

**NEW MEXICO HIGHER EDUCATION DEPARTMENT**



**ADULT EDUCATION AND FAMILY LITERACY  
REQUEST FOR APPLICATION**

**JULY 1, 2021-JUNE 30, 2025**

**FUNDING APPLICATION**

# ADULT EDUCATION AND FAMILY LITERACY

## REQUEST FOR APPLICATION

### Purpose of Grant

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help U.S. job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

WIOA brings together, in strategic coordination, the core programs of federal investment in skill development:

- employment and training services for adults, dislocated workers, and youth and Wagner-Peyser employment services administered by the Department of Labor (DOL) through formula grants to states;
- adult education and literacy programs administered by the Department of Education (ED) that assist adults to become literate and obtain the knowledge and skills necessary for economic self-sufficiency; and
- vocational rehabilitation state grant programs administered by ED that assist individuals with disabilities in obtaining employment.

WIOA replaces the Workforce Investment Act (WIA) of 1998 and retains and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

The new law compels partnership and encourages alignment among the four core programs within the law. The core programs consist of: (1) the Adult, Dislocated Worker, and Youth formula programs administered by the Department of Labor (DOL) under Title I; (2) the Adult Education and Literacy program administered by the Department of Education (ED) under Title II; (3) the Wagner-Peyser Act employment services program administered by DOL under Title III; and (4) the programs under Title I of the Vocational Rehabilitation Act administered by ED under Title IV.

For more information about WIOA, [visit https://www.dol.gov/agencies/eta/wioa](https://www.dol.gov/agencies/eta/wioa)

Activities under WIOA are conducted according to New Mexico's WIOA Combined State Plan at [https://www.dws.state.nm.us/Portals/0/DM/Partners/NM\\_WIOA\\_PYs\\_2020-2023.pdf?ver=2020-06-30-091840-233](https://www.dws.state.nm.us/Portals/0/DM/Partners/NM_WIOA_PYs_2020-2023.pdf?ver=2020-06-30-091840-233)

### Agency Issuing Request for Application

Pursuant to 34 CFR Parts 463.20 through 463.26, the New Mexico Higher Education Department (NMHED) requests applications for funding to implement adult education and literacy activities throughout the state. The specific purpose of this grant application is to fund programs for eligible individuals that

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (2) assist adults who are parents or family members to obtain the education and skills that—
  - (A) are necessary to becoming full partners in the educational development of their children; and
  - (B) lead to sustainable improvements in the economic opportunities for their family;

- (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- (4) assist immigrants and other individuals who are English language learners in—
  - (A) improving their—
    - (i) reading, writing, speaking, and comprehension skills in English; and
    - (ii) mathematics skills; and
  - (B) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Funding will be available for the following areas:

- Adult Education and Literacy Activities (WIOA Section 203)
- Corrections Education and Other Education of Institutionalized Individuals (WIOA Section 225)
- Integrated English Literacy and Civics Education (WIOA Section 243)

## **Important Definitions:**

### **Eligible Individual (29 USC 3272.4)**

An individual

- (a) who has attained 16 years of age;
- (b) who is not enrolled or required to be enrolled in secondary school under State law; **and**
- (c) who—
  - i. is basic skills deficient;
  - ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; **or**
  - iii. is an English language learner.

### **Eligible Applicants (34 CFR 463.23)**

An organization that has **demonstrated effectiveness** in providing adult education and literacy activities is eligible to apply for a grant. These organizations may include, but are not limited to:

- (a) A local educational agency;
- (b) A community-based organization or faith-based organization;
- (c) A volunteer literacy organization;
- (d) An institution of higher education;
- (e) A public or private nonprofit agency;
- (f) A library;
- (g) A public housing authority;
- (h) A nonprofit institution that is not described in any of paragraphs (a) through (g) of this section and has the ability to provide adult education and literacy activities to eligible individuals;
- (i) A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (a) through (h) of this section; and
- (j) A partnership between an employer and an entity described in any of paragraphs (a) through (i) of this section.

(Authority: 29 U.S.C. 3272(5))

## Contact Information

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Cia Padilla  
Financial Officer  
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## Grant Period

The grant period will begin July 1, 2021, and end on June 30, 2025, with continuation each year contingent upon compliance with grant agreement and continuation of funding.

## Application Procedure

All eligible providers who may wish to apply for a grant must notify NMHED at [adult.education@state.nm.us](mailto:adult.education@state.nm.us) by **March 5, 2021**, in order to ensure ongoing communication from NMHED. Failure to notify NMHED of intent to apply will NOT render the application ineligible for consideration.

NMHED will conduct a pre-application conference by webinar for all who have indicated an intent to apply. The purpose of the conference is to hear and respond to questions and provide clarification about the application and its process so that all applicants have access to the same information. The webinar will be recorded and a link posted at <http://www.hed.state.nm.us/programs/funding-opportunities-1.aspx>

NMHED will also accept questions in writing only at [adult.education@state.nm.us](mailto:adult.education@state.nm.us) from **February 26, 2021**, until **April 9, 2021**. NMHED will respond in writing (via email) and also post all questions and their answers at <http://www.hed.state.nm.us/programs/funding-opportunities-1.aspx>

Applications will be reviewed by an impartial committee made up of members with expertise in adult education and literacy programming and operation.

In addition, local Workforce Development Boards will review applications that impact their respective regions to advise the review committee regarding the application's alignment with local workforce development plan strategies. Local Workforce Development Boards have an advisory function only in this award process.

**For more information about each local Workforce Development Board and their updated 4-year plans, please visit:**

<https://www.dws.state.nm.us/en-us/Workforce-Boards>

**Note:** If you are unable to find a region's 4-year plan posted on the Board's website, we suggest you contact Board staff directly to request information about their plans. Contact information is on each board's website, but for convenience a key contact for each region is listed below.

**Central Area Workforce Development Board**

Workforce Connection of Central New Mexico

Art Martinez, Workforce Administrator

[amartinez@mrcog-nm.gov](mailto:amartinez@mrcog-nm.gov)

(505) 999-9893

<http://www.mrcog-nm.gov/workforce>

**Northern Area Local Workforce Development Board**

Administrative Entity

Lisa Ortiz, Executive Director

[lisa@nalwdb.org](mailto:lisa@nalwdb.org)

(505) 690-2591

<https://northernboard.org/>

**Southwestern Area Workforce Development Board**

Administrative Entity

South Central Council of Governments

Steve Duran, WIOA Administrator

[sduran@sccog-nm.com](mailto:sduran@sccog-nm.com)

(575) 740-5381

<https://www.employnm.com/workforce-board>

**Eastern Area Local Workforce Development Board**

Administrative Entity

Beth Elias, Programs Manager

(575) 208-2210 Office

(915) 479-5014

<http://eawdb.org/>

**IMPORTANT APPLICATION SUBMISSION INSTRUCTIONS:**

Paper applications will not be accepted. All applications must be submitted electronically to NMHED via email to [adult.education@state.nm.us](mailto:adult.education@state.nm.us)

***Your application will not be considered if you do not submit the final application by April 9, 2021.***

NMHED will review the final applications. Determination of and notification to awardees will be made no later than **June 1, 2021**.

**Evaluation Criteria**

NMHED will select awardees based on *several factors*, which may include the following:

- selection committee's scoring and recommendations;
- alignment of proposed applicant activities with needs for services in the intended service area;
- evaluation of cost of service relative to need and cost efficiency;
- evaluation of historic program data provided by the applicant; and

- evaluation of financial statements/audits provided by applicant.

In addition, NMHED may contact employees, board members, partners or business associates of applicant organizations to clarify or verify information and responses provided by applicants. NMHED may ask to see student level outcome data that corroborate the outcomes listed in an application.

## Award Amounts

Multiple grants will be awarded for a four-year period. Award amounts will depend upon available funding and statewide need. The individual grant amounts will be determined equitably by formula.

<b>APPLICATION TIMELINE</b>	
<b>Action</b>	<b>Date</b>
Notification of funding availability	February 26, 2021
Deadline to notify NMHED of intent to apply for grant. (notify by sending email to <a href="mailto:adult.education@state.nm.us">adult.education@state.nm.us</a> )	March 5, 2021
Pre-application conference for intended applicants (web-based; to be recorded and published on NMHED website)	March 10, 2021
SUBMISSION DEADLINE: Eligible providers submit their applications to the NMHED via email to <a href="mailto:adult.education@state.nm.us">adult.education@state.nm.us</a> .	April 9, 2021
NMHED distributes local applications to the Local Workforce Development Board to review all local applications in that workforce development area. Workforce Development Boards review applications and determine the extent to which each local application is or is not in alignment with the local plan	April 12, 2021
Local Workforce Development Boards return their feedback to the NMHED.	April 30, 2021
NMHED reviews applications and makes the final determination of who will be the AE providers.	May 3-May 28, 2021
Selection and notification of providers who are to receive grant awards.	June 1, 2021

# **GRANT APPLICATION PACKET**

## **ADULT EDUCATION AND FAMILY LITERACY**

**July 1, 2021 through June 30, 2025**

### **Required Funding Application Contents**

- 1. SIGNED COVER SHEET**
- 2. APPLICANT ORGANIZATION TYPE**
- 3. DEMONSTRATED EFFECTIVENESS**
- 4. SERVICES TO BE PROVIDED**
- 5. FUNDING APPLICATION NARRATIVE**
- 6. NEW MEXICO CERTIFICATIONS AND ASSURANCES**
- 7. LOBBYING, DEBARMENT, AND DRUG-FREE WORKPLACE REQUIREMENTS**
- 8. BUDGET FORMS**
- 9. FINANCIAL STATEMENTS OR INDEPENDENT AUDITS FOR TWO YEARS**

**Applications must contain all nine of the above components to be considered complete and to be evaluated.**

**Your submitted application, along with a signed award letter from the Secretary of the New Mexico Higher Education Department, will constitute the Grant Agreement for your organization.**

**Please remove these introductory and instruction pages from your final application. The first page of your application should be the Cover Sheet below.**



# NEW MEXICO HIGHER EDUCATION DEPARTMENT



## ADULT EDUCATION AND FAMILY LITERACY

### 2021-2025 FUNDING APPLICATION COVER SHEET

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Name of Organization

---

Address

City

State

Zip Code

---

Executive Officer of Organization –Printed Name

---

Executive Officer of Organization –Signature

Date

---

Contact Person

Phone Number

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E-Mail Address of Contact Person

## 1. APPLICANT ORGANIZATION TYPE

This application is for Adult Education and Literacy services. This grant award is a multi-year award and is renewable contingent on grant agreement compliance and the reallocation of state and federal funds.

### What type(s) of eligible provider is your organization?

- Local educational agency
- Community-based organization
- Volunteer literacy organization
- Institution of higher education
- Public or private nonprofit agency
- Library
- Public housing authority
- Nonprofit institution that is not described above
- Consortium of the agencies, organizations, institutions, libraries or authorities described above
- Partnership between an employer and an entity as described above
- Other

Indicate the total number of adult students you propose to serve in 2021—2022:

### NOTE:

**IF YOU ARE APPLYING AS PART OF A CONSORTIUM, EACH CONSORTIUM MEMBER MUST SUBMIT A SEPARATE APPLICATION AND QUALIFY SEPARATELY.**

**LIST OTHER APPLICANTS WHO WILL BE MEMBERS OF THE CONSORTIUM:**

## 2. DEMONSTRATED EFFECTIVENESS

In order to be considered for funding, an otherwise eligible provider must demonstrate effectiveness in providing adult education and literacy activities.

### **How to establish demonstrated effectiveness (34 CFR 463.24)**

(a) For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

(b) There are two ways in which an eligible provider may meet the requirements in paragraph (a) of this section:

- (1) An eligible provider that has been funded under Title II of the Act must provide performance data required under WIOA Section 116 to demonstrate past effectiveness.
- (2) An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph (a) of this section.

### **Important Definitions:**

**Eligible Individual** – An individual—

- A. who has attained 16 years of age;
- B. who is not enrolled or required to be enrolled in secondary school under State law; and
- C. who—
  1. is basic skills deficient;
  2. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
  3. is an English language learner. (29 USC 3272.4)

**Participant** – An individual in an Adult Education and Family Literacy Act (AEFLA) program who has completed at least 12 contact hours. (34 CFR 463.150(a)(3))

**Program Exit** – 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. (34 CFR 463.150(c)(i))

**Measurable Skill Gain (MSG)** – MSG is an indicator required by WIOA that is used to demonstrate participants' progress toward achieving a credential, enrollment in postsecondary education, or employment.

Depending on the type of education or training program, documented progress is defined as one of the following:

- i. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
  - ii. Documented attainment of a secondary school diploma or its recognized equivalent;
- (34 CFR 463.155(c)(5)(i-ii))

iii. Employment Outcomes:

**Employment 2<sup>nd</sup> Quarter After Exit** – the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program. (34 CFR 463.155(a)(1)(i))

**Employment 4<sup>th</sup> Quarter After Exit** – the percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program. (34 CFR 463.155(a)(1)(ii))

**Median Wage 2<sup>nd</sup> Quarter After Exit** – median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program. (34 CFR 463.155(a)(1)(iii))

Applicant is not required to submit student level outcome data with the application, but applicants must make this data available for review and verification upon the State’s request.

An applicant who has demonstrated effectiveness will have a greater than zero three-year average performance for any of the participant outcomes.

If an applicant is found not to have demonstrated effectiveness, the applicant is determined not eligible to be considered, and the grant application will not be reviewed or scored. Ineligible applicants will receive notification of their application status no later than **June 1, 2021**.

**Demonstrated Effectiveness for Applicants who *have* been previously funded under WIOA**

An eligible provider that has been funded under Title II of the Act must provide performance data required under WIOA Section 116 to demonstrate past effectiveness. (34 CFR 463.24.b.1)

If the application is for a consortium, each consortium member must submit a separate demonstrated effectiveness table.

Participant Outcomes	Percentage of Eligible Individuals Improving Skills or Achieving Outcome			
	FY18	FY19	FY20	3-Year Average
Reading				
Writing				
Mathematics				
English Language Acquisition				
Attainment of Secondary School Diploma or its recognized equivalent				
Transition to postsecondary education and training				
Employment				

**Demonstrated Effectiveness for Applicants who *have not* been previously funded under WIOA**

An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph (a) of section 463.24, above. (34 CFR 463.24.b.1)

If your organization has NOT been previously funded under Title II of WIOA, please demonstrate past effectiveness on the table below.

If the application is for a consortium, each consortium member must submit a separate demonstrated effectiveness table.

Participant Outcomes	Percentage of Eligible Individuals Improving Skills or Achieving Outcome			
	FY18	FY19	FY20	3-Year Average
Reading				
Writing				
Mathematics				
English Language Acquisition				
Attainment of Secondary School Diploma or its recognized equivalent				
Transition to postsecondary education and training				
Employment				

<b>FOR AGENCY USE ONLY:</b>		
<b>Applicant is an Eligible Provider with Demonstrated Effectiveness</b>	YES ___	NO ___
<b>Application is Complete</b>	YES ___	NO ___
<b>APPLICATION IS ELIGIBLE FOR CONSIDERATION</b>	YES ___	NO ___

### 3. SERVICES TO BE PROVIDED

**APPLICANTS MUST OPERATE PROGRAMS THAT PROVIDE ONE OR MORE OF THESE ACTIVITIES CONCURRENTLY:**

**34 CFR 463.30 The term “adult education and literacy activities” means programs, activities, and services that include:**

- (a) Adult education,
- (b) Literacy,
- (c) Workplace adult education and literacy activities,
- (d) Family literacy activities,
- (e) English language acquisition activities,
- (f) Integrated English literacy and civics education,
- (g) Workforce preparation activities, or
- (h) Integrated education and training

**Important Laws and Regulations:**

#### **29 USC 3272.1 Adult Education**

The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to

- a. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- b. transition to postsecondary education and training; and
- c. obtain employment.

#### **29 USC 3272.13 Literacy**

The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

#### **29 USC 3272.16 Workplace Adult Education and Literacy activities**

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.

#### **29 USC 3272.9 Family Literacy Activities**

*Special Rule: Subgrantees shall not use any funds made available under Title II for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not eligible individuals described in section 203(4), except that subgrantee may use such funds if the programs, services, or activities are related to family literacy activities. In providing family literacy activities under Title II, the subgrantee shall attempt to coordinate with non-AEFLA programs and services prior to using AEFLA funds for these programs, services, or activities.*

The term “family literacy activities” means activities that are of sufficient intensity and quality, to

make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all the following activities:

- a. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- b. Interactive literacy activities between parents or family members and their children.
- c. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
- d. An age-appropriate education to prepare children for success in school and life experiences.

### **34 CFR 463.31 English Language Acquisition**

The term “English language acquisition program” means a program of instruction—

(a) That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; **and**

(b) That leads to—

- (1) Attainment of a secondary school diploma or its recognized equivalent; and
- (2) Transition to postsecondary education and training; **or**
- (3) Employment.

### **34 CFR 463.32 To meet the requirement in §463.31(b) a program of instruction must:**

(a) Have implemented State adult education content standards that are aligned with State-adopted challenging academic content standards, as adopted under the Elementary and Secondary Education Act of 1965, as amended (ESEA) as described in the State's Unified or Combined State Plan and as evidenced by the use of a State or local curriculum, lesson plans, or instructional materials that are aligned with the State adult education content standards; **or**

(b) Offer educational and career counseling services that assist an eligible individual to transition to postsecondary education or employment; **or**

(c) Be part of a career pathway.

### **34 CFR 463.33 Integrated English Literacy and Civics Education (IELCE) Program (formerly EL/Civics)**

(a) Integrated English literacy and civics education services are education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

(b) Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

If you intend to apply for IELCE Program funding, please incorporate into your application how you plan to provide services under Section 243 of WIOA and in compliance with 34 CFR parts 463.70-463.75.

### **34 CFR 463.34 Workforce Preparation Activities**

Workforce preparation activities include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

- (a) Utilizing resources;
- (b) Using information;
- (c) Working with others;
- (d) Understanding systems;
- (e) Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- (f) Other employability skills that increase an individual's preparation for the workforce.

### **34 CFR 463.35 Integrated Education and Training (IET)**

The term “integrated education and training” refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

#### **34 CFR 463.36 An Integrated Education and Training (IET) program must include three components:**

- (a) Adult education and literacy activities as described in §463.30.
- (b) Workforce preparation activities as described in §463.34.
- (c) Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act.

#### **34 CFR 463.37 How does a program providing integrated education and training (IET) under Title II meet the requirement that the three required components be “integrated”?**

In order to meet the requirement that the adult education and literacy activities, workforce preparation activities, and workforce training be integrated, services must be provided concurrently and contextually such that—

- (a) Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
  - (1) Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
  - (2) Occur simultaneously; and
  - (3) Use occupationally relevant instructional materials.
- (b) The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

#### **34 CFR 463.38 How does a program providing integrated education and training under Title II meet the requirement that the integrated education and training program be “for the purpose of educational and career advancement”?**

A provider meets the requirement that the integrated education and training program provided is for the purpose of educational and career advancement if:



- (a) The adult education component of the program is aligned with the State's content standards for adult education as described in the State's Unified or Combined State Plan; and
- (b) The integrated education and training program is part of a career pathway.

### **34 CFR 463.60-63 Corrections Education and Education of Institutionalized Individuals**

If you intend to provide services to institutionalized individuals, you will need to incorporate into your application narrative how you plan to provide services under Section 225 of WIOA and in compliance with 34 CFR parts 463.60-463.63, below.

#### **34 CFR 463.60 What are programs for Corrections Education and the Education of other Institutionalized Individuals?**

(a) Authorized under Section 225 of the Act, programs for corrections education and the education of other institutionalized individuals require each eligible agency to carry out corrections education and education for other institutionalized individuals using funds provided under section 222 of the Act.

(b) The funds described in paragraph (a) of this section must be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for—

- (1) Adult education and literacy activities;
- (2) Special education, as determined by the eligible agency;
- (3) Secondary school credit;
- (4) Integrated education and training;
- (5) Career pathways;
- (6) Concurrent enrollment;
- (7) Peer tutoring; and
- (8) Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

#### **34 CFR 463.61 How does the eligible agency award funds to eligible providers under the program for Corrections Education and Education of other Institutionalized Individuals?**

(a) States may award up to 20 percent of the 82.5 percent of the funds made available by the Secretary for local grants and contracts under section 231 of the Act for programs for corrections education and the education of other institutionalized individuals.

(b) The State must make awards to eligible providers in accordance with subpart C.

#### **34 CFR 463.62 What is the priority for programs that receive funding through programs for Corrections Education and Education of other Institutionalized Individuals?**

Each eligible agency using funds provided under Programs for Corrections Education and Education of Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to programs serving individuals who are likely to leave the correctional institution within five years of participation in the program.

#### **34 CFR 463.63 How may funds under programs for Corrections Education and Education of other Institutionalized Individuals be used to support transition to re-entry initiatives and other post-release services with the goal of reducing recidivism?**

Funds under Programs for Corrections Education and the Education of Other Institutionalized Individuals may be used to support educational programs for transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals' transition to re-entry and

other post-release services. Examples include assisting incarcerated individuals to develop plans for post-release education program participation, assisting students in identifying and applying for participation in post-release programs, and performing direct outreach to community-based program providers on behalf of re-entering students. Such funds may not be used for costs for participation in post-release programs or services.

<b>Which Adult Education and Literacy Services will you provide?</b>	
<input type="checkbox"/>	Adult Education
<input type="checkbox"/>	Literacy
<input type="checkbox"/>	Workplace Adult Education and Literacy
<input type="checkbox"/>	Family Literacy
<input type="checkbox"/>	English Language Acquisition Activities
<input type="checkbox"/>	Integrated English Literacy and Civics Education Program (WIOA Section 243)
<input type="checkbox"/>	Workforce Preparation
<input type="checkbox"/>	Integrated Education and Training

<b>Will you be serving individuals who are in corrections programs or institutionalized? YES__ NO__</b>	
<b>If YES, which of these services will you provide?</b>	
<input type="checkbox"/>	Adult education and literacy
<input type="checkbox"/>	Special education, as determined by the eligible agency
<input type="checkbox"/>	Secondary school credit
<input type="checkbox"/>	Integrated education and training
<input type="checkbox"/>	Career pathways
<input type="checkbox"/>	Concurrent enrollment
<input type="checkbox"/>	Peer tutoring
<input type="checkbox"/>	Transition to re-entry initiatives and other post-release-services with the goal of reducing recidivism

## Proposed Service Locations and Projected Number of Participants

- Select the counties in which you intend to provide services.
- You need not limit your services to a single region.
- Indicate the number of participants *in the coming year* you anticipate for each county.

Placing a check in the box will not guarantee that you will be the service provider for this area, only that you are requesting consideration for this area. The NMHED reserves the right to allow multiple providers in a single service area and to distribute those funds in that service area at its discretion.

Service Area	Select	Projected Participant Number	Counties
Central Region	<input type="checkbox"/>		Valencia
	<input type="checkbox"/>		Bernalillo
	<input type="checkbox"/>		Torrance
	<input type="checkbox"/>		Sandoval
Southwestern Region	<input type="checkbox"/>		Doña Ana
	<input type="checkbox"/>		Sierra
	<input type="checkbox"/>		Socorro
	<input type="checkbox"/>		Catron
	<input type="checkbox"/>		Grant
	<input type="checkbox"/>		Luna
	<input type="checkbox"/>		Hidalgo
Northern Region	<input type="checkbox"/>		Cibola
	<input type="checkbox"/>		McKinley
	<input type="checkbox"/>		San Juan
	<input type="checkbox"/>		Rio Arriba
	<input type="checkbox"/>		Taos
	<input type="checkbox"/>		Colfax
	<input type="checkbox"/>		Mora
	<input type="checkbox"/>		San Miguel
	<input type="checkbox"/>		Santa Fe
	<input type="checkbox"/>		Los Alamos
Eastern Region	<input type="checkbox"/>		Union
	<input type="checkbox"/>		Harding
	<input type="checkbox"/>		Quay
	<input type="checkbox"/>		Guadalupe
	<input type="checkbox"/>		Lincoln
	<input type="checkbox"/>		Otero
	<input type="checkbox"/>		Eddy
	<input type="checkbox"/>		Lea
	<input type="checkbox"/>		Chaves
	<input type="checkbox"/>		Roosevelt
	<input type="checkbox"/>		Curry
	<input type="checkbox"/>		De Baca

**Additional Comments from the Eligible Provider:**

*If you have selected more or fewer counties than those for which you have historically provided services, please indicate this and explain your reasons here:*

## 4. FUNDING APPLICATION NARRATIVE

**Total Possible Points = 700\***

**\*Please note:** There are two *optional* sections in this application: IECLCE Program funds and Corrections Education funds. These are 100 points each and are not included in the total of 700; they are scored separately for those who apply.

**Directions:** Respond to each of the following items. Responses should be **lettered** and answered in a clear and concise manner. **Please use Times New Roman or Calibri font, 11 points, and set line spacing to 1.5. Adhere to word limits indicated after each criterion.**

As you complete your narrative, include program data or research on which you base these practices as appropriate.

We suggest you become acquainted with the requirements in the Workforce Innovation and Opportunity Act (Public Law 113-128) and the resulting regulations. WIOA is found at <https://www.congress.gov/113/plaws/publ128/PLAW-113publ128.pdf>

Applicable regulations are at <https://www.ecfr.gov/cgi-bin/text-idx?SID=f284d9f4d8e105d9b4ccbc1dfc7c5fc6&mc=true&node=pt34.3.463&rgn=div5#>

**A. EXECUTIVE SUMMARY (MAXIMUM 1,500 WORDS)**

**90 PTS**

Briefly describe the proposed Adult Education (AE) program, including:

- i. Geographic area of service and special population(s) served
- ii. Overview of current services, student population, and key initiatives or partnerships
- iii. Overview of planned services, student population, and key initiatives or partnerships (Sec. 463.22) Include:
  - (1) A description of how funds awarded under this title will be spent consistent with the requirements of Title II of WIOA (AEFLA);
  - (2) A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
  - (3) A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under Title I of WIOA, as appropriate.

<b>SCORING RUBRIC FOR A. EXECUTIVE SUMMARY</b>		
<b>61-90 Points</b>	<b>31-60 Points</b>	<b>0-30 Points</b>
Clear, complete summary of the proposed program, including a full description of area of service, special populations served, and current services. Detailed information is provided about how AEFLA funds will be spent and existing cooperative arrangements. There is evidence of clear alignment with local workforce plan and the requirements of AEFLA.	Summary is incomplete or unclear in some respects. Geographic areas of service, special populations served, and current services only partially described. Sparse or unspecific description of how funds will be spent in a way that is consistent with AEFLA and local workforce plan.	Geographic area of service, special populations served, and current services are not described. Does not demonstrate clear knowledge of AEFLA and local workforce plan and/or does not describe in detail how services will be provided.

**B. GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT (MAXIMUM 500 WORDS) YES/NO**

**10 PTS**

The Department of Education's General Education Provisions Act (GEPA) applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

Section 427 of GEPA lists six types of barriers that may impede equitable access or full participation in a project: gender, race, national origin, color, disability, or age. Determine whether these or other barriers may prevent students access or participation to in the project. In the statement, describe the steps the program will take to overcome the barriers and ensure equity of access and participation in the project.

For more information, see <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

<b>SCORING RUBRIC FOR B. GEPA STATEMENT</b>	
<b>YES – 10 POINTS</b>	<b>NO – 0 POINTS</b>
The response describes the steps the program will take to ensure equitable access to, and equitable participation in, the project. It describes how the program will overcome identified barriers for students.	The application does not include a GEPA response or the response is not complete or fully responsive to the requirements.

**What the law says:**

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—

- a. regional needs as identified in the local plan under section 108; and
- b. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—
  - (i) who have low levels of literacy skills; or
  - (ii) who are English language learners;

**Required Narrative**

- 1) Describe how your program, and the services your program provides, align to the needs laid out in the local workforce development (LWDA) plan for your local area.
- 2) Describe how your program is designed to serve individuals who have low levels of literacy skills.
- 3) Describe how your program is designed to serve individuals who are English language learners.

SCORING RUBRIC FOR C. CONSIDERATION 1		
41-60 Points	21-40 Points	0-20 Points
<p>The response clearly and completely describes how services will be provided in alignment with the LWDA plan. Program services for low literacy students and English language learners are clearly and completely outlined, reflecting research and best practices in literacy education.</p>	<p>The response is partially complete and may describe how services will be provided in alignment with the LWDA plan. Program services for low literacy students and/or English language learners may be partially outlined, with some support from best practices and research in adult literacy education.</p>	<p>The response is incomplete or unclear in some respects. It may not describe how services will be provided in alignment with the LWDA plan. Program services for low literacy students and/or English language learners may not be clearly outlined.</p>



**D. CONSIDERATION 2 SEC. 231 (E)(2) (MAXIMUM 500 WORDS)**

**30 PTS**

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities

**Required Narrative**

- 1) Describe how your program is designed to serve individuals with disabilities.
- 2) Describe how your program is designed to serve individuals with learning disabilities.

**SCORING RUBRIC FOR D. CONSIDERATION 2**

<b>21-30 Points</b>	<b>11-20 Points</b>	<b>1-10 Points</b>
The response clearly and completely describes how the program will serve eligible individuals with disabilities, including eligible individuals with learning disabilities.	The response is incomplete or unclear in some respects. It does not describe well how the program will serve eligible individuals with disabilities.	The response is incomplete or unclear in some respects. It does not describe well how the program will serve eligible individuals with disabilities.

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—  
 Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy

**Required Narrative**

1) Provide detail as to the effectiveness of your program in improving the literacy of eligible individuals.

2)

State Adjusted Levels of Performance	
Performance Measure	FY 22 Expected Level of Performance
Measurable Skill Gain (MSG)	40%
Credential Attainment Rate	22%
Employment (Second Quarter After Exit)	24%
Employment (Fourth Quarter After Exit)	26%
Median Earnings (Second Quarter After Exit)	\$3,750.00

A. (Current Providers)- Describe how your program has historically met state-adjusted levels of performance for the primary indicators of performance described in WIOA Sec. 116.

B. (New Providers)-Describe your program’s past performance and how your program expects to meet state-adjusted levels of performance for the primary indicators of performance described in WIOA Sec. 116. (Sec 463.22(a)(4))

3) Describe how your program has worked to improve the literacy of eligible individuals who have low levels of literacy.

**Required Data**

Applicants are required to submit data regarding their past effectiveness for fiscal years 2018 (July 1, 2017 – June 30, 2018), 2019 (July 1, 2018 – June 30, 2019), and 2020 (July 1, 2019-June 30, 2020) using the tables on the following three pages. The levels of performance submitted on the tables will be used to determine the quality of performance of the applicants.

<b>SCORING RUBRIC FOR E. CONSIDERATION 3</b>		
<b>41-60 Points</b>	<b>21-40 Points</b>	<b>0-20 Points</b>
<p>The description is fully and clearly responsive regarding how the program has effectively improved the literacy skills of eligible individuals in the past and will meet the state-adjusted levels of performance in the future. It cites relevant data and research and clearly demonstrates the program has an understanding of how to meet state-adjusted levels of performance.</p>	<p>The description is somewhat responsive regarding how the program has effectively improved the literacy skills of eligible individuals in the past and will meet the state-adjusted levels of performance. It cites some relevant data and research and demonstrates the program has some understanding of the state-adjusted levels of performance are and how to meet them.</p>	<p>The response is incomplete or unclear in more than one respect. The description is minimally responsive regarding how the program has effectively improved the literacy skills of eligible individuals in the past and how it will meet the state-adjusted levels of performance.</p>

<b>Fiscal Year 2018</b>			
<b>Primary Indicators of Performance</b>	<b>Number of Participants who Exited</b>	<b>Number of Participants who Exited Achieving Outcome or Median Earnings Value</b>	<b>Percentage of Participants Achieving Outcome</b>
Measurable Skill Gain	N/A		
Employment Second Quarter After Exit			
Employment Fourth Quarter After Exit			
Median Earnings Second Quarter after Exit			
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit			
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit			
Attained a Postsecondary Credential while enrolled or within one year of exit			
Attained any credential (unduplicated)			

<b>Fiscal Year 2019</b>			
<b>Primary Indicators of Performance</b>	<b>Number of Participants who Exited</b>	<b>Number of Participants who Exited Achieving Outcome or Median Earnings Value</b>	<b>Percentage of Participants Achieving Outcome</b>
Measurable Skill Gain	N/A		
Employment Second Quarter After Exit			
Employment Fourth Quarter After Exit			
Median Earnings Second Quarter after Exit			
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit			
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit			
Attained a Postsecondary Credential while enrolled or within one year of exit			
Attained any credential (unduplicated)			

<b>Fiscal Year 2020</b>			
<b>Primary Indicators of Performance</b>	<b>Number of Participants who Exited</b>	<b>Number of Participants who Exited Achieving Outcome or Median Earnings Value</b>	<b>Percentage of Participants Achieving Outcome</b>
Measurable Skill Gain	N/A		
Employment Second Quarter After Exit			
Employment Fourth Quarter After Exit			
Median Earnings Second Quarter after Exit			
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit			
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit			
Attained a Postsecondary Credential while enrolled or within one year of exit			
Attained any credential (unduplicated)			

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the one-stop partners

**Required Narrative**

- 1) Explain how your program aligns its activities to the strategies and goals of the local WIOA plan.
- 2) Explain how your program aligns with the activities and services of the one-stop partners in your designated local area(s).
- 3) Describe how the eligible provider has input on the local workforce development board. **(This is a state-imposed requirement.)**

**SCORING RUBRIC FOR F. CONSIDERATION 4**

21-30 Points	11-20 Points	0-10 Points
<p>The description is fully and clearly responsive to how the organization will align its activities to the strategies and goals of the local WIOA plan, aligns with the activities and services of the one-stop partners in your designated local area(s), and describes clearly and completely how the eligible provider has input on the local workforce development board(s).</p>	<p>The description is partially responsive to how the organization will align its activities to the strategies and goals of the local WIOA plan, aligns with the activities and services of the one-stop partners in your designated local area(s), and/or describes how the eligible provider has input on the local workforce development board(s).</p>	<p>The response is incomplete or unclear in some respects. The description is minimally responsive to how the organization will align its activities to the strategies and goals of the local WIOA plan, aligns with the activities and services of the one-stop partners in your designated local area(s), and/or describes how the eligible provider has input on the local workforce development board(s).</p>

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—  
 Whether the eligible provider’s program— is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and uses instructional practices that include the essential components of reading instruction;

**Required Narrative**

- 1) Describe how your program provides sufficient intensity and quality to allow students to make substantial learning gains.
- 2) Describe how your program design incorporates the most rigorous research available so that participants achieve substantial learning gains.
- 3) Describe how your program uses instructional practices that include the essential components of reading instruction.

**SCORING RUBRIC FOR G. CONSIDERATION 5**

41-60 Points	21-40 Points	0-20 Points
<p>The description is fully responsive and clear. It provides some specificity and cites research regarding how the organization’s program is 1) of sufficient intensity and quality, 2) is based on the most rigorous research; and 3) uses instructional practices that include the essential components of reading instruction.</p>	<p>The description is partially responsive and provides some specificity regarding how the organization’s program is 1) of sufficient intensity and quality, 2) is based on the most rigorous research; and 3) uses instructional practices that include the essential components of reading instruction.</p>	<p>The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization’s program is 1) of sufficient intensity and quality, 2) is based on the most rigorous research; and 3) uses instructional practices that include the essential components of reading instruction.</p>



**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to –  
 Whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

**Required Narrative**

- 1) Reading, Writing, and Speaking Instruction
  - (A) Describe how your program delivers reading, writing, and speaking instruction.
  - (B) Describe how your program’s instruction is based on the best practices derived from the most rigorous and appropriate research available.
  - (C) Describe how your program incorporates scientifically valid research and effective educational practice.
- 2) Mathematics Instruction
  - (A) Describe how your program delivers mathematics instruction.
  - (B) Describe how your program’s instruction is based on the best practices derived from the most rigorous and appropriate research available.
  - (C) Describe how your program incorporates scientifically valid research and effective educational practice.
- 3) English Language Acquisition Instruction
  - (A) Describe how your program delivers English language acquisition instruction.
  - (B) Describe how your program’s instruction is based on the best practices derived from the most rigorous and appropriate research available.
  - (C) Describe how your program incorporates scientifically valid research and effective educational practice.

**SCORING RUBRIC FOR H. CONSIDERATION 6**

41-60 Points	21-40 Points	0-20 Points
The description is fully responsive and clear regarding how the organization’s activities are based on the best practices derived from the most rigorous research available. The response cites relevant research and shows alignment of activities with research.	The description is partially responsive regarding how the organization’s activities are based on the best practices derived from the most rigorous research available. Some relevant research is cited.	The response is incomplete or unclear in some respects. The description is minimally responsive or unclear regarding how the organization’s activities are based on the best practices derived from the most rigorous research available.

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—  
 Whether the eligible provider’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

**Required Narrative**

- 1) Describe how your program uses technology to enhance programming and increase the quality of learning.
  - (A) Describe how your program’s use of technology leads to improved performance.
- 2) Describe how your program uses distance education to enhance programming and increase the quality of learning.
  - (A) Describe how your program’s use of distance education leads to improved performance.

**SCORING RUBRIC FOR I. CONSIDERATION 7**

21-30 Points	11-20 Points	0-10 Points
The description is fully responsive on how the organization’s activities effectively use technology. Response cites data clearly indicating improved student learning due to the use of technology services and delivery systems.	The description is partially responsive on how the organization’s activities effectively use technology. Response may cite some data.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization’s activities effectively use technology.

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—  
 Whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship

**Required Narrative**

- 1) Describe how your program offers contextualized learning opportunities, including integrated education and training, so that an individual acquires the skills needed to:
  - (A) transition to and complete postsecondary education and training programs.
  - (B) obtain and advance in employment leading to economic self-sufficiency.
  - (C) exercise the rights and responsibilities of citizenship.

**SCORING RUBRIC FOR J. CONSIDERATION 8**

<b>41-60 Points</b>	<b>21-40 Points</b>	<b>0-20 Points</b>
The description is fully responsive regarding how the organization’s activities provide learning in context. The response cites research and relates it to the applicant’s contextual learning activities.	The description is partially responsive and provides some specificity regarding how the organization’s activities provide learning in context. The response may cite some research.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization’s activities provide learning in context.

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—  
 Whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means

**Required Narrative**

- 1) How do your instructional positions align with the College and Career Readiness Standards (CCRS) for Adult Education?
- 2) Describe the face-to-face and electronic professional development available to your staff.
- 3) Describe the face-to-face and electronic professional development in which your staff participates.

**SCORING RUBRIC FOR K. CONSIDERATION 9**

21-30 Points	11-20 Points	0-10 Points
The description is fully responsive and specific regarding the organization’s instructors and professional development. The response demonstrates in-depth understanding of the CCRS.	The description is partially responsive regarding the organization’s standards alignment, instructors, and/or professional development. Response may be lacking some specificity. Demonstrates some understanding of the CCRS.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding standards alignment, instructors, and/or professional development. Demonstrates little understanding of the CCRS.

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—

Whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways

**Required Narrative**

- 1) Describe how your program coordinates the development of career pathways with other available education, training, and social service resources in the community, such as by establishing strong links with:
  - (A) Elementary and secondary schools;
  - (B) Postsecondary educational institutions;
  - (C) Institutions of higher education;
  - (D) Local workforce development boards;
  - (E) One-stop centers;
  - (F) Job training programs;
  - (G) Social services agencies;
  - (H) Business and industry;
  - (I) Labor organizations;
  - (J) Community-based organizations;
  - (K) Nonprofit organizations.

**SCORING RUBRIC FOR L. CONSIDERATION 10**

21-30 Points	11-20 Points	0-10 Points
<p>The description is fully responsive regarding how the program coordinates the development of career pathways with others. The response provides much specificity and detail and/or demonstrates a high level of community partnership in career pathways efforts.</p>	<p>The description is partially responsive regarding how the program coordinates in the development of career pathways with others. Response demonstrates that some efforts have been made to coordinate with other community resources. Response may lack specificity or detail.</p>	<p>The response is incomplete or unclear in some respects. The description is only minimally responsive regarding how the program coordinates in the development of career pathways with others, or the program coordinates with few or no other community resources.</p>

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—  
 Whether the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs

**Required Narrative**

- 1) Describe how your program offers flexible schedules necessary to enable individuals to attend and complete programs.
- 2) Describe how your program offers flexible schedules necessary to enable individuals with disabilities or other special needs to attend and complete programs.
- 3) Describe how your program coordinates with federal, state, and local entities to provide the following services necessary to enable individuals to attend and complete programs:
  - (A) child care;
  - (B) transportation;
  - (C) mental health services;
  - (D) career planning.
  - (E) With what other federal, state, or local support services does your program coordinate?
- 4) Describe how your program coordinates with federal, state, and local entities to provide the following services necessary to enable individuals with disabilities or other special needs to attend and complete programs:
  - (A) child care;
  - (B) transportation;
  - (C) mental health services;
  - (D) career planning.
  - (E) With what other federal, state, or local support services does your program coordinate?

**SCORING RUBRIC FOR M. CONSIDERATION 11**

21-30 Points	11-20 Points	0-10 Points
The description is fully responsive on how the organization’s activities offer flexibility as described in the prompt. Response demonstrates that the program has effectively provided significant flexibility for both populations described in the prompt.	The description is partially responsive on how the organization’s activities offer flexibility as described in the prompt. The program offers at least some flexibility for both populations described in the prompt.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization offers flexibility as described in the prompt and/or the program does not offer much or any flexibility for either or both populations described in the prompt.

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—  
 Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

**Required Narrative**

Funded programs must commit to using New Mexico’s Adult Education Student Information System (LACES) to allow for the recording, monitoring, and reporting of measurable participant outcomes **(This is a state requirement)**.

- 1) Describe the processes in place to ensure the accurate recording of student information including, but not limited to, demographics, testing, attendance, and outcome data.
- 2) Describe the process in place to ensure monthly **(state requirement)** entry of applicable student data into the LACES data system.

**SCORING RUBRIC FOR N. CONSIDERATION 12**

21-30 Points	11-20 Points	0-10 Points
The description is fully responsive on how the organization will ensure the accurate recording of student information, providing much specificity and detail regarding processes.	The response is partially responsive on how the organization will ensure the accurate recording of student information, providing some specificity and detail regarding processes.	The response is incomplete or unclear in some respects. The description is not responsive on how the organization will ensure the accurate recording of student information.

**What the law says:**

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—  
 Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

**Required Narrative**

- 1) Describe the need for English language acquisition and civics education programs in the area(s) in which your program is located.
  - (A) What data sources indicate the need?

**SCORING RUBRIC FOR O. CONSIDERATION 13**

21-30 Points	11-20 Points	0-10 Points
The description is fully responsive regarding English language acquisition and civics education programs. The application cites and analyses data—program data, survey data, census data, community data—that demonstrate and evaluate the need for these programs.	The response is partially responsive regarding English language acquisition and/or civics education programs. The application may have cited some data and/or research indicating a need in the area for such programs.	The response is incomplete or unclear in some respects. The description is minimally responsive regarding English language acquisition and/or civics education programs. Relevant data may not be included.



**This is a state-imposed requirement:**

A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities.

**Required Narrative**

Describe how your program will

- (i) Provide access through the one-stop delivery system to adult education and literacy activities;
- (ii) Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs (paid from local program Administrative Costs funds) for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;
- (iii) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
- (iv) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and
- (v) Provide representation to the State board.

**SCORING RUBRIC FOR P. ONE-STOP PARTNER RESPONSIBILITIES**

41-60 Points	21-40 Points	0-20 Points
The description is fully responsive regarding one-stop partner responsibilities, including all of the information requested in the narrative prompt. Response offers significant specificity and detail.	The response is partially responsive regarding one-stop partner responsibilities, including some of the information requested in the narrative prompt. Response may be lacking specificity or detail.	The response is incomplete or unclear in several respects. The description is minimally responsive regarding one-stop partner responsibilities and includes little of the information requested in the narrative prompt.

**Q. Integrated English Literacy and Civics Education Sec. 243(c); 34 CFR 463.33, 70-.75**

**(MAXIMUM 1,500 WORDS) 100 PTS**

NOTE: Only complete this section if your program is applying for Sec. 243 IELCE PROGRAM funds. Before you decide whether or not to apply for Sec. 243 funds, please be sure to review all information provided carefully.

**What the law says:**

Under Title II of WIOA, a portion of AEFLA funds are reserved specifically for the IELCE PROGRAM (Sec. 243), as distinct from IELCE services which also remain an allowable adult education and literacy activity that eligible providers may include in their services using non-IELCE (Sec. 243) AEFLA funding.

Section 203(2) of WIOA defines “adult education and literacy activities” as “...programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated education and training.” Section 203(12) of WIOA defines “integrated English literacy and civics education” (IELCE) as “...education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.”

**To be clear, the IELCE PROGRAM established under section 243 of WIOA differs from the more general IELCE “services” in that providers receiving funds for this specific Sec. 243 PROGRAM must:**

(1) Provide IELCE activities in combination with IET, and (2) prepare English language learners for, and place them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, as well as integrate with the local workforce development system to carry out the activities of the program.

**Under Section 203(11) of WIOA and 34 C.F.R. § 463.35, “integrated education and training” (IET) means** “...a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” IET is further described at 34 C.F.R. §§ 463.36–463.38. To learn more about the statutory requirements of IET, you may find the following resource helpful because it breaks everything down nicely, complete with statutory and rule citations:

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

**What the regulations say:**

The Integrated English Literacy and Civics Education (IELCE) program refers to the use of funds provided under section 243 of the Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. IELCE services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

**Required Narrative (This is a state-imposed requirement):**

- 1) Describe your program’s English language acquisition instruction and how your program instructs on the rights and responsibilities of citizenship and civic participation.
- 2) Describe how your program is designed to prepare English languages learners for occupations in in-demand industries and occupations that lead to economic self-sufficiency.

- 3) Describe how your program places English languages learners into in-demand industries and occupations that lead to economic self-sufficiency.
- 4) Describe how your program integrates with the local workforce development system and its functions to carry out the activities of the Integrated English Literacy and Civics Education program.
- 5) Describe how your program plans to meet the requirement to use funds for IELCE in combination with IET activities. Your program may meet the requirement by co-enrolling participants in IET that is provided within the local or regional workforce development area from sources other than Sec. 243 or by using funds provided under Sec. 243 to support IET activities.
- 6) Describe who is eligible to receive IELCE services in your program, including professionals with degrees and credentials obtained in their native countries.

**SCORING RUBRIC FOR Q. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION**

<b>67-100 Points</b>	<b>34-66 Points</b>	<b>0-33 Points</b>
<p>The response clearly and completely describes the program's IELCE offerings. Response fully addresses each of the six elements of the prompt with specificity and detail. Response makes sufficient reference to relevant research and best practices.</p>	<p>The response partially describes the program's IELCE offerings. Response addresses each of the six elements of the prompt but may lack specificity and detail in some parts. Response makes reference to some relevant research and best practices.</p>	<p>The response is incomplete or unclear in several respects. It may not adequately or only minimally describe the program's IELCE program offerings. Information on one or more of the six elements of the prompt are not clear or complete. Response lacks specificity and detail. Insufficient or lacking references to relevant research and best practices.</p>

**R. Programs for Corrections Education and Other Institutionalized Individuals Sec. 225**

Note: Only complete this section if your program intends to serve the target populations as listed and defined in Section 225, with allowable programs and activities as indicated.

**(MAXIMUM 1,500 WORDS) 100 PTS**

**What the law says:**

**SEC. 222. (a)(1) STATE DISTRIBUTION OF FUNDS.**

Each eligible agency [**in this case, NMHED**] receiving a grant under section 211(b) for a fiscal year— (1) shall use not less than 82.5 percent of the grant funds to award grants and contracts under section 231 and to carry out section 225, of which not more than 20 percent of such amount shall be available to carry out section 225.

**SEC. 225. PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS.**

- (a) **PROGRAM AUTHORIZED.**—From funds made available under section 222(a)(1) for a fiscal year, each eligible agency [**in this case, NMHED**] shall carry out corrections education and education for other institutionalized individuals.
- (b) **USES OF FUNDS.**—The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for—
  - (1) Adult education and literacy activities;
  - (2) Special education, as determined by the eligible agency;
  - (3) Secondary school credit;
  - (4) Integrated education and training;
  - (5) Career pathways;
  - (6) Concurrent enrollment;
  - (7) Peer tutoring; and
  - (8) Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.
- (c) **PRIORITY.** - Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.
- (d) **(d) REPORT.**—In addition to any report required under section 116, each eligible agency [**in this case, NMHED**] that receives assistance provided under this section shall annually prepare and submit to the Secretary a report on the progress, as described in section 116, of the eligible agency with respect to the programs and activities carried out under this section, including the relative rate of recidivism for the criminal offenders served.
- (e) **DEFINITIONS.**—In this section: (1) **CORRECTIONAL INSTITUTION.**—The term “correctional institution” means any— (A) prison; (B) jail; (C) reformatory; (D) work farm; (E) detention center; or (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders. (2) **CRIMINAL OFFENDER.**—The term “criminal offender” means any individual who is charged with or convicted of any criminal offense.

## Required Narrative

Describe how your program shall carry out corrections education and education for other institutionalized individuals. Be sure to address each sanctioned program activity you plan to provide (listed again below); how you plan to provide it; and where/to whom.

- 1) Adult education and literacy activities;
- 2) Special education, as determined by the eligible agency;
- 3) Secondary school credit;
- 4) Integrated education and training;
- 5) Career pathways;
- 6) Concurrent enrollment;
- 7) Peer tutoring; and
- 8) Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

## SCORING RUBRIC FOR R. Programs for Corrections Education and Other Institutionalized Individuals

67-100 Points	34-66 Points	0-33 Points
The response clearly and completely describes the program's corrections education program and/or education for other institutionalized individuals program. The response clearly and completely describes program activities that will be offered with the funding. Response provides sufficient specificity, detail, and references to relevant research and best practices.	The response partially describes the program's corrections education program and/or education for other institutionalized individuals program. The response may describe some program activities that will be offered with the funding. Response provides some specificity, detail, and references to relevant research and best practices.	The response is incomplete or unclear in several respects. It only minimally describes the program's corrections education program and/or education for other institutionalized individuals. The response does not describe or only minimally describes program activities that will be offered with the funding. Response lacks specificity, detail, and references to relevant research and best practices.

## 5. NEW MEXICO CERTIFICATIONS AND ASSURANCES

(This section is a State Requirement)

### Agreement for the Operation of an Approved Adult Education Program

Applicant/Agency:

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Address:

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Contact Information:

**For the fiscal year beginning July 1, 2021 and ending June 30, 2022**

It is agreed that adult education services will be provided subject to the regulations of the *New Mexico State Plan for Adult Education and Family Literacy* for the operation of adult education programs. These regulations include, but are not limited to the following:

1. **Student Eligibility:** Adult education means services or instruction below the post-secondary level for individuals-
  - a. who have attained sixteen years of age;
  - b. who are not enrolled or required to be enrolled in secondary school under New Mexico State Law; and
  - c. who –
    1. lack sufficient mastery of the basic educational skills to enable the individuals to function effectively in society;
    2. do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
    3. are unable to speak, read, or write the English language well.
2. **Funding Priorities**
  - a. Basic Literacy – communication skills of listening, speaking, reading and writing the English language, numeracy and problem solving.
  - b. HSE – instructional services in adult education leading toward the completion of a high school diploma or its recognized equivalent, and/or services which enable students to enroll in postsecondary or vocational training.
  - c. Workforce/Life Skills – services offered for the purpose of improving the productivity of participants in the workplace through improvement of literacy skills, including computer literacy.
  - d. Family Literacy – services that are of sufficient intensity and of sufficient duration to make sustainable changes in a family through activities between parents and children, training for parents to be primary teachers and full partners in their children’s education, parent literacy training that promotes economic sufficiency, and age appropriate activities to prepare children for success in school and life.
  - e. Corrections and Institutionalized Adults – instruction in above listed content areas for adult criminal offenders in correctional institutions and for other institutionalized adults.
  - f. Citizenship – instruction designed to help individuals acquire the skills needed to exercise the rights and responsibilities of citizenship. It addresses concepts central to the democratic way of life, including the provisions of the Constitution of the United States, and preparation for naturalization.

**3. Reporting Requirements**

- a. Mid-Year and Annual Reports will be submitted to the Adult Education Director at the New Mexico Higher Education Department. Mid-Year reports are a state requirement.
- b. Final Annual Reports (statistical and narrative) are due September 1<sup>st</sup> of each year.
- c. Mid-Year reports are due by February 1<sup>st</sup> of each year. This is a state requirement.
- d. Monthly Expenditure Reports/Requests for Reimbursement are due by the 10th working day following the close of business each month. Reports will be submitted to the New Mexico Higher Education Department, Adult Education Division Financial Officer.
- e. Program data must be kept current and entered into the LACES database according to state policy.
- f. Monthly attendance reports must be kept at local programs for audit purposes.
- g. Monthly time sheets and pay records (including Time and Effort Reports) will be maintained on each employee at the local level.
- h. Institutionalized individuals data must be included in the Annual Report, due September 1<sup>st</sup> of each year. It must include the number of clients served, number of instructional hours, a cost per hour, and the recidivism rate for this population.

**4. Professional Development**

- a. Appropriate staff, including the Program Director, and faculty will participate in State-sponsored professional development activities.

**5. Student Fees**

- a. No tuition is to be charged for Adult Education and Literacy Activities or Integrated English Literacy and Civics Education services.
- b. All books/materials are to be provided at no cost to the student.
- c. Any fees charged must have prior written approval by the NMHED AE Director and must be reported as income.

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Date

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Chief Executive Officer and Title

## 6. FEDERAL LOBBYING, DEBARMENT, AND DRUG-FREE WORKPLACE ASSURANCES

The applicant assures that it will comply with the following:

1. Title VI of the Civil Rights Act of 1964, as amended 42 U.S.C. 2000d ET. Seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.
3. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et. seq., which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
4. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et. seq., which prohibits discrimination on the basis of age in education programs or activities receiving federal financial assistance.
5. Title VII of the Civil Rights Act of 1964, which prohibits employers from discriminating on the basis of race, color, religion, sex or national origin, in hiring, promotion and other employment policies.
6. Privacy Act of 1974 (P.L. 93-579) when applicable.

7. Record Retention:

- a. The recipient shall maintain United States Department of Education project records for five years after the completion of the activity for which the funds are used. However, if records are being used prior to the five-year period due to any litigation, claim, audit or other actions, the records shall be retained until all issues have been resolved.
- b. The recipient shall maintain United States Department of Education project records for three years after the end of the fiscal year to which they pertained, except if audit findings have not been resolved, the records shall be retained until all issues have been resolved.

The retention period for the records of each fund period starts on the day the final expenditure reports are submitted to the United States Department of Education by the New Mexico Higher Education Department. Also, if the recipients use United States Department of Education programs, record retention for those records will be five years.

- c. The records shall be made available to the state agency, federal government or its designee.
8. The applicant shall repay to the New Mexico Higher Education Department nonfederal funds or from federal funds for which no accountability is required to the federal government, any amounts which the United States Department of Education orders the State of New Mexico to repay because of the applicant's failure to comply with applicable statutes, regulations, and requirements.

The applicant shall further pay to the New Mexico Higher Education Department with nonfederal funds or from federal funds for which no accountability is required to the federal government, any amounts determined by the New Mexico Higher Education Department to have been misspent or misapplied because of the applicant's failure to comply with applicable statutes, regulations, and requirements.

9. No United States Department of Education federal funds shall be used to supplant funds normally budgeted or planned for services of the same type.
10. The Audit Act, Section 12-6-1, et. seq., NMSA 1978. For inventory purposes, as it relates to federal funded programs, the lower amount of the state or federal requirement for the listing of chattels and equipment shall apply.
11. The State of New Mexico Procurement Code, Section 13-1-28, et. seq., NMSA 1978 and further comply with any applicable federal purchasing requirements.
12. The New Mexico Higher Education Department Audit Resolution Process.



13. The Single Audit Act of 1984 (P.L. 98-502). Each entity shall comply with this Act. Agencies who are not included under the Audit Act requirement shall submit a copy of the audit report directly to the New Mexico Higher Education Department.
14. The Davis-Bacon Act (40 U.S.C. 276) when applicable.
15. The Hatch Act (5 U.S.C. 1501 et. seq.) which limits the political activity of public employees involved in programs supported by federal funds.
16. The Presidential Executive Order 11246 which prohibits discrimination by government contractors on the basis of race, color, religion, sex or national origin on construction contracts for \$10,000.00 or more.
17. The applicant assures that
  - a. The applicant will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications.
  - b. The control of funds provided by the applicant under each program and title to property acquired with those funds will be in a public agency and that public agency will administer those funds and property.
  - c. The applicant will
    - i. Make reports to the state agency or board and the secretary as may be necessary to enable the state agency or board and the secretary to perform their duties.
    - ii. Maintain records, including the records required under Section 437 of the General Education Provision Act, and provide access to those records as the state agency or board or the secretary decides is necessary to perform their duties.
  - d. The applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
  - e. Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.
  - f. The applicant has adopted effective procedures for:
    - i. Acquiring and disseminating to teachers and administrators participating in each program, significant information from education research, demonstrations, and similar projects.
    - ii. Adopting, if appropriate, promising education practices developed through those projects.
18. 34 CFR 74-79 Education Department General Administration Regulation (E.D.G.A.R.) and/or 7 CFR Part 3015 Uniform Federal Assistance Regulations.
19. The General Education Provision Act, 20 U.S.C. Section 1221 et. seq.
20. The Family Education Rights and Privacy Act of 1974 and any implementing regulations thereto.
21. The New Mexico Higher Education Department assumes rights to all materials and/or projects developed as a result of all federal and/or state funded projects.
22. Any materials or publications resulting from the use of federal funds must contain the following policy statements:

*“The (Name of the Agency) does not discriminate with regard to race, culture, ancestry, color, national origin, sex, age, religion or handicap in their programs or hiring practices.”*

*“The activity which is the subject of this report was supported in whole or part by the United States Department of Education.”*

*“However, the opinions expressed herein do not necessarily reflect the policy of the United States Department of Education, and no official endorsement of that office should be inferred.”*

**SIGNATURE PAGE FOR FEDERAL PROGRAMS GENERAL ASSURANCES**

- The applicant acknowledges that these assurances shall apply to all federal programs for which funding is contingent upon submission of an applicant to, or entry into an agreement with, the New Mexico Higher Education Department. The applicant further acknowledges that these assurances shall remain in effect for the duration of the programs covered herein.
- The applicant agrees that compliance with these assurances constitutes a condition of continued receipt of federal financial assistance, and that it is binding upon the applicant, its successors, transferees, and assignees for the period during which such assistance is provided. The subcontractors, sub-grantees or others with whom it arranges to provide services or benefits in connection with its programs or activities are not discriminating in violation of the above statutes, regulations, guidelines, and standards. In the event of failure to comply, the applicant denied the right to receive further assistance.
- The applicant also understands that the United States Department of Education and the New Mexico Higher Education Department may, at their discretion, seek a court order requiring compliance with the terms of the assurances or seek other appropriate judicial relief.

The person or persons whose signature(s) appear(s) below is/are authorized to sign this application, and to commit the applicant to the above provisions.



\_\_\_\_\_

Date

\_\_\_\_\_

Signature of the Chief Executive Officer and Title

\_\_\_\_\_

Name of Organization, Applicant or Recipient

\_\_\_\_\_

Street Address

\_\_\_\_\_

City

\_\_\_\_\_

State

\_\_\_\_\_

Zip Code

**Certification Regarding Debarment, Suspension, Ineligibility and  
Voluntary Exclusion -- Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

**Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions" without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
  
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

## 8. BUDGET FORMS

### Budget Information

You will receive notice of your award amounts for FY 2021-2022 by June 15, 2021.

The Workforce Innovation and Opportunity Act defines **Administrative Costs** in Sec. 233 and the associated regulations at 2 CFR 200.412, 200.413(a), and 200.414(a). **Note that administrative costs include, but are not limited to, indirect costs:**

#### **WIOA, Sec. 233:**

##### **LOCAL ADMINISTRATIVE COST LIMITS**

###### *(a) In General--*

*Subject to subsection (b), of the amount that is made available under this title to an eligible provider--*

- (1) not less than 95 percent shall be expended for carrying out adult education and literacy activities; and*
- (2) the remaining amount, not to exceed 5 percent, shall be used for planning, administration (including carrying out the requirements of section 116), professional development, and the activities described in paragraphs (3) and (5) of section 232. **Local administrative costs under section 233 (a) (2) of AEFLA include planning, administration, professional development, local plan alignment and one stop partner responsibility fulfillment.***

###### *(b) Special Rule--*

*In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(2), the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes*

**INDIRECT COSTS** are agency-wide, general management costs. General management costs are administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. Indirect costs are costs that have been incurred for common or joint purposes, benefit more than one cost objective, cannot be readily identified with a particular final cost objective, *and are governed by a negotiated restricted cost agreement with the State's cognizant agency (NMHED)*. **Indirect costs must be paid for with funds made available for administration.**

Please complete the proposed budget page for each funding source separately: State, Federal, IELCE.

<b>NEW MEXICO HIGHER EDUCATION DEPARTMENT          ADULT EDUCATION DIVISION          BUDGET PROPOSAL          FY 2021-2022</b>	
<b>AE Applicant Name:</b>	
<b>Program Manager:</b>	
<b>Telephone Number:</b>	<b>E-Mail:</b>
<b>100 PERSONNEL</b>	
<b>110 Instructional Activities</b>	\$
<b>Administrative Activities</b>	
<b>120 Program Management</b>	\$
<b>130 Data Technician Entry &amp; Management</b>	\$
<b>140 Secretarial / Clerical</b>	\$
<b>150 Other (may include One-Stop infrastructure costs)</b>	\$
<b>200 BENEFITS</b>	
<b>210 Instructional Activities</b>	\$
<b>Administrative Activities</b>	
<b>220 Program Management</b>	\$
<b>230 Data Technician Entry &amp; Management</b>	\$
<b>240 Secretarial / Clerical</b>	\$
<b>250 Other (may include one-stop infrastructure costs)</b>	\$

<b>300 PURCHASED SERVICES</b>		
310 Instructional Activities		\$
360 Administrative Activities		\$
<b>400 SUPPLIES &amp; MATERIALS</b>		
410 Instructional Activities		\$
460 Administrative Activities		\$
<b>500 TRAVEL</b>		
510 Instructional Activities		\$
560 Administrative Activities		\$
<b>700 EQUIPMENT</b>		
710 Instructional Activities		\$
760 Administrative Activities		\$
<b>800 INDIRECT COSTS (From Administrative Funds)</b>		\$
Indirect costs are costs that have been incurred for common or joint purposes, benefit more than one cost objective, and cannot be readily identified with a particular final cost objective. <i>Indirect cost amounts are governed by a negotiated restricted cost agreement with the State's cognizant agency.</i>		
<b>TOTAL:</b>		\$
PLEASE INDICATE FUNDING SOURCE:		
Grant #001 Federal:    Grant #002 State:    Grant #003 IELCE:		
Revised 05-2020		

**NEW MEXICO HIGHER EDUCATION DEPARTMENT  
ADULT EDUCATION DIVISION  
BUDGET APPROVAL  
Program Year 2021-2022**

**AE Program Name:**

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**Program Manager:**

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**Telephone Number:** \_\_\_\_\_ **E-Mail:** \_\_\_\_\_

<b>100 PERSONNEL</b>	
<b>110 Instructional Activities</b>	<b>\$</b>
<b>Administrative Activities</b>	
<b>120 Program Management</b>	<b>\$</b>
<b>130 Data Technician Entry &amp; Management</b>	<b>\$</b>
<b>140 Secretarial / Clerical</b>	<b>\$</b>
<b>150 Other</b>	<b>\$</b>
<b>200 BENEFITS</b>	
<b>210 Instructional Activities</b>	<b>\$</b>
<b>Administrative Activities</b>	
<b>220 Program Management</b>	<b>\$</b>
<b>230 Data Technician Entry &amp; Management</b>	<b>\$</b>
<b>240 Secretarial / Clerical</b>	<b>\$</b>
<b>250 Other</b>	<b>\$</b>



<b>300 PURCHASED SERVICES</b>		
	<b>310 Instructional Activities</b>	\$
	<b>360 Administrative Activities</b>	\$
<b>400 SUPPLIES &amp; MATERIALS</b>		
	<b>410 Instructional Activities</b>	\$
	<b>460 Administrative Activities</b>	\$
<b>500</b>	<b>TRAVEL</b>	
	<b>510 Instructional Activities</b>	\$
	<b>560 Administrative Activities</b>	\$
<b>700</b>	<b>EQUIPMENT</b>	
	<b>710 Instructional Activities</b>	\$
	<b>760 Administrative Activities</b>	\$
<b>800</b>	<b>IN-DIRECT COSTS (From Administrative Funds) (See explanation below)</b>	
<b>Indirect costs are costs that have been incurred for common or joint purposes, benefit more than one cost objective, and cannot be readily identified with a particular final cost objective.</b>		\$
<b>TOTAL:</b>		\$

<b>AE Authorized Administrator:</b>		<b>DATE:</b>
<b>HED Business Manager:</b>		<b>DATE:</b>
<b>HED State AE Director:</b>		<b>DATE:</b>

<b>PLEASE CHECK FUNDING SOURCE:</b>	
<b>Grant #001 Federal:</b> <b>Grant #002 State:</b> <b>Grant #003 IELCE:</b>	
<b>Revised 05-2020</b>	

Please complete a separate budget proposal form for each funding source: Federal, State, IELCE.

## BUDGET BACKUP

### DETAILED BUDGET INFORMATION

Please complete the budget information requested below for each line item in the budget. This section will provide additional information about how the requested funds will be used. If more space is needed, please expand the tables as necessary.

#### 110 SALARIES:

This includes anticipated expenditures for salaries or personnel providing *direct instructional services* to students. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities. Include an itemized breakdown of all funds to be paid to the person; i.e., monthly/hourly salary rate, percentage of time devoted to the project activity, job title, etc.

AEFLA Funds Requested for Salaries: \$ \_\_\_\_\_

Explanation:

**.110** Professional Salaries

**.120** Graduate Assistant/Aides Salaries

**.130** Technician Salaries

**.140** Secretarial/Clerical Salaries

**.150** Other Salaries

**.200 EMPLOYEE BENEFITS:**

An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary, received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.

\$ \_\_\_\_\_

AEFLA Funds Requested for Employee Benefits:

Explanation:

**.300 PURCHASED SERVICES:**

These include anticipated expenditures for services rendered through special arrangements with a company, person or other educational agency or institution. These are considered sub-contracted services and are reserved to offset costs incurred by employment of consultant-type personnel or services not available within the capabilities of the participating agency. Personnel records are not usually maintained for individuals performing contractual services, nor are these persons usually eligible for personnel benefits that may accrue to regular full-time staff members. However, they are eligible to receive consulting fees and per diems at prevailing state rates. Consultant travel should be itemized under this category and **not** under travel. Any equipment rented for use during the term of the contract is considered a contractual service.

AEFLA Funds Requested for Purchased Services:

\$ \_\_\_\_\_

Explanation:

**.400 SUPPLIES AND MATERIALS:**

These expenditures refer to consumable items where the item cost is less than \$1,000. A separate form is included that allows additional space to itemize costs under this budget line item.

AEFLA Funds Requested for Supplies and Materials:

\$ \_\_\_\_\_

**.500 TRAVEL:**

Under these line items, itemize all anticipated project staff travel, including travel costs associated with your professional development plan. Travel shall be computed according to prevailing state rates or the applicant's agency rate, whichever is lower; including mileage, per diem, lodging, and estimated tolls and parking.

**No out-of-state travel is authorized unless approved as part of this original application.** Travel requests without prior approval will require the written approval of the NMHED AE Director. If out-of-state travel is required in a proposal, detailed budget notes must be developed and include: a) name(s) and/or position of traveler(s); b) type of meeting planned; c) date of activity; d) estimated expense of trip lodging, meals, travel, registration fees, etc.; and e) justification for needing to attend the meeting. Such travel shall be negotiated and approved only if it has a direct relationship and benefit to the conduct of a project. Consultant travel *is not* included under this category, but shall be itemized under **PURCHASED SERVICES**.

AEFLA Funds Requested for Travel:

\$ \_\_\_\_\_

Explanation:

**.700 EQUIPMENT:**

All non-consumable items should be itemized to the extent that the State Director of Adult Education is aware of the types required and their respective use to accomplish the objectives of the project. Equipment costs may include postage and/or transportation fees, but may not include any **handling fees** or surcharges made by the grantee. Equipment is defined as an article of tangible personal property having a useful life of more than one year and a cost of \$1,000.00 or more. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials. **Equipment purchased with Adult Education funds can only be used for instructional and assessment purposes.**

AEFLA Funds Requested for Equipment:

\$ \_\_\_\_\_

Explanation:

**.800 INDIRECT COSTS:**

**INDIRECT COSTS** are agency-wide, general management costs. General management costs are administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. Indirect costs are costs that have been incurred for common or joint purposes, benefit more than one cost objective, cannot be readily identified with a particular final cost objective. In order to claim indirect costs, an agency must have an approved *negotiated restricted rate cost agreement with the State's cognizant agency*. A restricted rate is required because the AEFLA grant is a "Supplement not Supplant" funding source (WIOA Sec 241(a)). **Indirect costs must be paid for with funds made available for administration.** There is a 5 percent cap on the use of Federal funds for administrative costs, including indirect costs.

If the cost limits described as administrative costs are too restrictive to allow for the activities, the eligible provider may negotiate with the NMHED in order to determine adequate level of funds to be used for noninstructional purposes, a written request must be sent via regular mail or email to the State Director of AE to request a higher amount.

AEFLA Funds Requested for Indirect Costs:

\$

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Explanation:

**Please complete a separate budget proposal form for each funding source:  
Federal, State, IELCE.**

**SUPPLIES AND MATERIALS: ADDENDUM FOR FEDERAL FUNDS**

Line item .400

Applicant \_\_\_\_\_  
 Name \_\_\_\_\_

Project

A consumable item is defined as a material item of an expendable nature that is consumed, worn out, or deteriorated in use, or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

- a. Includes anticipated expenditures for supplies required to conduct the activity. This should only include supplies necessary for the conduct of the activity over and above regular office operational costs. Be specific in itemizing these costs.
- b. Includes anticipated expenditures for supplies used in the classroom for direct instruction only.
- c. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials.

Total AEFLA funds requested: \$ \_\_\_\_\_

Quantity	Item Requested	Use	Unit Cost	Total Cost

*If more space is needed, please expand the table as necessary.*

## **9. FINANCIAL STATEMENTS/INDEPENDENT AUDITS**

**Include certified financial statements and/or independent audits for at least the two fiscal years spanning July 1, 2018 through June 30, 2020. If your audit cycle is based on calendar years, provide statements or audits for at least the years spanning January 1, 2018 through December 31, 2019.**

**Note:** We require this information to establish your organization's solvency. We want to ensure that you are not facing a severe financial challenge that will keep you from meeting your obligations with the funds that you receive through this grant.