digital literacy skills are addressed in every class offered.

Currently, Next Steps works with the Allied Health Department on the UNM Valencia Campus. Between the two programs, phlebotomy, a full time (12 credits) class, and a certified nursing assistant (CNA) (8 credits)

were developed to be I-BEST classes. Both classes lead to a certification and are a part of the nursing career pathway.

In phlebotomy and CNA, students learn hands-on techniques, as well as study mathematics specific to the healthcare field. Students are also required to write a research paper in APA style regarding issues encountered in healthcare that are specific to the course. Not only do students learn healthcare skills in the class, but they also improve math, writing, and study skills within the context of the course. For phlebotomy the adult education instructor, Amiee Stahlman stated the following:

Everything we do with students in this class is focused on their eventual entry into the medical field. Students are required to learn the jargon of the profession, consider frequent issues related to the field, and learn the proper skills and techniques to successfully perform their duties as phlebotomists. As part of the course, students must complete a research paper on a bloodborne pathogen. This assignment not only sharpens students writing, researching, and analytical skills, it teaches them to put into conversation the elements of the phlebotomy course and reinforces important considerations in the field, specifically stopping the spread of disease.

The phlebotomy and CNA classes are I-BEST classes and fulfill the three requirements for an IET program. Adult education and literacy activities are provided by an adult education instructor who is present in the classroom to aid students with fundamental reading, writing, mathematics, and study skills specifically related to the field. A content instructor works with students, in this case CNA and phlebotomy, to learn the skills necessary to work as a CNA or phlebotomist, as well as prepare the students to take their state exams to be certified.

To prepare for the workforce, students practice the skills that they will use in the field, and both classes have a built in clinical portion. Phlebotomy students are required to complete 100 hours of clinical work at a healthcare facility where they practice phlebotomy under supervision. Students must achieve 100 successful venipunctures during clinical to pass the class. Almost all phlebotomy students are offered a job before they leave their clinical experience.

In CNA, students are required to complete a 32 hour supervised clinical experience in a healthcare facility that permits students to perform safe, basic, patient care skills and utilize the basic nursing knowledge attained. All students who pass their state tests are qualified to directly enter the workforce and/or continue on the nursing pathway, which includes a medical assistant certificate and a nursing associate's degree.

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.

This year, a group of students has shown an interest in early childhood education. Instructors were contextualizing curriculum around this topic and were hoping to have an I-BEST class available in the fall; however, due to COVID Next Steps has to put this on hold. Welding is another I-BEST possibility that has been discussed.

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.

The only work-based partnership this year was the continuation of providing blended learning for high school equivalency at Clariant. Clariant provides space and allows students time to study using their equipment. Some time studying is also paid time. These students are temporary employees until they meet the requirement of obtaining a high school credential. They are then given preference for regular positions.

The success of blended learning in other areas of the program and with the requirement to go fully online due to the COVID pandemic, when things start to open up again, employers may be more open to the idea of partnering with a blended or distance learning model. The program will explore other opportunities as the state starts opening up more.

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.

Intensity and Quality

The program offers a flexible schedule in several locations to ensure that sufficient intensity is provided for students to make skill gains. On-site, morning and evening intensive classes are available for 4-5 days per week, 2-4 hours per day depending on the number of classes students participate in. All classes include additional homework and blended learning opportunities.

Most off-site classes use a blended learning method, meeting 1-3 times per week with additional online work assigned for 60-80% of instruction time. All classes are on a 5 week cycle with assessments and progress interviews held in the fifth week. During this fifth week instructors revisit the Learning Plans that have been created (see below) or create new Learning Plans should the student not have one.

Learning Plan (Date and Session) – "Student Name"

Subject	Activity	Number of Hours per Week	Completed
Reading	Fall '19 Session 3/ Start a Stephen King novel!	6(class/lab) 1 hour a week reading	
Writing	Fall '19 Session 3	6	
Math	Fall '19 Session 3	6	
Science			

Social Studies			
All Subjects			

Expectation:

“Student Name” will focus on Reading and Writing for session 3.

“Student Name” is expected to attend class regularly. 2 hours of additional study outside the classroom is recommended using approved online learning systems.

Recommended Focus: The recommended focus is from 10/21 to 11/21. Based on TABE results.

Study Plan:

Step 1	Target Completion: Going to class
Step 2	Target Completion: Work on EdReady
Step 3	Target Completion: Ask questions Goal: increase TABE reading score 500

Additional Requirements to Complete your HSE Class:

Based on Program Requirements

To also ensure Next Steps faculty and staff offer classes that are of sufficient intensity and quality, both staff and faculty continually engage in professional development, research, and program improvement. All instructors attended professional development and collaborative work using the CCR standards. Lesson plans demonstrating the use of standards are required.

Recent data has shown that approximately 69% of students enrolled in the program have math as the subject they've scored lowest in. Only 22% of students who face math remediation are able to finish college, so it is important that the program provides math instruction that is of high quality and extends beyond what is needed to pass high school equivalency and work toward college preparation.

EdReady Self-Study: Students also engage in self-study using the EdReady mathematics and English programs. Instructors, as well as tutors, before COVID quarantine, circulated to assist and monitor progress. Additional lessons and group activities were presented by the instructor as well. As evidence that the approach is working, 62.5% of students who post-tested in math saw improvement.

Learning Plans: All instructors create a learning plan for their students that targets specific areas that require study based on their individual TABE profiles. The instructors meet with students on a regular basis, at least twice each session, to ensure that the student is making progress on their learning plan.

Career Navigators: Next Steps has recently hired a Career Navigator. The Career Navigator meets with students to ensure that they are also making progress on their learning plans. All new incoming students must make an appointment to meet with the Navigator.

Light Speed: Light Speed was a class created by Michael Carriere and Amiee Stahlman. It was an accelerated class for higher level students, students that were close to taking their HiSET or GED test. The classes met 5 days a week for 4 hours a day. Students spent 40 hours in two weeks studying math, and then they spent the next two weeks studying English and writing. There were 12 students that enrolled in the class. Those students ended the year with 58.3% MSGs. Only one student passed the HSE in FY 2020, but three additional students passed HSE practice tests but were unable to take the exam due to COVID.

Essential Components of Reading

Vocabulary, reading fluency and reading comprehension is addressed at every level of instruction. Instructors often use "Engaging the Text" exercises to help students understand and analyze difficult texts. Students go through steps of interrogating the text which include discussion and writing. Phonemic awareness and phonics are also addressed to decipher new words. In low levels of adult basic education and in English language instruction, these components are addressed in more depth.

Reading skills are the foundation of academic success. The essential components of reading are addressed in different ways depending on the level of the students. At every level, students work on vocabulary development, reading fluency, and reading comprehension strategies. Even students who place into intermediate levels sometimes need instruction in phonemic awareness and phonics. These components of reading are especially important for English language learners and beginning readers. For higher level readers, a favorite reading exercise in the program is "Engaging a Text" based on The

Literature Workshop: Teaching Texts and Their Readers by Sheridan Blau. This activity involves “interrogating” the text. In small groups, students complete several sequences of reading, writing in response to general questions about the text that include vocabulary, fluency, comprehension, and synthesis, then discussing what they wrote, and writing about the discussion.

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.

Technology skills are essential to success in higher education and the workforce. UNM-Valencia is a technology enhanced campus. Every classroom has at least a presentation computer and projector. Many have SmartBoards, Classroom Capture, and/or classroom computers. Chromebooks and wireless hotspots are used at off-site locations when necessary. All students in the program are required to use computers as a part of their instruction. Students are allowed as well to utilize any technology that they may possess to aid in their education. Basic computer skills are taught as a part of the regular lesson. Instructors, tutors, and other students assist those who have difficulties with computer skills.

All instructors are required to use Google Classroom, a course management system, to add a blended learning component. Students have become more engaged and communicate with their instructors between classes. The use of Google Classroom works well with other Google Tools, such as Gmail, Docs, Sheets, and Slides. These tools can be used for higher education and in the workplace and the skills learned are transferable to other programs.

Next Steps instructors also use other technological tools to help instruct students ensuring that they are exposed to a variety of teaching methods. Tools and online curriculum such as Kahoot!, Nearpod, Khan Academy, YouTube, Burlington English, EdReady, and PLATO to name a few. The more disparate ways a student can be exposed to information the more they learn.

Learning and Career Skills (LCS) is the introductory course that introduces students to technology tools: email, Google Docs, Google Sheets, and Google Slides. Students use these tools to create a budget and present their career plan. They use the internet and online programs to explore careers and improve reading skills and analyze charts and graphs.

Assessments in EdReady are aligned with College and Career Readiness Standards (CCRS) and the new National Reporting System (NRS) educational functioning levels. Recent data has shown that approximately 69% of students enrolled in the program have math as the subject in which they have scored lowest; the program focused efforts on improving math instruction by splitting the morning mathematics class into two levels.

Up until the COVID quarantine, every class offered a blended learning component. Now the program functions on a purely distance learning capacity. Prior to COVID, classes designated as blended learning met weekly with at least 80% of instruction completed outside of class. Blended learning may be more effective than face-to-face or purely online because it extends learning time, helps students acquire online learning skills, allows students to “make up” missed lessons, makes homework more convenient, can be used in the workplace, and it fits well with competency based learning models.

(<http://app.essentialled.com/resources/blended-learning-teachers-guideweb.pdf>) Blended learning also allows the program to offer classes off-site with minimal requirements from the partner providing space.

Comparing DL ABE Students to General ABE students

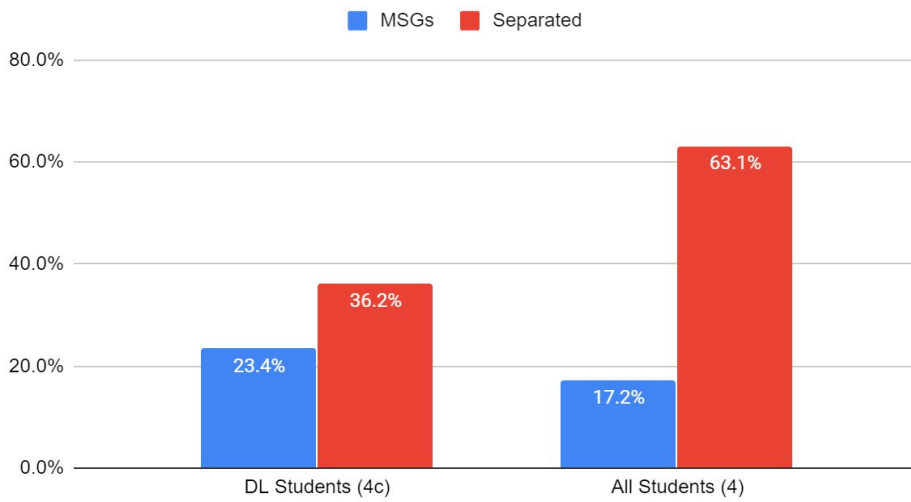


Table 4 is all ABE students in the program. Table 4c is ABE students with more than half their instructional hours earned in Distance Learning. The distance learning students have considerably higher level gain rates than the regular population. Distance learning students also remained in the program at a higher rate than the regular population.

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:

79

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.

The primary location for IECLE services in El Cerro Mission Community Center. This community has a high number of families that don't speak English well. Services at El Cerro Mission Community Center have historically been and continue to be family literacy. The demand is still strong in this area based on participation and census data.

Census data shows a need for services in other areas, but additional funding and recruitment would be necessary to provide services. If the program receives a list of at least 10 potential students requesting services in their area, every attempt is made to provide services.

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)

This is an area in which the program has been working to improve. Currently, the programs that meet the three requirements are the I-BEST program in the nursing pathway. I-BEST courses offered this year have been certified nursing assistant (CNA) and phlebotomy.

In lower-level classes, IELCE students study vocabulary, grammar, and conversation that relate to healthcare in preparation for these courses. One IECLE student is currently enrolled in a CNA class. Recently, a group of students has shown an interest in early childhood education (ECME). Instructors were contextualizing curriculum around this topic; however, due to the COVID pandemic the ECME I-BEST class has been put on hold.

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
Adkins	Dawn	Adjunct Instructor	Part-time	Doctoral degree	5
Carriere	Michael	Training Specialist (Lead)	Full Time	Bachelor's degree	18
Diegel	Kevin	Career Navigator	Part-time	Bachelor's degree	3
Edelen	Matthew	Adjunct Instructor	Part-time	High School Diploma	3
Fisher	Carol	Adjunct Instructor	Part-time	Bachelor's degree	9
Flores de Larranaga	Dolores	Administrative Assistant	Full Time	Associates degree	13 (Admin)
Griego-Schmitt	Breanna	Adjunct Instructor	Part-time	Doctoral degree	1
Hilliard	Cathi	Adjunct Instructor	Part-time	Masters degree	5
Hite	Tina	Program Manager	Full Time	Bachelor's degree	26
Lopez	Claudia	Training Specialist	Full Time	Masters degree	4
Lucero	Allison	Training Specialist	Full Time	Associates degree	17
Perkins	Sandy	Adjunct Instructor	Part-time	Bachelor's degree	14
Salazar	Ron	Adjunct Instructor	Part-time	Doctoral degree	3

Adult Education Local Provider Annual Report

2019-2020

Sanchez-Flavian	Patricia	Adjunct Instructor	Part-time/ Volunteer	Doctoral degree	11
Sheets	Kaya	Tutor	Part-time	High school equivalency	1
Sheets	Thomas	Tutor	Part-time	High school equivalency	2
Stahlman	Amiee	Adjunct Instructor	Part-time	Bachelor's degree	10
Trujillo	Jamie	Adjunct Instructor	Part-time	Masters degree	16
Walter	Karen	Adjunct Instructor	Part-time	Masters degree	6
Waring	Kristen	Training Specialist	Full Time	Associates degree	13
Wilkinson	Elizabeth	Program Coordinator	Full Time	Bachelor's degree	13

Last Name	First Name	Title of Professional Development/Training	Date of Professional Development/ Training	Location of Professional Development/Training
All Staff		Active Shooter Training	7/1/19 - 12/31/19	UNM Mandatory Training Online
All Staff		Preventing Harassment & Sexual Violence (EDU-US)	7/1/19 - 12/31/19	UNM Mandatory Training Online
All Staff		Basic Annual Safety Training	7/1/19 - 12/31/19	UNM Mandatory Training Online
Carriere	Michael	NMAEA/MPAEA Preconference	2/24/2020	Tamaya Resort, Bernalillo
Carriere	Michael	NMAEA/MPAEA	2/25 to 2/26/2020	Tamaya Resort, Bernalillo
Carriere	Michael	Professional Development--various topics	8/15/2019	Next Steps Center
Carriere	Michael	NMAEA Teacher's Institute (Central Region)	9/6/2019	CNM Workforce Training Center / ABQ
Carriere	Michael	Next Steps Diversity Workshop with Julia So Part 1	12/11/2019	VCTC Class room C-108
Carriere	Michael	TimeClock Plus Training	January 2020	UNM Valencia Campus

Adult Education Local Provider Annual Report

2019-2020

Carriere	Michael	Fall Professional Development	8/15/2019	Next Steps Center
Carriere	Michael	Strategic Planning	10/10/2019	Next Steps Center
Carriere	Michael	Career Pathways Training with Jeff Fantine	All year	Online and various locations
Edelen	Matthew	NMAEA/MPAEA Preconference	2/24/2020	Tamaya Resort, Bernalillo
Edelen	Matthew	NMAEA/MPAEA	2/25 to 2/26/2020	Tamaya Resort, Bernalillo
Edelen	Matthew	Next Steps Diversity Workshop with Julia So Part 1	12/11/2019	VCTC Class room C-108
Edelen	Matthew	Strategic Planning	10/10/2019	Next Steps Center
Fisher	Carol	Mission Graduate Employer-Teacher Connection	7/18/2019	LRC 101 UNM Valencia Campus
Fisher	Carol	Burlington English Teacher Training	8/13/2019	UNM Valencia Campus On-Line
Fisher	Carol	Professional Development--various topics	8/15/2019	Next Steps Center
Fisher	Carol	NMAEA Teacher's Institute (Central Region)	9/6/2019	CNM Workforce Training Center / ABQ
Fisher	Carol	NM TESOL	10/18/2019	CNM Montoya Campus, Albuquerque NM
Fisher	Carol	Next Steps Diversity Workshop with Julia So Part 1	12/11/2019	VCTC Class room C-108
Fisher	Carol	ACT NOW - Remote Serving Students	5/26/2020	Webinar
Fisher	Carol	ACT NOW - Recruitment	6/1/2020	Webinar
Fisher	Carol	5 Steps for Students to Get Online	5/13/2020	Webinar
Fisher	Carol	Effective Remote Learning	6/24/2020	Webinar
Fisher	Carol	Burlington English: Core	6/17/2020	Webinar
Fisher	Carol	Fall Professional Development	8/15/2019	Next Steps Center
Fisher	Carol	Strategic Planning	10/10/2019	Next Steps Center
Flores	Dolores	Professional Development--various topics	8/15/2019	Next Steps Center
Flores	Dolores	Asset Essential (new work order system) training	8/28/2019	Building J Room 209
Flores	Dolores	Securing Private Data (Web Course)	10/15/2019	Learning Central Online
Flores	Dolores	AWR-148 Crisis Management for School-Based Incidents	11/1/2019	UNM Valencia Campus Student Community Center
Flores	Dolores	UNM SAFE ZONE training	11/22/2019	LRC 101-A & 101-B
Flores	Dolores	Harassment & Discrimination Prevention	11/25/2019	Learning Central Online

Adult Education Local Provider Annual Report

2019-2020

Flores	Dolores	Next Steps Diversity Workshop with Julia So Part 1	12/11/2019	VCTC Class room C-108
Flores	Dolores	TimeClock Plus Training	January 2020	UNM Valencia Campus
Flores	Dolores	Fall Professional Development	8/15/2019	Next Steps Center
Flores	Dolores	Strategic Planning	10/10/2019	Next Steps Center
Hite	Tina	NMAEA/MPAEA Preconference	2/24/2020	Tamaya Resort, Bernalillo
Hite	Tina	NMAEA/MPAEA	2/25 to 2/26/2020	Tamaya Resort, Bernalillo
Hite	Tina	Professional Development--various topics	8/15/2019	Next Steps Center
Hite	Tina	NMAEA Teacher's Institute (Central Region)	9/6/2019	CNM Workforce Training Center / ABQ
Hite	Tina	Next Steps Diversity Workshop with Julia So Part 1	12/11/2019	VCTC Class room C-108
Hite	Tina	TimeClock Plus Training	January 2020	UNM Valencia Campus
Hite	Tina	Fall Professional Development	8/15/2019	Next Steps Center
Hite	Tina	Strategic Planning	10/10/2019	Next Steps Center
Lopez	Claudia	NMAEA/MPAEA Preconference	2/24/2020	Tamaya Resort, Bernalillo
Lopez	Claudia	NMAEA/MPAEA	2/25 to 2/26/2020	Tamaya Resort, Bernalillo
Lopez	Claudia	Mission Graduate Employer-Teacher Connection	7/18/2019	LRC 101 UNM Valencia Campus
Lopez	Claudia	Professional Development--various topics	8/15/2019	Next Steps Center
Lopez	Claudia	NMAEA Teacher's Institute (Central Region)	9/6/2019	CNM Workforce Training Center / ABQ
Lopez	Claudia	NMAEA Teacher's Institute (Southeast Region)	9/26/2019	ENMU Roswell
Lopez	Claudia	Next Steps Diversity Workshop with Julia So Part 1	12/11/2019	VCTC Class room C-108
Lopez	Claudia	TimeClock Plus Training	January 2020	UNM Valencia Campus
Lopez	Claudia	ACT Now Webinar	5/18/2020	Webinar
Lopez	Claudia	Remote Services part one-Burlington English	5/19/2020	Webinar
Lopez	Claudia	Remote services part two-Burlington English	5/20/2020	Webinar
Lopez	Claudia	Remote Services part three-Burlington English	5/21/2020	Webinar
Lopez	Claudia	Distance Learning with PBS LearningMedia	3/18/2020	Webinar
Lopez	Claudia	Fall Professional Development	8/15/2019	Next Steps Center

Adult Education Local Provider Annual Report

2019-2020

Lopez	Claudia	Strategic Planning	10/10/2019	Next Steps Center
Lucero	Allison	NMAEA/MPAEA Preconference	2/24/2020	Tamaya Resort, Bernalillo
Lucero	Allison	NMAEA/MPAEA	2/25 to 2/26/2020	Tamaya Resort, Bernalillo
Lucero	Allison	Professional Development--various topics	8/15/2019	Next Steps Center
Lucero	Allison	Next Steps Diversity Workshop with Julia So Part 1	12/11/2019	VCTC Class room C-108
Lucero	Allison	TimeClock Plus Training	January 2020	UNM Valencia Campus
Lucero	Allison	Fall Professional Development	8/15/2019	Next Steps Center
Lucero	Allison	Strategic Planning	10/10/2019	Next Steps Center
Lucero	Allison	Career Pathways Training with Jeff Fantine	All year	Online and various locations
Perkins	Sandy	Burlington English Teacher Training	8/13/2019	UNM Valencia Campus On-Line
Perkins	Sandy	Professional Development--various topics	8/15/2019	Next Steps Center
Perkins	Sandy	NM TESOL	10/18/2019	CNM Montoya Campus
Perkins	Sandy	Next Steps Diversity Workshop with Julia So Part 1	12/11/2019	VCTC Class room C-108
Perkins	Sandy	Burlington English Training	12/18/2019	Webinar
Perkins	Sandy	Burlington English-computer based, on Demand	1/1/2020	Webinar
Perkins	Sandy	Distance Learning with PBS LearningMedia	3/18/2020	Webinar
Perkins	Sandy	ACT Now by Burlington English	5/13/2020	Webinar
Perkins	Sandy	Burlington Core Training	6/17/2020	Webinar
Perkins	Sandy	Fall Professional Development	8/15/2019	Next Steps Center
Perkins	Sandy	Strategic Planning	10/10/2019	Next Steps Center
Salazar	Ronald	NMAEA Teacher's Institute (Central Region)	9/6/2019	CNM Workforce Training Center / ABQ
Salazar	Ronald	Strategic Planning	10/10/2019	Next Steps Center
Salazar	Ronald	ACCE Instructor Training	February 2020	Santa Fe
Salazar	Ronald	NMAEA/MPAEA Preconference	2/24/2020	Tamaya Resort, Bernalillo
Salazar	Ronald	NMAEA/MPAEA	2/25/2020	Tamaya Resort, Bernalillo
Salazar	Ronald	Various PD Trainings (Distance Learning Support Group)	Spring 2020	Webinars

Adult Education Local Provider Annual Report

2019-2020

Salazar	Ronald	Online Course Design and Delivery Certificate	Starte May 2020	UNM Valencia Campus
Sanchez-Flavian	Patricia	BurlingtonEnglish Webinar	3/17/2020	Webinar
Sanchez-Flavian	Patricia	Distance Learning with PBS LearningMedia	3/18/2020	Webinar
Sanchez-Flavian	Patricia	BurlingtonEnglish Webinar	3/30/2020	Webinar
Sanchez-Flavian	Patricia	BurlingtonEnglish with zoomWebinar	4/1/2020	Webinar
Sanchez-Flavian	Patricia	BurlingtonEnglish in Google Classroom	5/22/2020	Webinar
Sanchez-Flavian	Patricia	BurlingtonEnglish Webinar	5/13/2020	Webinar
Sanchez-Flavian	Patricia	BurlingtonEnglish Webinar -- Improvements	6/17/2020	Webinar
Sanchez-Flavian	Patricia	NearPod Webinar	6/24/2020	Webinar
Sanchez-Flavian	Patricia	Fall Professional Development	8/15/2019	Next Steps Center
Sanchez-Flavian	Patricia	Strategic Planning	10/10/2019	Next Steps Center
Stahlman	Amiee	Professional Development--various topics	8/15/2019	Next Steps Center
Stahlman	Amiee	Next Steps Diversity Workshop with Julia So Part 1	12/11/2019	VCTC Class room C-108
Trujillo	Jamie	NMAEA/MPAEA Preconference	2/24/2020	Tamaya Resort, Bernalillo
Trujillo	Jamie	NMAEA/MPAEA	2/25 to 2/26/2020	Tamaya Resort, Bernalillo
Waring	Kristen	NMAEA/MPAEA Preconference	2/24/2020	Tamaya Resort, Bernalillo
Waring	Kristen	NMAEA/MPAEA	2/25 to 2/26/2020	Tamaya Resort, Bernalillo
Waring	Kristen	Professional Development--various topics	8/15/2019	Next Steps Center
Waring	Kristen	NMAEA Teacher's Institute (Central Region)	9/6/2019	CNM Workforce Training Center / ABQ
Waring	Kristen	Next Steps Diversity Workshop with Julia So Part 1	12/11/2019	VCTC Class room C-108
Waring	Kristen	TimeClock Plus Training	January 2020	UNM Valencia Campus
Waring	Kristen	Fall Professional Development	8/15/2019	Next Steps Center
Waring	Kristen	Strategic Planning	10/10/2019	Next Steps Center
Wilkinson	Elizabeth	TimeClock Plus Training	January 2020	UNM Valencia Campus

Adult Education Local Provider Annual Report**2019-2020**

Wilkinson	Elizabeth	Fall Professional Development	8/15/2019	Next Steps Center
Wilkinson	Elizabeth	Strategic Planning	10/10/2019	Next Steps Center
Wilkinson	Elizabeth	NMAEA/MPAEA	2/25 to 2/26/2020	Tamaya Resort, Bernalillo

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/Instructors

Total hours contributed	Fair Market Value per Hour	Total
200 (Instructor)	\$34	\$6,800
50 (Tutor)	\$9	\$450

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

Total hours contributed	Fair Market Value per Hour	Total

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

Total hours contributed	Fair Market Value per Hour	Total

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

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

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

\$99,200

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
Office, Tutoring and Storage Space	\$5 x 2406 square feet	\$12,030
UNM-Valencia Classrooms	\$200 per day per classroom x 4	\$61,600

Adult Education Local Provider Annual Report**2019-2020**

	classrooms per day x 77 days (20 weeks x 4 days – 3 holidays = 77 days)	
El Cerro Mission Community Center	\$50 per day open/close fee x 77 days = \$3,850 + 5 hours per day x 77 days x \$10 per hour = \$3,850	\$7,700
Moriarty Read, “Write”	\$50 per day x 2 days per week x 20 weeks	\$2,000
EE Torres Building, Socorro	\$50 per day x 2 days per week x 20 weeks	\$2,000
Belen Public Library	\$50 per day x 1 day per week x 20	\$1,000
Los Lunas Public Library	\$50 per day x 1 day per week x 20	\$1,000

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.

Source	Amount
UNM Valencia Manager Salary and Benefits	\$34,513.02
ACCE (Instructor Salaries and Benefits Only) Federally funded through HSD	\$178,543.10

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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 AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2020.

Student:

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

Select Reporting System:

NRS FY 19-20

Agency: UNM-Valencia

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	1	5	0	0	1	0	0	0	7
ABE Level 2	2	5	1	1	0	3	24	62	0	0	8	21	0	2	129
ABE Level 3	5	6	0	0	0	2	30	54	0	0	9	18	0	3	127
ABE Level 4	1	1	0	1	0	0	10	16	0	0	5	9	1	0	44
ABE Level 5	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	2	18	0	0	0	0	0	0	20
ESL Level 2	0	0	0	0	0	0	1	8	0	0	0	0	0	0	9
ESL Level 3	0	0	0	1	0	0	1	14	0	0	0	0	0	0	16
ESL Level 4	0	0	0	0	0	0	1	20	0	0	0	0	0	0	21
ESL Level 5	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
ESL Level 6	0	0	0	0	0	0	0	6	0	0	0	0	0	0	6
Total	9	12	1	3	0	5	72	207	0	0	23	48	1	5	386

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

by the United States to Indians because of their status as Indians.

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

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

Select Reporting System:

NRS FY 19-20

Agency: UNM-Valencia

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	2	0	1	27	27	0	0	13	11	0	1	82
19-24	4	6	1	0	0	1	17	42	0	0	5	15	1	1	93
25-44	5	6	0	1	0	3	21	106	0	0	4	17	0	3	166
45-54	0	0	0	0	0	0	6	20	0	0	0	2	0	0	28
55-59	0	0	0	0	0	0	1	7	0	0	0	0	0	0	8
60+	0	0	0	0	0	0	0	5	0	0	1	3	0	0	9
Total	9	12	1	3	0	5	72	207	0	0	23	48	1	5	386

*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

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

Select Reporting System:

NRS FY 19-20

Agency: UNM-Valencia

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	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	1	0	0	0	2	0	32	41	0	0	10	7	0	0	93
19-24	3	11	2	1	3	6	37	83	0	0	6	19	1	2	174
25-44	5	24	0	2	3	8	65	189	0	2	7	38	1	3	347
45-54	0	0	2	0	0	1	8	22	0	0	1	5	0	0	39
55-59	0	0	0	1	0	0	0	5	0	0	0	0	0	0	6
60+	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
Total	9	35	4	4	8	15	143	344	0	2	24	69	2	5	664

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

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

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

Ethnicity/Race: See Table 1

NRS Table 3: Participants by Program Type and Age

Select Reporting

NRS FY 19-20 ▼

Agency: UNM-Valencia

System:

Enter the number of participants* by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	80	86	122	9	3	5	305
Integrated Education and Training Program	1	12	4	0	0	2	19
Adult Secondary Education***	0	2	0	0	0	0	2
Integrated Education and Training Program	0	2	0	0	0	0	2
English Language Acquisition****	0	1	13	4	1	1	20
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	2	4	31	15	4	3	59
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	82	93	166	28	8	9	386

*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.

NRS Table 4

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System:

NRS FY 19-20 ▼

Agency: UNM-Valencia

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			
Enterin g Educati onal Functi oning Level (A)	Numbe r of Partici pants (B)	Total Numbe r of Partici pants Exclud ed from MSG Perfor mance (C)	Total Attend ance Hours for All Partici pants (D)	Numbe r Who Achiev ed at Least One Educati onal Functio ning Level Gain (E)	Numbe r Who Attaine d a Second ary School Diplom a or Its Recogn ized Equival ent (F)	Numbe r Separ ated Before Achievi ng Measur able Skill Gains (G)	Numbe r Remai ning in Progra m Withou t Measur able Skill Gains (H)	Perce ntage Achievi ng Measur able Skill Gains (I)	Total Numbe r of Periods of Partici pation (J)	Total Numbe r of Periods of Partici pation in Which Partici pants Achiev ed at Least One Educati onal Functio ning Level Gain (K)	Total Numbe r of Periods of Partici pation in Which a Second ary School Diplom a or Its Recogn ized Equival ent Was Attaine d (L)	Percent age of Periods of Partici pation with Measur able Skill Gains (M)
ABE Level 1	7	0	293	1	0	6	0	14.3	7	1	0	14.3
ABE Level 2	129	1	6532.4	12	1	93	22	10.2	129	12	1	10.1
ABE Level 3	127	0	9181.3	28	3	80	16	24.4	128	28	3	24.2
ABE Level 4	44	0	3020	5	3	15	21	18.2	44	5	3	18.2
ABE Level 5	2	0	123.5	0	0	1	1	0	2	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	309	1	19150.2	46	7	195	60	17.2	310	46	7	17.1
ESL Level 1	20	0	1030.5	1	0	16	3	5	20	1	0	5

ESL Level 2	9	0	775.5	3	0	3	3	33.3	9	3	0	33.3
ESL Level 3	16	0	1382.75	4	0	9	3	25	16	4	0	25
ESL Level 4	21	0	2151.75	6	0	10	5	28.6	21	6	0	28.6
ESL Level 5	5	0	195.25	0	0	4	1	0	5	0	0	0
ESL Level 6	6	0	986.75	0	0	1	5	0	6	0	0	0
ESL Total	77	0	6522.5	14	0	43	20	18.2	77	14	0	18.2
Grand Total	386	1	25672.7	60	7	238	80	17.4	387	60	7	17.3

- 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: (Column I) = (Column E + Column F)/(Column B – 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.

NRS Table 4A - Educational Functioning Level Gain

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NRS FY 19-20

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Agency: UNM-Valencia

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	1	0	0	1	100	0	0	0	0
ABE Level 2	12	10	83.3	8	66.7	0	0	0	0
ABE Level 3	28	18	64.3	17	60.7	0	0	0	0
ABE Level 4	5	4	80	1	20	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	46	32	69.6	27	58.7	0	0	0	0
ESL Level 1	1	1	100	0	0	0	0	0	0
ESL Level 2	3	3	100	0	0	0	0	0	0
ESL Level 3	4	4	100	0	0	0	0	0	0
ESL Level 4	6	6	100	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	14	14	100	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by 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)
Grand Total	60	46	76.7	27	45	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

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NRS FY 19-20 ▼

Agency: UNM-Valencia

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	2	90	1	1	0	50
ABE Level 2	24	2792	12	7	5	50
ABE Level 3	48	6014.3	28	14	6	58.3
ABE Level 4	18	2058.25	5	6	7	27.8
ABE Level 5	1	96	0	0	1	0
ABE Total	93	11050.55	46	28	19	49.5
ESL Level 1	3	305	1	1	1	33.3
ESL Level 2	5	557.5	3	0	2	60
ESL Level 3	7	1069.75	4	1	2	57.1
ESL Level 4	10	1537.25	6	2	2	60
ESL Level 5	0	0	0	0	0	0
ESL Level 6	3	702.5	0	0	3	0
ESL Total	28	4172	14	4	10	50
Total	121	15222.55	60	32	29	49.6

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

Student:

NRS Table 4C

Select Reporting
System:

NRS FY 19-20

Agency: UNM-Valencia

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	42	3174.65	7	0	19	16	16.7	42	7	16.7
ABE Level 3	34	3815.3	10	2	12	10	35.3	34	12	35.3
ABE Level 4	18	1425.75	3	0	3	12	16.7	18	3	16.7
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
ABE Total	94	8415.7	20	2	34	38	23.4	94	22	23.4
ESL Level 1	3	200	0	0	1	2	0	3	0	0
ESL Level 2	1	107	0	0	0	1	0	1	0	0
ESL Level 3	3	568	0	0	0	3	0	3	0	0
ESL Level 4	2	321	2	0	0	0	100	2	2	100

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 5	1	114	0	0	0	1	0	1	0	0
ESL Level 6	3	613.5	0	0	0	3	0	3	0	0
ESL Total	13	1923.5	2	0	1	10	15.4	13	2	15.4
Grand Total	107	10339.2	22	2	35	48	22.4	107	24	22.4

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: $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$

NRS Table 5

Select Reporting

NRS FY 19-20 ▼

Agency: UNM-Valencia

System:

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 *	268	78	29.1	272	80	29.4
Employment Fourth Quarter after exit *	268	107	39.9	271	109	40.2
Median Earnings Second Quarter after exit **	78	2461.85		80	2573.89	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	25	4	16	25	4	16
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	25	7	28	25	7	28
Attained a Postsecondary Credential while enrolled or within one year of exit ****	11	4	36.4	11	4	36.4
Attained any credential (unduplicated) *****	35	13	37.1	35	13	37.1

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.

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NRS FY 19-20 ▼

Agency: UNM-Valencia

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	48	16	33.3	48	16	33.3
Employment Fourth Quarter after exit	42	24	57.1	42	24	57.1
Median Earnings Second Quarter after exit	16	2616.58		16	2616.58	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	3	1	33.3	3	1	33.3
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	3	2	66.7	3	2	66.7
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Attained any credential (unduplicated) *****	3	2	66.7	3	2	66.7

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

NRS Table 6: Participant Status and Program Enrollment

Select Reporting

NRS FY 19-20 ▼

Agency:

UNM-Valencia

System:

Participant Status on Entry into the Program (A)	Number (B)	
Employed	113	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	184	
Not in the Labor Force	89	
TOTAL	386	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	2	0
Grades 1-5	4	3
Grades 6-8	39	20
Grades 9-12 (no diploma)	227	26
Secondary School Diploma or alternate credential	21	16
Secondary School Equivalent	5	0
Some Postsecondary education, no degree	2	8
Postsecondary or professional degree	2	5
Unknown	5	1
TOTAL (both US Based and Non-US Based)	386	
Program Type**		
In Family Literacy Program	4	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	0	
In Community Correctional Program	0	
In Other Institutional Setting	0	
TOTAL Institutional	0	

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

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

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

Employment Status definitions:

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

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

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

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

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

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

Select Reporting

NRS FY 19-20 ▼

Agency:

UNM-Valencia

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	4	1	25	4	1	25
Employment Second Quarter after exit*	3	0	0	3	0	0
Employment Fourth Quarter after exit*	7	0	0	7	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."

NRS Table 9

Select Reporting
System:

NRS FY 19-20 ▼

Agency: UNM-Valencia

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	59	14	23.7	59	14	23.7
Employment Second Quarter after exit	31	2	6.5	31	2	6.5
Employment Fourth Quarter after exit	34	7	20.6	34	7	20.6
Median Earnings Second Quarter after exit	2	10010.59		2	10010.59	
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			

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting

NRS FY 19-20 ▼

Agency:

UNM-Valencia

System:

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

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

Select Reporting
System:

NRS FY 19-20 ▼

Agency: UNM-Valencia

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	21	2	9.5	21	2	9.5
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	21	0	0	21	0	0
MSG via Secondary or Postsecondary Transcript	21	0	0	21	0	0
MSG via Progress Toward Milestones	21	0	0	21	0	0
MSG via Passing Technical/ Occupational Skills Exam	21	18	85.7	21	18	85.7
Employment Second Quarter after exit	18	12	66.7	18	12	66.7
Employment Fourth Quarter after exit	13	5	38.5	14	5	35.7

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)
Median Earnings Second Quarter after exit	12	2919		12	2919	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	2	1	50	2	1	50
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	2	0	0	2	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	11	4	36.4	11	4	36.4

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

NRS Table 14: Local Grantees by Funding Source

Select Reporting Agency: UNM-Valencia

System:

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

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

Instructions for Completing Table 14

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

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.
- In Column (C), report the total number of Integrated English Literacy and Civics Education (IELCE) providers receiving a grant award or contract for instructional services.

- In Column (D), report the total number of each entity receiving funds as a sub-recipient. (Entities receiving funds from a grantee as part of a consortium are to be reported in column (D).
- In Column (F), the percentage is calculated using the following formula: Cell value in Column (E) / Total of Column (E)
- In Column (G), report the total amount of State funds contributed. This amount need not necessarily equal the non-Federal expenditure report on the Federal Financial Report.
- In Column (H), the percentage is calculated using the following formula: Cell value in Column (G) / Total of Column (G)

*** Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

Memorandum of Understanding (MOU) Between **Workforce Connection of Central New Mexico (WCCNM)** And **America's Job Center Partners**



Workforce Connection of Central New Mexico

809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

LEGAL AUTHORITY

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

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

PURPOSE

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

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

Vision

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

Mission

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

System Structure

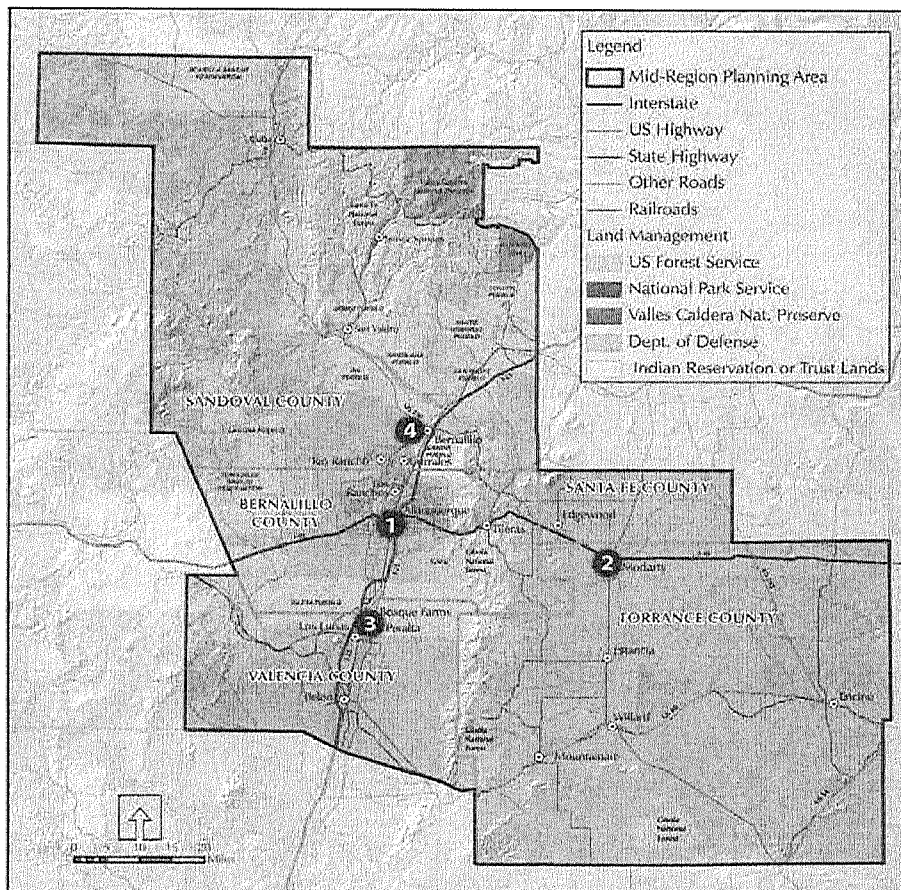
WCCNM American Job Centers

Workforce Connection of Central New Mexico



BUSINESS AND CAREER CENTERS

1. **Bernalillo County Office** 501 Mountain Road NE | Albuquerque, NM 87102 | P (505) 843-1900 | F (505) 843-1993
2. **Torrance County Office** 777 Route 66 | Chamber of Commerce Building | Moriarty, NM 87035 | P (505) 832-6774
3. **Valencia County Office** 428 Los Lentes Rd SE | Los Lunas, NM 87031 | P (505) 212-9115 | F (505) 865-2278
4. **Sandoval County Office** 301 Rail Runner Ave | Bernalillo, NM 87004 | P (505) 771-2160 | F (505) 771-2511



Mid-Region Council of Governments

Administrative Entity for the Workforce Connection of Central New Mexico
809 Copper Ave. NW | Albuquerque, NM 87102 | 505-247-1750

Within the Central Region there is one WIOA comprehensive One-Stop Bernalillo County, three affiliate American Job Centers (AJC) Sandoval, Valencia and Torrance counties. These centers were established under the Workforce Investment Act of 1998 and continued

by the Workforce Innovation and Opportunity Act. All centers offer WIOA 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 WCCNM 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 all American Job Centers within the Central Area is Monday through Friday 8:00 AM to 5:00 PM

WCCNM's WIOA Partners

<i>Participating (Co-Located) Required Partners</i> <i>WCCNM's One-Stop America's Job Center</i>					
Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information	One-Stop Center
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 celina.bussey@state.nm.us	Bernalillo Sandoval Valencia Torrance
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 celina.bussey@state.nm.us	Bernalillo Sandoval Valencia (itinerant)
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 celina.bussey@state.nm.us	Bernalillo
WIOA Adult, Dislocated Worker, and Youth Programs	Mid-region Council of Governments, Workforce Connection of Central NM LWDB	WIOA title I Adult, Dislocated Worker, and Youth Programs – WIOA Act of 2014	WCCNM Board Chair Leslie Sanchez	809 Copper Ave. NW, Albuquerque, NM 87102 505-724-3636 leslie@dlenm.org	Bernalillo Sandoval Valencia Torrance

Non-Participating Required & Additional Partners (Not Co-located)
WCCNM's One-Stop - America's Job Center

Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information
Unemployment Insurance Reemployment Services and Eligibility Assessment Client Access by Computer and Telephone	NM Dept. of Workforce Solutions	Budget Control Act, 2016, WIOA Act of 2014, Unemployment Insurance Program Letter 19-15 Required Partner	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us
Rio Metro Regional Transit District, New Mexico Job Access Program	Rio Metro Regional Transit District	Additional Partner	Terry Doyle, Director RMRTD	809 Copper Ave. NW Albuquerque, NM 87102 505-843-1701 tdoyle@mrcog-nm.gov
Senior Community Service Employment Program Set-Aside Grantees	NICOA, National Indian Council on Aging	Senior Community Service Employment Program Set-Aside Grantees Required Partner	Randella Bluehouse, Executive Director	8500 Menaul Blvd NE, Suite B-470 Albuquerque, NM 87112 505-292-2001 rbluehouse@nicoa.org
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.) Required Partner	Mary Best, President/CEO	5000 San Mateo Blvd. NE Albuquerque, NM 87109 505-881-6140 mbest@goodwillnm.org
National Farmworker Jobs Program Employment and Training Grants	Help – New Mexico	National Farmworker Job Program (NFJP) WIOA Sec. 167 Required Partner	Michael Gutierrez, Chief Executive Officer	5101 Copper Ave NE Albuquerque, NM 87108 505-766-4918 Mike.Gutierrez@helpnm.com
Youth Build	Youth Development Inc	YouthBuild Grants: SGA-DFA-PY-13-04 Required Partner	Dr. Diego Gallegos, President/CEO	518 1st Street NW Albuquerque, NM 87102 505-212-7442 dgallegos@ydinm.org
Adult Basic Education	Adult Education Albuquerque GED	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Gloria Rael, Executive Director	c/o Trumbull Family Resource Center 419 Pennsylvania St. SE, Albuquerque, NM 87108 505-980-2129 gloria@abqged.org

Adult Basic Education	Adult Education Catholic Charities	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	James Gannon, CEO	2010 Bridge Blvd. SW Albuquerque, NM 87105 505-724-4601 gannonj@ccasfnm.org
Adult Basic Education	Adult Education Central New Mexico Community College – CN	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Wanda Helms, CNM Controller	Business Office 525 Buena Vista SE Albuquerque, NM 87106 505-224-3457 whelms@cnm.edu
Adult Basic Education	Adult Education Santa Fe Community College	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Letty Naranjo, Director	Adult Education 6401 Richards Ave. Santa Fe, NM 87508 505-428-1330 Letty.naranjo@sfcc.edu
Adult Basic Education	Adult Education Southwestern Indian Polytechnic Institute	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Sherry Allison, President	9169 Coors Blvd. NW Albuquerque, NM 87120 505-792-2976 sherry.allison@bie.edu
Adult Basic Education	Adult Education UNM- Los Alamos	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Dr. Cynthia J. Rooney, Chief Executive Officer	4000 University Dr. Los Alamos, NM 87544 505-669-3400 gbaca@unm.edu
Adult Basic Education	Adult Education UNM-Valencia	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Dr. Alice Lettney, Chief Executive Officer	280 La Enbtradam Los Lunas, NM 87031 505-925-8540 alichel@unm.edu
Community College	Public Education Department Carl's Perkins Act	Career and technical education (CTE) programs at the postsecondary level, authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) Required Partner	Dr. Elaine Perea, College & Career Readiness Director	300 Dan Gaspar Ave. Santa Fe, NM 87501 505-827-6715 Elaine.perea@state.nm.us
Community Services Block Grant Act (CSBG) <i>Bernalillo, Sandoval and Torrance Counties</i>	New Mexico Department of Human Services	Employment and training activities carried out under the Community Services Block Grant Act (CSBG) (42 U.S.C. 9901 et seq.)	Brent Earnest, Secretary Help NM	Office of the Secretary P.O. Box 2348 Santa Fe, NM 87504 505-827-7750 brent.earnest@state.nm.us

		Required Partner	Michael Gutierrez, Chief Executive Officer	5101 Copper Ave NE Albuquerque, NM 87108 505-766-4918 Mike.Gutierrez@helpnm.com
Ticket to Work	Adelante of NM	Ticket to work and self-sufficiency program [116] Sec. 1148. [42 U.S.C. 1320b-19] (a) In General Additional Partner	Mike Kivitz, CEO	3900 Osuna Rd. NE Albuquerque, NM 87109 505-341-2000 kswilliams@goadelante.org
Pueblo	Santo Domingo	Required Partner Exempt from mandatory contribution	Robert B Coriz, Governor	P.O. Box 99 Santo Domingo Pueblo, NM 87052 505-465-2214 RBCoriz@kewa-nsn.us
Pueblo	Isleta	Required Partner Exempt from mandatory contribution	J. Robert Benavides, Governor	P.O. Box 1270 Isleta Pueblo, NM 87022 505-869-3111 poygov@isletapueblo.com
Pueblo	Zia	Required Partner Exempt from mandatory contribution	Carl B. Schildt, Governor	135 Capitol Square Dr. Zia Pueblo, NM 87053 505-867-3304 governor@ziapueblo.org
Pueblo	Santa Ana	Required Partner Exempt from mandatory contribution	Lawrence Montoya, Governor	2 Dove Road Santa Ana Pueblo, NM 87004 505-867-3301 governor@santaana-nsn.gov
Pueblo	Sandia	Required Partner Exempt from mandatory contribution	Malcom Montoya, Governor	481 Sandia Loop Bernalillo, NM 87004 505-867-3317 sparkinson@sandiapuelbo.nsn.us
Pueblo	Cochiti	Required Partner Exempt from mandatory contribution	Eugene Herrera, Governor	P.O. Box 70 Cochiti Pueblo, NM 87072 505-465-2244 es_herrera@pueblodecochiti.org
Pueblo	San Felipe	Required Partner Exempt from mandatory contribution	Anthony Ortiz, Governor	P.O. Box 4339 San Felipe Pueblo, NM 87001 505-867-3381 ssandoval@sfpueblo.com
Pueblo	Jemez	Required Partner Exempt from mandatory contribution	Joseph A. Toya, Governor	P.O. Box 100 Jemez Pueblo, NM 87024 505-834-7359 Joseph.a.toya@jemezpuablo.org

TERMS and CONDITIONS

Services

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

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

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

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

Roles Responsibilities

All Parties to this agreement shall comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016);
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352);
- Section 504 of the Rehabilitation Act of 1973, as amended;
- The Americans with Disabilities Act of 1990 (Public Law 101-336);
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor;

- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188;
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99);
- Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38);
- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603);
- all amendments to each; and
- all requirements imposed by the regulations issued pursuant to these acts.

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

Additionally, all Parties shall:

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

Chief Elected Official (CEO)

The CEO'S for the WCCNM will:

- In Partnership with the WCCNM and other applicable Partners within the planning region, develop and submit a single regional plan that

includes a description of the activities that shall be undertaken by the WCCNM and their Partners;

- Approve the WCCNM's budget and workforce center cost allocation plan;
- Approve the selection of the one-stop operator following the competitive procurement process; and
- Coordinate with the WCCNM to oversee the operations of the Central Region's American Job Center network.

WCCNM

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

- In Partnership with the CEO's and other applicable Partners within the Central Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by WCCNM and their Partners;
- In collaboration and Partnership with the CEO's and other applicable Partners within the planning region, develop the strategic regional vision, goals, objectives, and workforce-related policies;
- In cooperation with the Local CEO's design and approve the WCCNM - 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; and
 - A competitively procured one-stop operator.
- In collaboration with the CEO's, designate through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the one-stop operator(s);
- Determine the role and day-to-day duties of the one-stop operator;

- Approve annual budget allocations for operation of the American Job Center network;
- Assist the one-stop operator recruit operational Partners and negotiate MOUs with new Partners;
- Leverage additional funding for the WCCNM's American Job Center network to operate and expand one-stop customer activities and resources; and
- Review and evaluate performance of the WCCNM and one-stop operator.

One-Stop Operator

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

Responsibilities may include:

Community and Partnership Development

1. Establish and sustain relationships with WCCNM's American Job Center partners with a focus on creating opportunities to engage in shared planning, visioning, continuous improvement, and program outcomes and evaluation.
2. Ongoing identification and development of community partners to engage in workforce systems activities that lead to improvements in community awareness or engagement in workforce development strategies; and enhanced interest in organizations and businesses to use WCCNM's American Job Center services.
3. Support the implementation of continuous quality improvement approaches and methodologies to enhance the system effectiveness. Examples include, but are not limited to: adoption of change principles to directly enhance flow of service delivery, improve customer, and staff satisfaction; increased administrative efficiencies or improved funding leverage, youth friendly and youth engaged approaches, and inclusion of individuals with disabilities across all programs.
4. Identify and coordinate capacity building activities to improve the effectiveness and performance of partners working with and within the WCCNM's American Job Center; including youth services and programs for individuals with disabilities.
5. Facilitate opportunities for shared learning and training.

6. Promote the WCCNM's American Job Center programs broadly; educate local community, agencies, and organizations about the partners and programs available.
7. Convene regular meetings of all partner agencies and organizations to support full engagement and share leadership in the organizing and developing of ongoing activities and processes; including youth services and programs for individuals with disabilities.
8. Actively engage in opportunities to share leadership with all partners by creating opportunities to report, present, and share activities, such as through local board and committee meetings, community forums, and other appropriate settings.
9. Provide for conflict management and dispute resolution when issues arise between partner organizations.

Implementation and Compliance

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

Business Services

1. Coordinate with partner agencies/organizations on strategies to develop, offer, and deliver quality business services that assist specific businesses and industry sectors in overcoming the challenges of recruiting, retaining, and developing talent for the regional economy.

2. Address immediate and long term skilled workforce needs of in-demand industries and critical skill gaps within and across industries.
3. Provide oversight for the job posting information from businesses to the statewide employment database and assist employers who prefer to enter data directly.
4. Coordinate a process with WCCNM's American Job Center staff on best practices to support effective screening and recruiting of candidates for job openings for area employers.
5. Implement effective activities to respond to employers' requests including the coordination of activities such as interview space, job fairs, and other services available within the WCCNM's American Job Center.
6. Coordinate with partners to organize and implement local Rapid Response services for workers who have or will be dislocated from their jobs due to a business or plant closure, a major employer downsizing, or natural disasters.
7. Collaborate with system partners to facilitate and collectively participate in special projects such as job fairs, business driven workshops, and be responsible for communicating employers' needs to the WCCNM's American Job Center partners.

Specific activities include:

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

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

Partners

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

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

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

Data Sharing

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

Partners further agree that the collection, use, and disclosure of customers' personally identifiable information (PII) is subject to various requirements set forth in Federal and

State privacy laws. Partners acknowledge that the execution of this MOU, by itself, does not function to satisfy these requirements.

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

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

All 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 WCCNM 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 WCCNM Referral Policy – to customers who are eligible for supplemental and complementary services and benefits under partner programs;
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
- Commit to robust and ongoing communication required for an effective referral process; and

- Commit to actively follow up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level.

Accessibility

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

Partners should either have their own web presence via a website and/or the use of social media and collaborate with the WCCNM 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 policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues. All Partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all WCCNM's 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 WCCNM's American Job Centers. The WCCNM 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 WCCNM and its Partners will develop and implement a strategic outreach plan that will include, at a minimum:

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

Dispute Resolution

The following section details the dispute resolution process designed for use by the Partners when unable to successfully reach an agreement necessary to execute the MOU. A disagreement is considered to have reached the level of dispute resolution when an issue arises out of the development and negotiation of an MOU that is not easily coming to a

point of resolution. It is the responsibility of the WCCNM Board Chair (or designee) to coordinate the MOU dispute resolution to ensure that issues are being resolved appropriately. Any party to the MOU may seek resolution under this process:

- All Parties are advised to actively participate in local negotiations in a good faith effort to reach an agreement. Any disputes shall first be attempted to be resolved informally;
- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the WCCNM Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days;
- The WCCNM Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a two-thirds majority consent of the Executive Committee members present;
- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies;
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure;
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties of the MOU; and
- The WCCNM Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution.

Monitoring

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

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

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

Non-Discrimination and Equal Opportunity

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

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

Indemnification

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

Severability

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

Drug and Alcohol-Free Workplace

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

suspension or debarment under 2 CFR part 180, as adopted by the U.S. Department of Education at 2 CFR 3485, and the U.S. Department of Labor regulations at 29 CFR part 94.

Certification Regarding Lobbying

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

Debarment and Suspension

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

Priority of Service

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

Buy American Provision

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

Salary Compensation and Bonus Limitations

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

individual, whether charged to either direct or indirect, at a rate in excess of the Federal Office of Personnel Management Executive Level II.

Non-Assignment

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

Governing Law

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

Steps to Reach Consensus

1. Notification of Partners

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

2. Kickoff Meeting

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

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

3. Negotiations

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

4. Draft MOU

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

5. Review and Comment

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

6. Finalized Draft

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

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

MOU Modification Process

1. Notification

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

2. Discussion/Negotiation

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

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

If the modification involves substitution of a party that will not impact any of the terms of the agreement, it can be accomplished by the original party and the new party entering into an MOU that includes the WCCNM, wherein the new party assumes all of the rights and

obligations of the original party. Upon execution, the WCCNM Board Chair (or designee) presents the agreement as a proposed modification to the MOU, and the remaining steps are followed.

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

3. Signatures

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

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

Termination

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

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

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

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

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

Effective Period

This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 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 WCCNM'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; and
- Ensures that costs are appropriately shared by WCCNM's American Job Center Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received. This requires that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

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

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

All costs must be included in the MOU, allocated according to Partners' proportionate use and relative benefits received, and reconciled on a quarterly basis against actual costs

incurred and adjusted accordingly. The one-stop operating budget is expected to be transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately. All Partners must negotiate in good faith and seek to establish outcomes that are reasonable and fair.

The Operating Budget/ Infrastructure Funding Agreement (IFA) will be negotiated and finalized on or before January 2018 with the current Resource Sharing Agreement (RSA) remain in effect until then. Note: Signatures for the MOU and the IFA will be separate and the MOU and IFA is to be negotiated individually.

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

WCCNM One-Stop Operating Budget

Infrastructure Funding Agreement



Workforce Connection of Central New Mexico

809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

Internet
Telephone
One-Stop Administrative Support
Copier Lease and Supplies
Postage Meter Rental
Office Supplies
IT Maintenance & Support
Janitorial-Maintenance

Additional Costs (allocated to participating partners)

Shared Costs:

Software
One-Stop Management
Copier Lease and Supplies
Postage Meter Rental
Office Supplies
Supplies
Printed Materials
Postage (based on usage)

Career Services Costs:

Welcome Desk Support

All costs included within the Operating Budget are allocated according to Partners' proportionate use and potential relative benefits received. The estimated costs will be established each year based on annual budgets and all cost considerations and are to be reconciled on a quarterly basis against actual costs incurred and invoiced to each partner accordingly.

Partners identified within the Memorandum of Understanding (MOU) between Workforce Connection of Central New Mexico (WCCNM) and America's Job Center Partners physically co-located in the WCCNM's one-stop center(s) are described on Page 5 of the MOU - WIOA One-Stop Partners. These partners are designated as "Participating Required Partners and Additional Partners" which are physically present within the Bernalillo County Comprehensive One-Stop. Costs for the operation of the one-stop is allocated based upon square footage occupied also by usage for telephones and internet connections, number of positions for shared costs, and number or clients served for career services.

Other partners designated as "Non-Participating Required Partners" – identified on Page 7 of the MOU, must contribute to the Infrastructure Funding Agreement. Partners identified as non-participating may provide access via the one-stop via automated online systems or telephone

customer service with resources available within the one-stop Resource Room or dedicated telephone lines. The WCCNM's Welcome Desk staff are cross-trained on available online partner services or referred by program staff for client services.

All non-participating partner programs, excluding Native American Programs, must contribute to the cost of infrastructure for the WCCNM Comprehensive One-Stop located in Bernalillo County. Non-participating program customers use the WCCNM's American Job Center network to access services such as:

UNM Valencia Campus - Adult Basic Education (UD)

- Using resource room computers to conduct work searches and access employment information;
- Using resource room staff assistance for the above services and for general employment and career information;
- Assessments of skill level, aptitudes, abilities and supportive service needs;
- Comprehensive and specialized assessments;
- Using other resource room equipment such as copiers, scanners, fax machines, or assistive technology for individuals with disabilities;
- Obtaining labor market information;
- Employment service career counseling;
- Referral to job openings;
- Work readiness training;
- Referral and access to training services
 - Skills Training
 - On-the-Job Training
- Access to and notification of employment events sponsored by the WCCNM's Bernalillo County One-stop American Job Center;
- Collaboration on workforce related activities.

The One-Stop within Valencia County is considered an affiliate center versus a comprehensive one-stop. Therefore, contributions are not required from UNM Valencia Campus - Adult Basic Education program & Carl D. Perkins associated programs.

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

Authority and Signature- *UNM Valencia Campus – Adult education & Carl D. Perkins Programs*

- One Completed, signed, and dated Authority and Signature page is required for each signatory official.

By Signing my name below, I Alice Letteney, certify that I have read the WCCNM Partner MOU and IFA. All of my questions have been discussed and answered satisfactory.

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

- ☒ The Infrastructure Funding Agreement under the Partner MOU

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

- ☒ The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is complete; prior to January 1, 2018.

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

- a) In three years,
- b) Upon amendment, modification, or termination, or
- c) On June 30, 2020, whichever occurs earlier.


Signature

12/13/17
Date

Alice Letteney, CEO
Printed Name and Title

UNM Valencia Campus – Adult Education & Carl D. Perkins

Agency Contact Information



Workforce Connection of Central New Mexico

809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

CAREER PATHWAYS IN ADULT EDUCATION

Career Pathways Progress and Sustainability Plan for New Mexico

PROGRAM NAME: UNM Valencia Next Steps: Adult Education Center

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?

1. We successfully redesigned our Onboarding process to include employability skills. The effort mainly reflected around our LCS (Learning and Career Skills class) so that students received a WorkForce Solution Curriculum called Skills to Pay the Bills, which focused on Soft Skills, Employability Skills, and some Academic Skills. We also redesigned our Introduction component of our Onboarding process to include time management, progress policy, student's effect on program funding ect...these followed a more TBR model.
2. Developed a plan for students to continue their research on their career plan that will become a full fledged Research paper in our intensive Math and Language Arts class. This will include students explaining how Math and Writing apply to their field of study. This started May 26th

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:

The COVID pandemic has definitely affected our plan. When we had face to face classes the WorkForce Solution reps would visit the classroom to let students know what services are available to them. As of now our reps are severely overworked and cannot make classes. We will try to have them revisit our E-Classes in the future again to reestablish that relationship.

Right now we are unsure what classes, including our IBEST classes, will be offered in the fall semester. We are working with our campus to try to provide as many classes as possible under these new restrictions. Right now our Phlebotomy students have received an incomplete for their Spring classes and work is being done to help them complete the course. How this will affect further Phlebotomy classes is still being considered. 1 in 4 students may be allowed to go to the lab, but clinicals may still be affected.

Sustainability Plan

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

We will continue to have students research their career pathway content that they work on in the classes, and have students reflect on how each lesson (journal entries) is relevant to their career choice.

We will continue to work with the Allied Health Division and see how our students can enter the Phlebotomy or CNA classes, should they desire to.

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