

NEW MEXICO HIGHER EDUCATION DEPARTMENT



ADULT EDUCATION AND FAMILY LITERACY REQUEST FOR APPLICATION

JULY 1, 2025 – JUNE 30, 2029
FUNDING APPLICATION

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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:

- (a) 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;
- (b) 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
- (c) 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 six 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>.

Activities under WIOA are conducted according to New Mexico's WIOA Combined State Plan, found at https://www.dws.state.nm.us/Portals/0/DM/Partners/WIOA_Plan_PYs_2024-2027.pdf.

Agency Issuing Request for Application

Pursuant to [34 CFR Part 463 Subpart C](#), 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:

- (a) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (b) Assist adults who are parents or family members to obtain the education and skills that—
 - (1) Are necessary to becoming full partners in the educational development of their children; and
 - (2) Lead to sustainable improvements in the economic opportunities for their family;
- (c) Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and
- (d) Assist immigrants and other individuals who are English language learners in—
 - (1) Improving their—
 - (i) Reading, writing, speaking, and comprehension skills in English; and
 - (ii) Mathematics skills; and
 - (2) Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

(Authority: [29 U.S.C. 3271](#))

Funding will be available for the following areas:

- Adult Education and Literacy Activities ([WIOA Section 203 \(2\)](#) and [WIOA Section 231](#))
- Corrections Education and Other Education of Institutionalized Individuals ([WIOA Section 225](#))
- Integrated English Literacy and Civics Education ([WIOA Section 243](#))
[Workforce Innovation and Opportunity Act](#)

Important Definitions

Eligible Individual ([29 U.S.C. 3272.4](#))

The term “eligible individual” means and 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\(5\)](#))

Grant Period

The grant application covers a four-year funding cycle. The initial grant award is for fiscal year 2026, dates July 1, 2025 – June 20, 2026. Grants may then be renewed for up to three additional years, depending upon availability of funding and performance of programs applying for grant renewals.

Application Procedure

1. All eligible providers who may wish to apply for a grant are encouraged to notify NMHED at adult.education@hed.nm.gov by **January 13, 2025**. Failure to notify NMHED of intent to imply will NOT render the application ineligible for consideration.
2. NMHED will conduct a pre-application conference by webinar. 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 https://hed.nm.gov/students-parents/adult_education/funding-opportunities-and-past-competitions
3. NMHED will accept questions only via an online form located at [2025-2029 AEFLA Grant Application Q&A](#) from **January 13, 2025**, until **March 14, 2025**. NMHED will post all questions and their answers at [Questions Submitted Regarding RFA | NM Higher Education Department](#).
4. Applications will be reviewed by an impartial committee made up of members with expertise in adult education and literacy programming and operation.
5. 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, visit <https://www.dws.state.nm.us/en-us/WIOA>. Click on the board map to access the local plan.

Note: 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
(505) 724-3636
<https://www.wccnm.org/wccnm-board/>



Northern Area Local Workforce Development Board
Administrative Entity
Lisa Ortiz, Executive Director
lisa@nalwdb.org
(505) 690-2591
<https://northernboard.org/>



Southwestern Area Workforce Development Board
Administrative Entity
South Central Council of Governments
Glory Juarez, WIOA Administrator
gjuarez@sccog-nm.com
(575) 740-2992
<https://www.employnm.com/workforce-board>



Eastern Area Local Workforce Development Board
Administrative Entity
Beth Elias, Programs Manager
belias@nmwcc.com
(575) 208-2210 Office
(915) 479-5014
<http://eawdb.org/>



IMPORTANT APPLICATION SUBMISSION INSTRUCTIONS

- All applications must be submitted electronically to NMHED via email to adult.education@hed.nm.gov. Paper applications will not be accepted.

You may apply for [Section 231](#) (Adult Education and Family Literacy Act, i.e. AEFLA), [Section 225](#) (Programs for Corrections Education and Other Institutionalized Individuals), and/or [Section 243](#) (Integrated English Literacy and Civics Education, i.e. IELCE). You are not required to apply for Section 231 funds to receive funding under Sections 225 or 243. For each part of the Funding Application Narrative section of this RFA, please submit an answer for each section of WIOA

funding you intend to apply for in the box provided. A separate box to submit your answers for Sections 231, 225, and 243 is included for parts A-P of the Funding Application Narrative. If you are applying for funding under multiple sections of WIOA, you must provide an answer for each section of WIOA in parts A-P. DO NOT COPY AND PASTE your answer from one section to another, as the narrative is applicable only to that specific section of WIOA. If you are applying for [Section 243](#) funds, please complete part Q of the Funding Application Narrative, in addition to parts A-P. If you are applying for [Section 225](#) funds, please complete part R of the Funding Application Narrative, in addition to parts A-P.

- **Your application will not be considered if you do not submit the final application by March 21, 2025.**
- NMHED will review the final applications. Determination of and notification to awardees will be made no later than **May 12, 2025**.

Evaluation Criteria

Each section of WIOA ([Section 231](#), [Section 225](#), and [Section 243](#)) is evaluated and awarded independently of the other sections.

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.

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.

APPLICATION TIMELINE

Action	Date
Notification of funding availability. (Eligible providers may begin submitting questions at this time via the form located at 2025-2029 AEFLA Grant Application Q&A .) Questions are not required to apply.	January 6, 2025
Date by which to notify NMHED of intent to apply for grant. (Notify by sending email to adult.education@hed.nm.gov). Notification is not required to apply.	January 13, 2025
Final date by which to submit questions to be answered at the pre-application conference. Eligible providers may continue to submit questions via the form after this date, until March 14, 2025.	January 14, 2025
Pre-application conference for intended applicants. (Web-based; to be recorded and published on NMHED website.)	January 17, 2025
SUBMISSION DEADLINE: Eligible providers submit their applications to NMHED via email to adult.education@hed.nm.gov .	March 21, 2025
Date by which NMHED will determine demonstrated effectiveness in each application.	March 28, 2025
Date by which NMHED distributes applications (that have demonstrated past effectiveness) to external reviewers and to the Local Workforce Development Board. Reviewers will use a rubric to review the application. Workforce Development Boards review applications to determine the extent to which each local application aligns with the local plan. They may also recommend ways to promote alignment.	March 31, 2025
Local Workforce Development Boards return their feedback to the NMHED.	April 25, 2025
NMHED and external reviewers review applications and NMHED makes the final determination of successful applicants.	March 31 - May 9, 2025
Notification of providers who are to receive grant awards.	May 12, 2025

Please submit all questions regarding this Request for Applications via the form located at [2025-2029 AEFLA Grant Application Q&A](#). NMHED-AE will post responses to questions received on the FAQs page of the RFA [Questions Submitted Regarding RFA | NM Higher Education Department](#) each Tuesday by 5 p.m.

GRANT APPLICATION PACKET
Adult Education and Family Literacy
July 1, 2025, through June 30, 2029

REQUIRED FUNDING APPLICATION CONTENTS

Applications must contain all nine of the components listed below to be considered complete and to be evaluated.

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](#)

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

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.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



ADULT EDUCATION AND FAMILY LITERACY

1. 2025-2029 FUNDING APPLICATION COVER SHEET

Name of Organization

Address **City** **State** **Zip Code**

Executive Officer of Organization –Printed Name

Executive Officer of Organization –Signature **Date**

Contact Person **Phone Number**

E-Mail Address of Contact Person

2. APPLICANT ORGANIZATION TYPE

This application is for Adult Education and Literacy services. The grant application covers a four-year funding cycle. The initial grant award is for fiscal year 2026, dates July 1, 2025 – June 20, 2026. Grants may then be renewed for up to three additional years, depending upon availability of funding and performance of programs applying for grant renewals.

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 2025—2026:

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:

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3. DEMONSTRATED EFFECTIVENESS

In order to be considered for funding, an otherwise eligible provider must demonstrate effectiveness in providing adult education and literacy activities. All applications must be screened to show the applicant is currently providing services in New Mexico and to ensure it has been submitted by an eligible provider of demonstrated effectiveness before the application is reviewed, scored, and considered for funding.

Only applicants that have been determined to be submitted by an eligible provider of demonstrated effectiveness are forwarded to be reviewed, scored, and considered for funding.

Note: If applying as a consortium, demonstrated effectiveness data from each consortium member is evaluated to determine if each member is an eligible provider of demonstrated effectiveness. All consortium members must be determined to be an eligible provider of demonstrated effectiveness in order for the consortium application to be reviewed, scored and considered for funding.

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\(c\)\(1\)\(i\)](#))

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 (EFL) gain of a participant who is receiving instruction below the postsecondary education level;
- ii. Documented attainment of a secondary school diploma or its recognized equivalent;
- iii. Secondary or postsecondary transcript or report card for a sufficient number of credit hours

- that shows a participant is meeting the State's unit's academic standards;
- iv. Satisfactory or better progress report towards established milestones from an employer or training provider who is providing training;
 - v. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Employment, 2d 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\(a\)\(1\)\(ii\)](#))

Employment, 4th 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 2nd 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))

Is the applicant currently physically located and providing services within the state of New Mexico?

The applicant is currently located and providing services in New Mexico.

YES NO

How is the eligible provider demonstrating effectiveness?

An applicant that has been previously funded under *AEFLA*, must submit performance data required under section 116 to demonstrate past effectiveness.

An applicant that has not been previously funded under *AEFLA*, must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Data must be from the previous two fiscal years (July 1, 2022- June 30, 2024). The data submitted must include serving individuals who have low levels of literacy in the content domains of: reading, writing, mathematics, and English language acquisition (if applicable). In addition, an eligible provider must provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post-secondary education and training.

In addition to the data submitted, provide a brief summary that describes and analyzes the performance data that has been included for individuals eligible for adult education and literacy services to demonstrate effectiveness. The analysis should identify trends in enrollment, demographic groups, and increases/decreases in educational progress and what may be causing/affecting these trends.

FOR AGENCY USE ONLY:

Applicant is an Eligible Provider with Demonstrated Effectiveness

YES

NO

Application is Complete

YES

NO

APPLICATION IS ELIGIBLE FOR CONSIDERATION

YES

NO

4. SERVICES TO BE PROVIDED

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

Adult Education [29 U.S.C. 3272\(1\)](#)

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.

Literacy [29 U.S.C. 3272\(13\)](#)

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.

Workplace Adult Education and Literacy activities [29 U.S.C. 3272\(16\)](#)

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.

Family Literacy Activities [29 U.S.C. 3272\(9\)](#)

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.

English Language Acquisition Program [29 U.S.C. 3272\(6\)](#), [34 CFR 463.31](#)

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

- (a) 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.

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

- (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.

Integrated English Literacy and Civics Education [29 U.S.C. 3272\(12\)](#)

The term “integrated English literacy and civics education” means 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

Note— If you intend to apply for IELCE Program funding, please ensure that your Funding Application Narrative, as well as the rest of your application, addresses how you plan to provide services under [Section 243](#) of WIOA and in compliance with [34 CFR Part 463 Subpart G](#). Be sure to include these responses in the text box with the header “Section 243 Integrated English Literacy and Civics Education.”

Workforce Preparation Activities [29 U.S.C. 3272\(17\)](#)

The term “workforce preparation activities” means 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 utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Integrated Education and Training (IET) [29 U.S.C. 3272\(11\)](#)

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.

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

- (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.

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

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.

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”? [34 CFR 463.38](#)

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.

Corrections Education and Education of Institutionalized Individuals [34 CFR Part 463 Subpart F](#)

Note— If you intend to provide services to institutionalized individuals, please ensure that your Funding Application Narrative, as well as the rest of your application, addresses how you plan to provide services under [Section 225 of WIOA](#) and in compliance with [34 CFR Part 463 Subpart F](#). Be sure to include these responses in the text box with the header “Section 225 Programs for Corrections Education and Other Institutionalized Individuals.”

What are programs for Corrections Education and the Education of other Institutionalized Individuals? [34 CFR 463.60](#)

- (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.

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

- (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](#).

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

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.

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? [34 CFR 463.63](#)

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.

Which Adult Education and Literacy Services will you provide?	
	Adult Education
	Literacy
	Workplace Adult Education and Literacy
	Family Literacy
	English Language Acquisition Activities
	Integrated English Literacy and Civics Education
	Workforce Preparation
	Integrated Education and Training

Will you be serving individuals who are in corrections programs or institutionalized? YES NO If YES, which of these services will you provide?	
	Adult Education and Literacy
	Special Education, as determined by the eligible agency
	Secondary School Credit
	Integrated Education and Training
	Career Pathways
	Concurrent Enrollment
	Peer Tutoring
	Transition to re-entry initiatives and other post-release services with the goal or reducing recidivism

**Proposed Service Locations and Projected Number of Participants
Adult Education and Family Literacy- Section 231**

Select the counties in which you intend to provide services. (You need not limit your services to a single region. Then 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"/>		Bernalillo
	<input type="checkbox"/>		Sandoval
	<input type="checkbox"/>		Torrance
	<input type="checkbox"/>		Valencia
Southwestern Region	<input type="checkbox"/>		Catron
	<input type="checkbox"/>		Doña Ana
	<input type="checkbox"/>		Grant
	<input type="checkbox"/>		Hidalgo
	<input type="checkbox"/>		Luna
	<input type="checkbox"/>		Sierra
	<input type="checkbox"/>		Socorro
Northern Region	<input type="checkbox"/>		Cibola
	<input type="checkbox"/>		Colfax
	<input type="checkbox"/>		Los Alamos
	<input type="checkbox"/>		McKinley
	<input type="checkbox"/>		Mora
	<input type="checkbox"/>		Rio Arriba
	<input type="checkbox"/>		San Juan
	<input type="checkbox"/>		San Miguel
	<input type="checkbox"/>		Santa Fe
Eastern Region	<input type="checkbox"/>		Taos
	<input type="checkbox"/>		Chaves
	<input type="checkbox"/>		Curry
	<input type="checkbox"/>		De Baca
	<input type="checkbox"/>		Eddy
	<input type="checkbox"/>		Guadalupe
	<input type="checkbox"/>		Harding
	<input type="checkbox"/>		Lea
	<input type="checkbox"/>		Lincoln
	<input type="checkbox"/>		Otero
	<input type="checkbox"/>		Quay
<input type="checkbox"/>		Roosevelt	
<input type="checkbox"/>		Union	

**Proposed Service Locations and Projected Number of Participants
Integrated English Literacy and Civics Education- Section 243**

Select the counties in which you intend to provide services. (You need not limit your services to a single region. Then 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"/>		Bernalillo
	<input type="checkbox"/>		Sandoval
	<input type="checkbox"/>		Torrance
	<input type="checkbox"/>		Valencia
Southwestern Region	<input type="checkbox"/>		Catron
	<input type="checkbox"/>		Doña Ana
	<input type="checkbox"/>		Grant
	<input type="checkbox"/>		Hidalgo
	<input type="checkbox"/>		Luna
	<input type="checkbox"/>		Sierra
	<input type="checkbox"/>		Socorro
Northern Region	<input type="checkbox"/>		Cibola
	<input type="checkbox"/>		Colfax
	<input type="checkbox"/>		Los Alamos
	<input type="checkbox"/>		McKinley
	<input type="checkbox"/>		Mora
	<input type="checkbox"/>		Rio Arriba
	<input type="checkbox"/>		San Juan
	<input type="checkbox"/>		San Miguel
	<input type="checkbox"/>		Santa Fe
Eastern Region	<input type="checkbox"/>		Taos
	<input type="checkbox"/>		Chaves
	<input type="checkbox"/>		Curry
	<input type="checkbox"/>		De Baca
	<input type="checkbox"/>		Eddy
	<input type="checkbox"/>		Guadalupe
	<input type="checkbox"/>		Harding
	<input type="checkbox"/>		Lea
	<input type="checkbox"/>		Lincoln
	<input type="checkbox"/>		Otero
	<input type="checkbox"/>		Quay
	<input type="checkbox"/>		Roosevelt
<input type="checkbox"/>		Union	

**Proposed Service Locations and Projected Number of Participants
Corrections Section 225**

Select the counties in which you intend to provide services. (You need not limit your services to a single region. Then 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"/>		Bernalillo
	<input type="checkbox"/>		Sandoval
	<input type="checkbox"/>		Torrance
	<input type="checkbox"/>		Valencia
Southwestern Region	<input type="checkbox"/>		Catron
	<input type="checkbox"/>		Doña Ana
	<input type="checkbox"/>		Grant
	<input type="checkbox"/>		Hidalgo
	<input type="checkbox"/>		Luna
	<input type="checkbox"/>		Sierra
	<input type="checkbox"/>		Socorro
Northern Region	<input type="checkbox"/>		Cibola
	<input type="checkbox"/>		Colfax
	<input type="checkbox"/>		Los Alamos
	<input type="checkbox"/>		McKinley
	<input type="checkbox"/>		Mora
	<input type="checkbox"/>		Rio Arriba
	<input type="checkbox"/>		San Juan
	<input type="checkbox"/>		San Miguel
	<input type="checkbox"/>		Santa Fe
Eastern Region	<input type="checkbox"/>		Taos
	<input type="checkbox"/>		Chaves
	<input type="checkbox"/>		Curry
	<input type="checkbox"/>		De Baca
	<input type="checkbox"/>		Eddy
	<input type="checkbox"/>		Guadalupe
	<input type="checkbox"/>		Harding
	<input type="checkbox"/>		Lea
	<input type="checkbox"/>		Lincoln
	<input type="checkbox"/>		Otero
	<input type="checkbox"/>		Quay
	<input type="checkbox"/>		Roosevelt
<input type="checkbox"/>		Union	

Additional Comments from the Eligible Provider:

5. FUNDING APPLICATION NARRATIVE

Total Possible Points = 700*

Directions: Respond to each of the following items. Responses should be **lettered** and answered in a clear and concise manner. **Please adhere to word limits indicated after each criterion.**

- You may apply for [Section 231](#) (Adult Education and Family Literacy Act, i.e. AEFLA), [Section 225](#) (Programs for Corrections Education and Other Institutionalized Individuals), and/or [Section 243](#) (Integrated English Literacy and Civics Education, i.e. IELCE).
- You are not required to apply for [Section 231](#) funds to receive funding under Sections 225 or 243. For each part of the Funding Application Narrative section of this RFA, please submit an answer for each section of WIOA funding you intend to apply for in the box provided.
- A separate box to submit your answers for Sections 231, 225, and 243 is included for parts A-P of the Funding Application Narrative. If you are applying for funding under multiple sections of WIOA, you must provide an answer for each section of WIOA in parts A-P. **DO NOT COPY AND PASTE** your answer from one section to another, as the narrative is applicable only to that specific section of WIOA.
- If you are applying for [Section 243](#) funds, please complete part Q of the Funding Application Narrative, in addition to parts A-P.
- If you are applying for [Section 225](#) funds, please complete part R of the Funding Application Narrative, in addition to parts A-P.

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 information is found at <https://www.congress.gov/113/plaws/publ128/PLAW-113publ128.pdf>.
- Applicable regulations can be found at <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463>.

A. Executive Summary

Maximum 1,500 words, 90 PTS

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

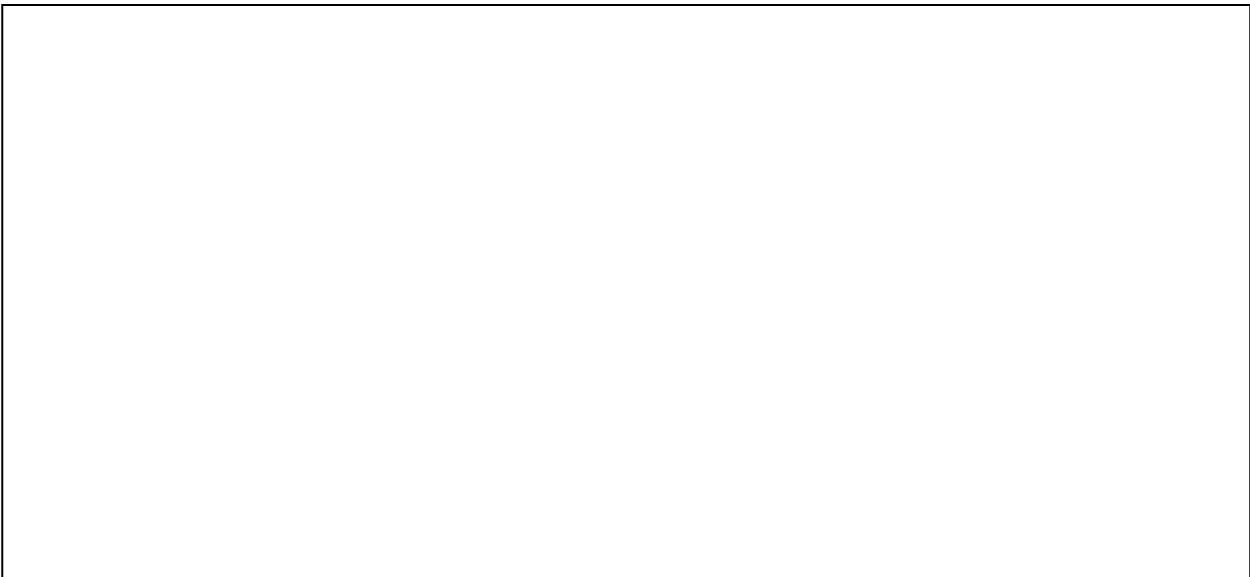
- Geographic area of service and special population(s) served
- Overview of current services, student population, and key initiatives or partnerships
- Overview of planned services, student population, and key initiatives or partnerships ([34 CFR 463.22](#)) including:
 - A description of how funds awarded under this title will be spent consistent with the requirements of Title II of WIOA (AEFLA);
 - 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;
 - 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.

SCORING RUBRIC FOR A. EXECUTIVE SUMMARY		
61-90 Points	31-60 Points	0-30 Points
<p>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 the local workforce plan and the requirements of AEFLA.</p>	<p>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.</p>	<p>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.</p>

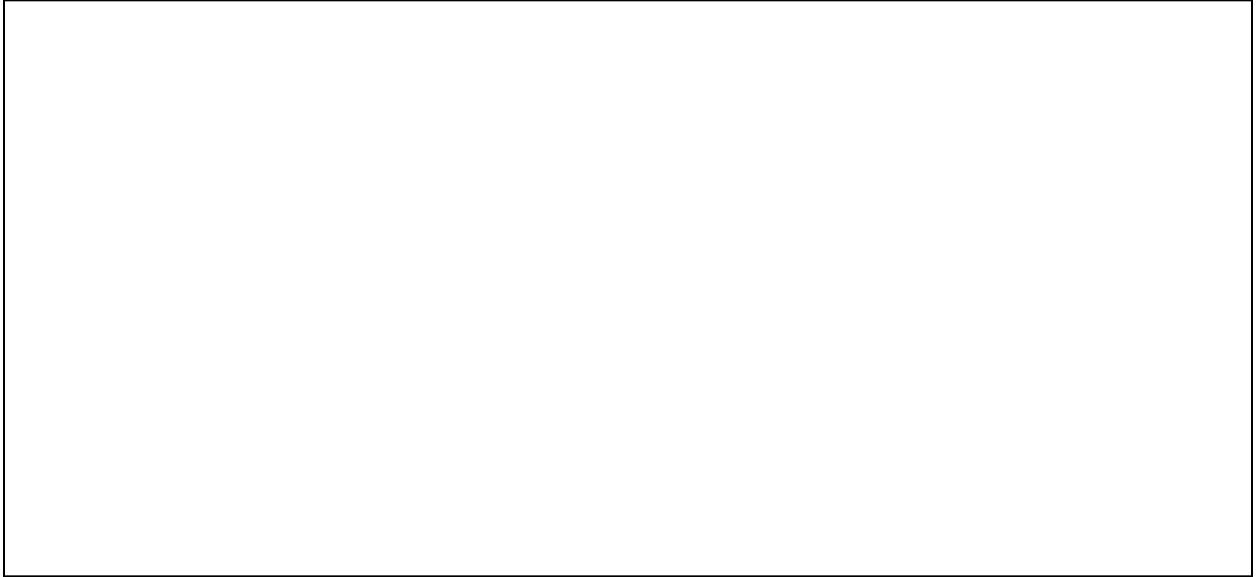
Section 231 (Adult Education and Family Literacy Act)



Section 243 (Integrated English Literacy and Civics Education)



Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



B. General Education Provisions Act (GEPA) Statement

Maximum 500 words, 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](#)).

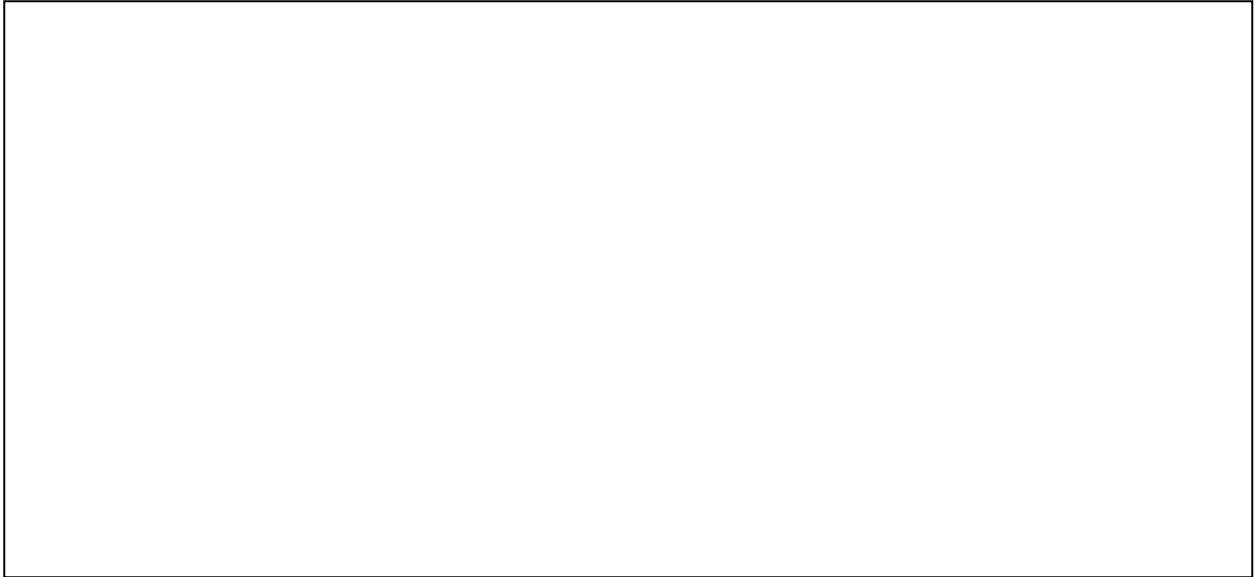
Section 427 of GEPA lists six types of barriers that may impede equitable access or full participation in a project: gender, race, national origin, color, disability, or age. Determine whether these or other barriers may prevent students access to or participation in the project. In the statement, describe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

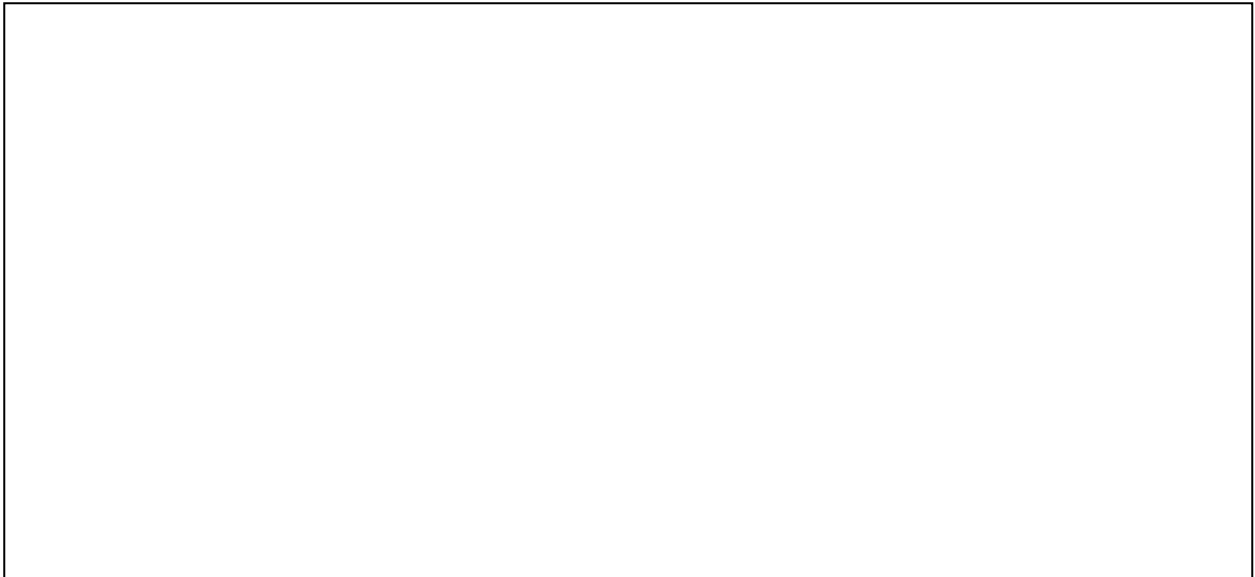
SCORING RUBRIC FOR B. GEPA STATEMENT	
YES – 10 POINTS	NO – 0 POINTS
The response describes the steps the program will take to ensure equitable access to, and equitable participation in, the project. It describes how the program will overcome identified barriers for students.	The application does not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

Section 231 (Adult Education and Family Literacy Act)

Section 243 (Integrated English Literacy and Civics Education)

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Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)

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C. Consideration 1 [Section 231 \(e\)\(1\)](#)

Maximum 1,000 words, 60 pts

What the law says:

—In awarding grants or contracts under this section, the eligible agency shall consider—
 (1) 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

- 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.
- Describe how your program is designed to serve individuals who have low levels of literacy skills.
- 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
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.	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.	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.

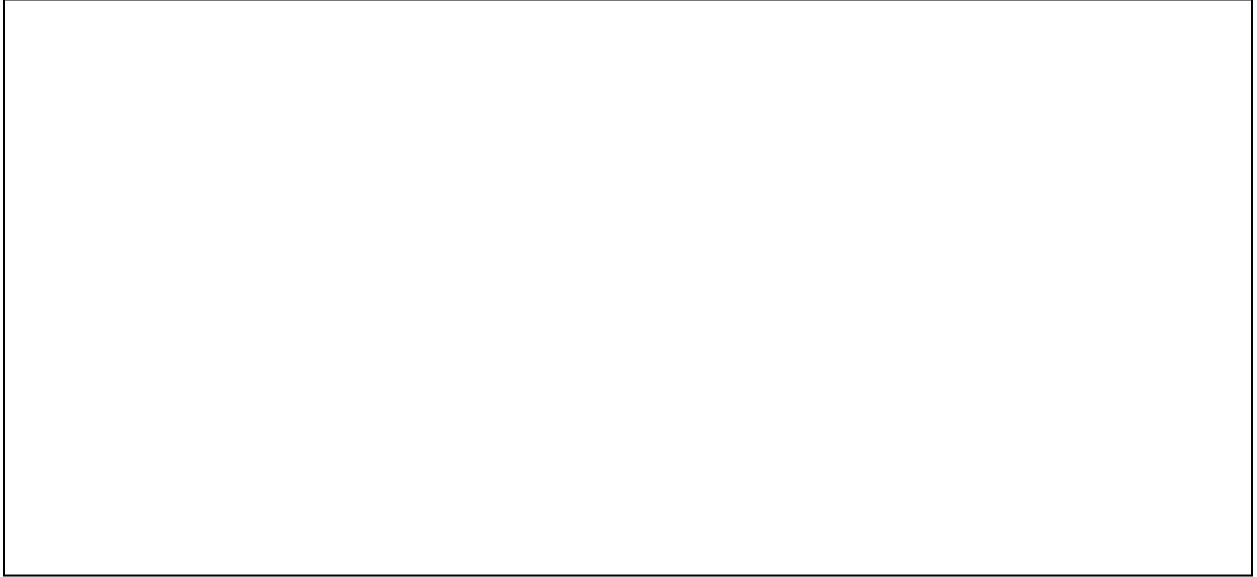
Section 231 (Adult Education and Family Literacy Act)

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Section 243 (Integrated English Literacy and Civics Education)

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Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



D. Consideration 2 [Section 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— (2) The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities
Required Narrative
<ul style="list-style-type: none"> • Describe how your program is designed to serve eligible individuals with disabilities. • Describe how your program is designed to serve eligible individuals with learning disabilities.

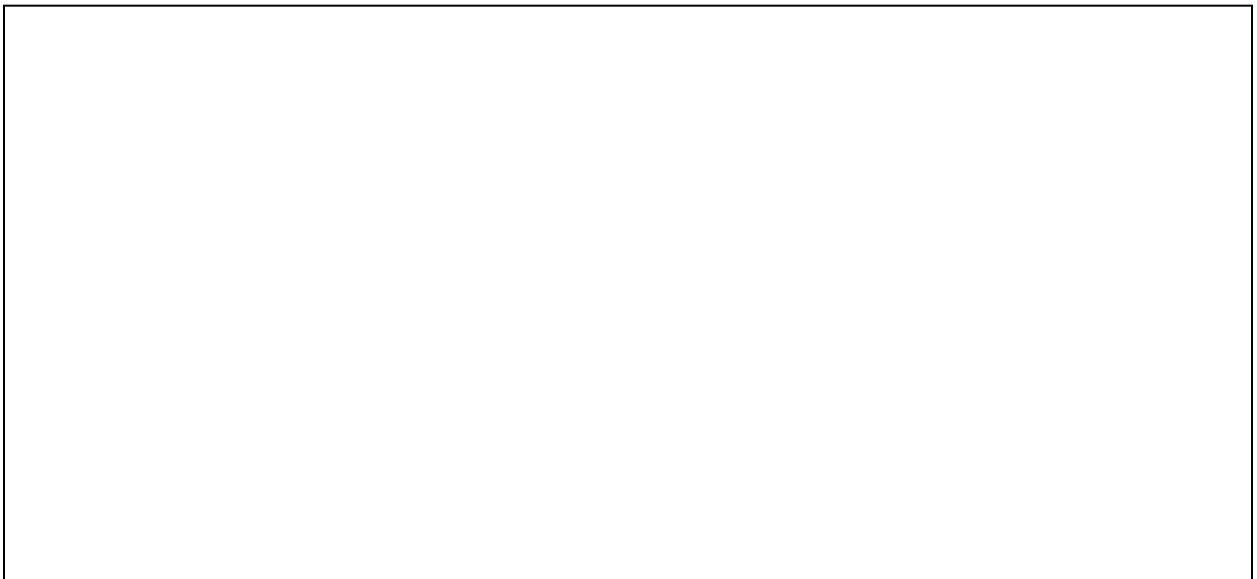
SCORING RUBRIC FOR D. CONSIDERATION 2		
21-30 Points	11-20 Points	1-10 Points
The response clearly and completely describes how the program will serve eligible individuals with disabilities, including eligible individuals with learning disabilities.	The response is incomplete or unclear in some respects. 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.

Section 231 (Adult Education and Family Literacy Act)

Section 243 (Integrated English Literacy and Civics Education)

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Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)

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E. Consideration 3 [Section 231 \(e\)\(3\)](#)

Maximum 1,000 words not including tables, 60 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
(3) 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 Data

- Applicants are required to submit data regarding their past effectiveness for fiscal years 2023 (July 1, 2022 – June 30, 2023) and 2024 (July 1, 2023 – June 30, 2024). The levels of performance will be used to determine the quality of performance of applicants and will be compared with NM negotiated levels of performance.

State Adjusted Levels of Performance	
Performance Measure	FY 24 Negotiated Level of Performance
Measurable Skill Gain (MSG)	33.5%
Credential Attainment Rate	26%
Employment, (Second Quarter After Exit)	24%
Employment, (Fourth Quarter After Exit)	25%
Median Earnings, (Second Quarter After Exit)	\$3,750.00

Required Narrative

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

Describe your program’s past performance as it relates to the state-adjusted levels of performance for the primary indicators of performance described in [WIOA Section 116](#), especially with respect to your program has worked to improve the literacy of eligible individuals who have low levels of literacy.

SCORING RUBRIC FOR E. CONSIDERATION 3

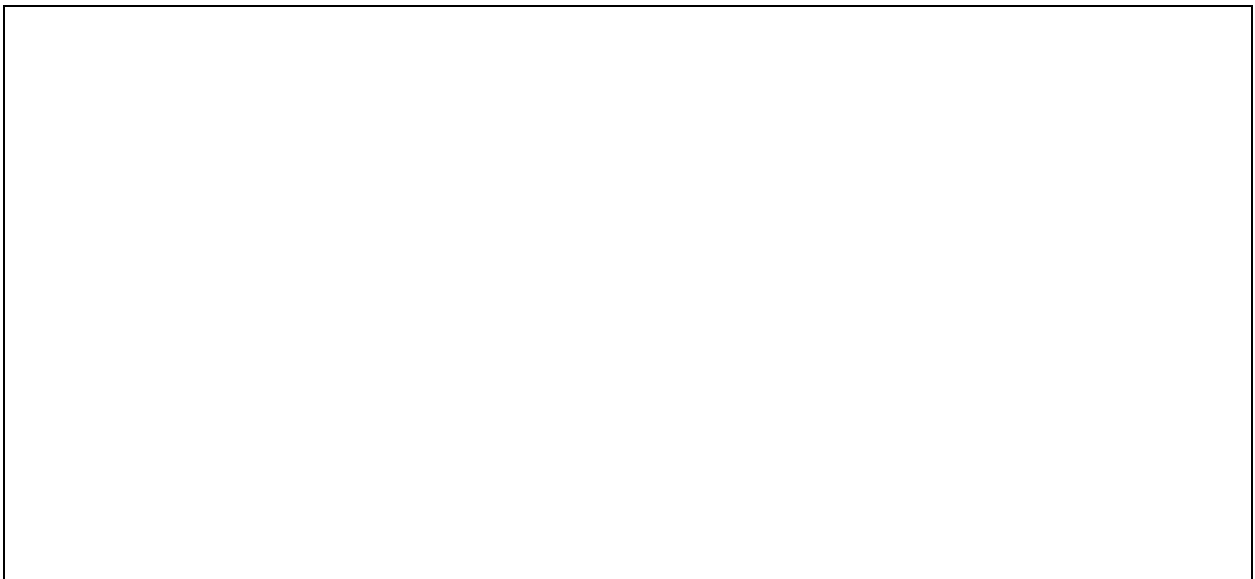
41-60 Points	21-40 Points	0-20 Points
<p>The description is fully and clearly responsive regarding how the program has effectively improved the literacy skills of eligible individuals in the past and will meet the state-adjusted levels of performance in the future. It cites relevant data and research and clearly demonstrates the program understands 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 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>

Section 231 (Adult Education and Family Literacy Act)

Section 243 (Integrated English Literacy and Civics Education)

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Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)

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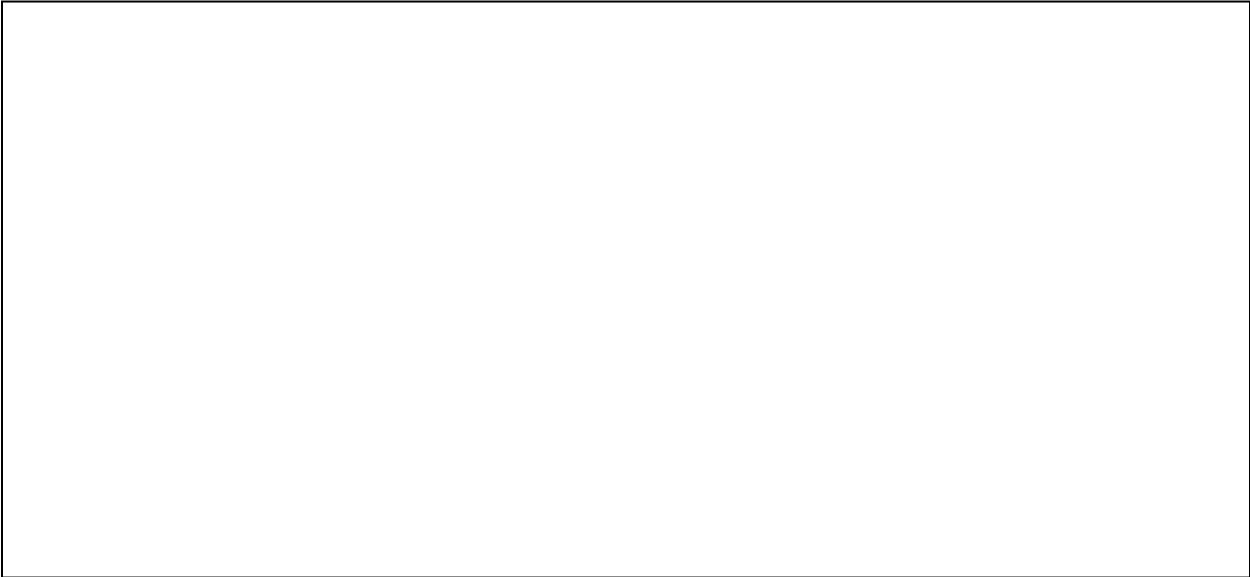
F. Consideration 4 [Section 231 \(e\)\(4\)](#)

Maximum 500 words, 30 pts

What the law says:
In awarding grants or contracts under this section, the eligible agency shall consider— (4) 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 , as well as the activities and services of the one-stop partners;
Required Narrative
<ul style="list-style-type: none"> • Explain how your program aligns its activities to the strategies and goals of the local WIOA plan. • Explain how your program aligns with the activities and services of the one-stop partners in your designated local area(s). • Describe how the eligible provider has input on the local workforce development board.

SCORING RUBRIC FOR F. CONSIDERATION 4		
21-30 Points	11-20 Points	0-10 Points
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).	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).	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).

Section 231 (Adult Education and Family Literacy Act)

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Section 243 (Integrated English Literacy and Civics Education)

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Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



G. Consideration 5 [Section 231 \(e\)\(5\)](#)

Maximum 1,000 words, 60 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
 (5) whether the eligible provider’s program—
 (A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
 (B) uses instructional practices that include the essential components of reading instruction;

Required Narrative

- Describe how your program provides sufficient intensity and quality to allow students to make substantial learning gains.
- Describe how your program design incorporates the most rigorous research available so that participants achieve substantial learning gains.
- 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
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.	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.	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.

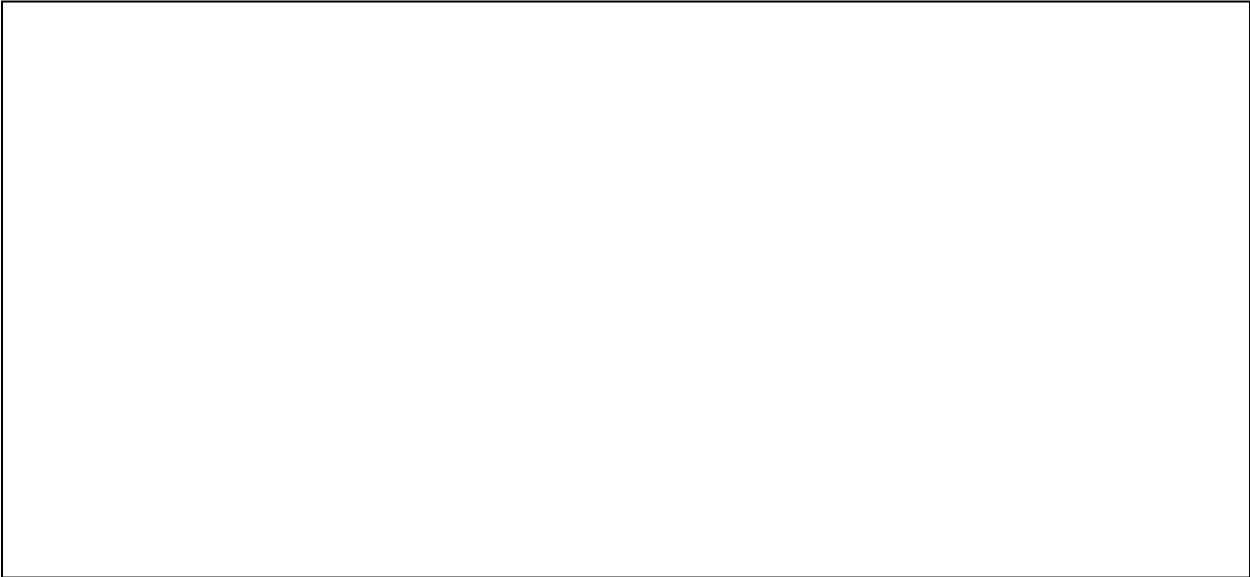
Section 231 (Adult Education and Family Literacy Act)



Section 243 (Integrated English Literacy and Civics Education)



Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



H. Consideration 6 [Section 231\(e\)\(6\)](#)

Maximum 1,000 words, 60 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider –
 (6) 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

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

Section 231 (Adult Education and Family Literacy Act)



Section 243 (Integrated English Literacy and Civics Education)



Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



I. Consideration 7 [Section 231\(2\)\(c\)\(7\)](#)

Maximum 1000 words, 30 pts

What the law says:
In awarding grants or contracts under this section, the eligible agency shall consider— (7) 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
<ul style="list-style-type: none"> • Describe how your program uses technology to enhance programming and increase the quality of learning. <ul style="list-style-type: none"> ○ Describe how your program’s use of technology leads to improved performance. • Describe how your program uses distance education to enhance programming and increase the quality of learning. • 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.

Section 231 (Adult Education and Family Literacy Act)

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Section 243 (Integrated English Literacy and Civics Education)

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Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



J. Consideration 8 [Section 231\(2\)\(c\)\(8\)](#)

Maximum 1,000 words, 60 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
 (8) 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;

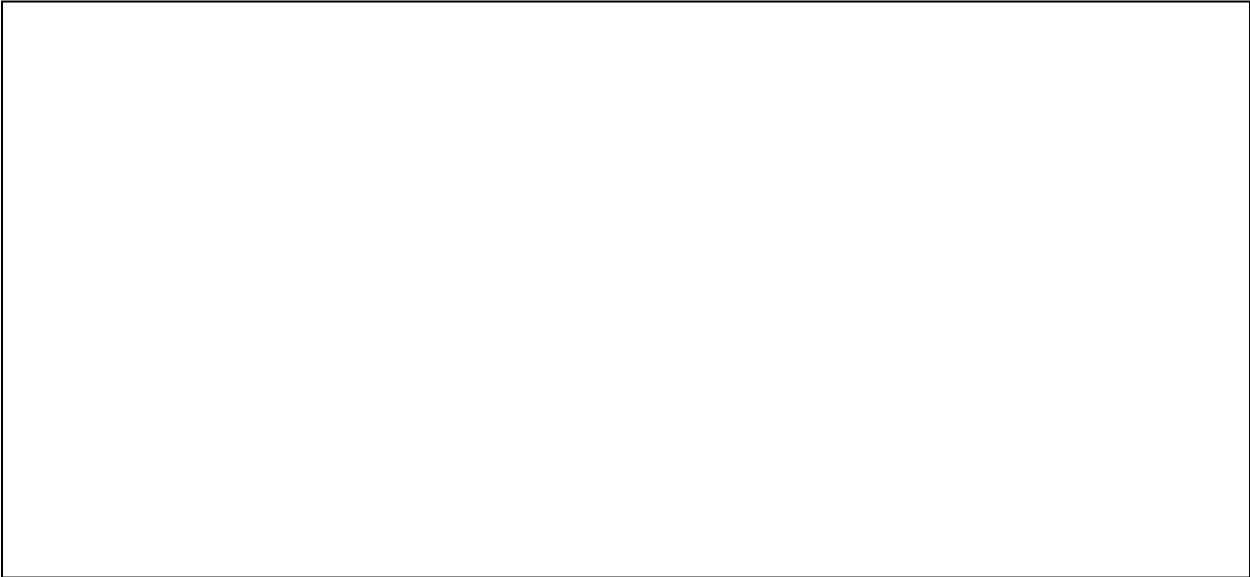
Required Narrative

- Describe how your program offers contextualized learning opportunities, including 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.
 - exercise the rights and responsibilities of citizenship.

SCORING RUBRIC FOR J. CONSIDERATION 8

41-60 Points	21-40 Points	0-20 Points
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.

Section 231 (Adult Education and Family Literacy Act)



Section 243 (Integrated English Literacy and Civics Education)



Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



K. Consideration 9 [Section 231\(2\)\(c\)\(9\)](#)

Maximum 1,000 words, 60 pts

What the law says:

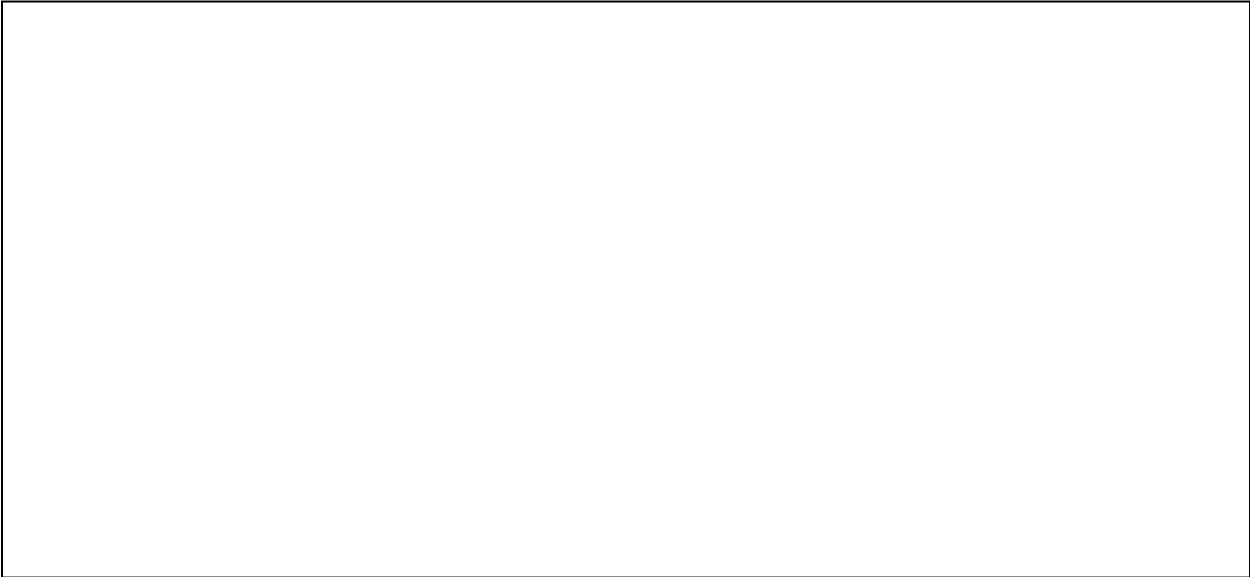
In awarding grants or contracts under this section, the eligible agency shall consider—
 (9) whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have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

Required Narrative

- How do you determine that staff are qualified and well-trained?
- How do you ensure that instruction is aligned with the College and Career Readiness Standards (CCRS) for Adult Education?
- Describe the face-to-face and electronic professional development available to your staff.
- Describe the face-to-face and electronic professional development in which your staff participates.

<p>The description is fully responsive and specific regarding the organization’s instructors and professional development. The response demonstrates in-depth understanding of the CCRS.</p>	<p>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.</p>	<p>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.</p>

Section 231 (Adult Education and Family Literacy Act)

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Section 243 (Integrated English Literacy and Civics Education)

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Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



L. Consideration 10 [Section 231\(e\)\(10\)](#)

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
 (10) 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

- 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:
 - Elementary and secondary schools;
 - Postsecondary educational institutions;
 - Institutions of higher education;
 - Local workforce development boards;
 - One-stop centers;
 - Job training programs;
 - Social services agencies;
 - Business and industry;
 - Labor organizations;
 - Community-based organizations;
 - Nonprofit organizations.

SCORING RUBRIC FOR L. CONSIDERATION 10

21-30 Points	11-20 Points	0-10 Points
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.	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.	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.

Section 231 (Adult Education and Family Literacy Act)

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Section 243 (Integrated English Literacy and Civics Education)

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Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



M. Consideration 11 [Section 231\(e\)\(11\)](#)

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
(11) 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

- Describe how your program offers flexible schedules necessary to enable individuals to attend and complete programs.
- Describe how your program offers flexible schedules necessary to enable individuals with disabilities or other special needs to attend and complete programs.
- 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:
 - child care;
 - transportation;
 - mental health services;
 - career planning.
 - With what other federal, state, or local support services does your program coordinate?
- 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:
 - child care;
 - transportation;
 - mental health services;
 - career planning.
 - 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.

Section 231 (Adult Education and Family Literacy Act)

Section 243 (Integrated English Literacy and Civics Education)

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Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)

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N. Consideration 12 [Section 231\(e\)\(12\)](#)

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
 (12) 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)**.

- Describe the processes in place to ensure the accurate recording of student information including, but not limited to, demographics, testing, attendance, and outcome data.
- 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 to 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 to how the organization will ensure the accurate recording of student information.

Section 231 (Adult Education and Family Literacy Act)

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Section 243 (Integrated English Literacy and Civics Education)

A large, empty rectangular box with a thin black border, intended for text or content related to Section 243.

Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



O. Consideration 13 [Section 231\(e\)\(13\)](#)

Maximum 500 words, 30 pts

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—
 (13) 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

- Describe the need for English language acquisition and civics education programs in the area(s) in which your program is located.
 - 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.

Section 231 (Adult Education and Family Literacy Act)

Section 243 (Integrated English Literacy and Civics Education)

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Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)

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P. One-Stop Partner Responsibilities [34 CFR 463.22\(a\)\(5\)](#)

Maximum 500 words, 30 pts

What the regulation says:

(a) Each eligible provider seeking a grant or contract must submit an application to the eligible agency containing the information and assurances listed below, as well as any additional information required by the eligible agency, including:

Required Narrative

Please provide:

- (5) A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to—
 - (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 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; [New Mexico will delegate the role and responsibility of payment of the infrastructure costs for the one-stop centers to one local provider per workforce region after funding decisions are made.]
 - (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 local workforce development board; [New Mexico will delegate the role and responsibility of representation on the local workforce development board to one administrator of one local provider per workforce region after funding decisions are made.]

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 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.

Section 231 (Adult Education and Family Literacy Act)

A large, empty rectangular box with a thin black border, intended for content related to Section 231.

Section 243 (Integrated English Literacy and Civics Education)

A large, empty rectangular box with a thin black border, intended for content related to Section 243.

Section 225 (Programs for Corrections Education and Other Institutionalized Individuals)



Q. Integrated English Literacy and Civics Education (Complete only if you are applying for funding under Section 225.)

[Section 243\(c\)](#), [34 CFR 463.33](#), [34 CFR Part 463 Subpart G](#)

Maximum 1,500 words, 100 pts

NOTE: Complete this section ONLY if your program is applying for [Section 243](#) IELCE PROGRAM funds. Before you decide whether to apply for [Section 243](#) funds, please review all the information carefully.

What the law says:

In General —From funds made available under section 211(a)(2) for each fiscal year, the Secretary shall award grants to States, from allotments under subsection (b), for integrated English literacy and civics education, in combination with integrated education and training activities.

[Section 203\(12\)](#) INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.—The term “integrated English literacy and civics education” means 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.

[Section 203\(2\)](#) ADULT EDUCATION AND LITERACY ACTIVITIES. —The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

[Section 243\(c\)](#) GOAL. —Each program that receives funding under this section shall be designed to—

- (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

[Section 203\(11\)](#) INTEGRATED EDUCATION AND TRAINING. —The term “integrated education and training” 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.

What the regulations say:

463.33 What are integrated English literacy and civics education services?

(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.

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 [Section 243](#) PROGRAM must:

- Provide IELCE activities in combination with IET; and
- 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.

[Integrated Education and Training \(IET\) Guide](#)

[NMHED-AE IET Policy](#)

[NMHED-AE IELCE Policy](#)

Required Narrative:

- Describe your program’s English language acquisition instruction and how your program instructs on the rights and responsibilities of citizenship and civic participation.
- 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.
- Describe how your program places English languages learners into in-demand industries and occupations that lead to economic self-sufficiency.
- 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.
- 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 [Section 243](#) or by using funds provided under [Section 243](#) to support IET activities.
- 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		
67-100 Points	34-66 Points	0-33 Points
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.	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. The response refers to some relevant research and best practices.	The response is incomplete or unclear in several respects. It may not adequately or only minimally describe the IELCE program offerings. Information on one or more of the six elements of the prompt is not clear or complete. Response lacks specificity and detail. Insufficient or lacking references to relevant research and best practices.

Complete only if you are applying for funding under Section 243.

R. Programs for Corrections Education and Other Institutionalized Individuals (Complete only if you are applying for funding under Section 225) [Section 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:

[Section 222\(a\)\(1\)](#) STATE DISTRIBUTION OF FUNDS.—

Each eligible agency 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;

[Section 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) REPORT—In addition to any report required under [Section 116](#), each eligible agency 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 will 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
<p>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.</p>	<p>The response partially describes the program’s corrections education program and/or education for other institutionalized individuals’ programs. 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.</p>	<p>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.</p>

Complete only if you are applying for funding under Section 225

6. NEW MEXICO CERTIFICATIONS AND ASSURANCES

**Agreement for the Operation of an Approved
Adult Education Program
(This section is a State Requirement)**

Applicant/Agency: _____

Address: _____

Contact Information: _____

For the fiscal year beginning July 1, 2025, and ending June 30, 2026

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 1st of each year.
- c. Mid-Year reports are due by February 1st of each year. This is a state requirement.
- d. Monthly Expenditure Reports/Requests for Reimbursement are due on 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 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 1st 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.

Date

Chief Executive Officer and Title

7. FEDERAL LOBBYING, DEBARMENT, AND DRUG-FREE WORKPLACE ASSURANCES

The applicant assures us that they 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. Records Retention (2 CFR 200.334):The recipient and subrecipient must retain all Federal award records for three years from the date of submission of their final financial report. For awards that are renewed quarterly or annually, the recipient and subrecipient must retain records for three years from the date of submission of their quarterly or annual financial report, respectively. Records to be retained include but are not limited to, financial records, supporting documentation, and statistical records. Federal agencies or pass-through entities may not impose any other record retention requirements except for the following:
 - a. The records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken if any litigation, claim, or audit is started before the expiration of the three-year period.
 - b. When the recipient or subrecipient is notified in writing by the Federal agency or pass-through entity, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs to extend the retention period.
 - c. The records for property and equipment acquired with the support of Federal funds must be retained for three years after final disposition.
 - d. The three-year retention requirement does not apply to the recipient or subrecipient when records are transferred to or maintained by the Federal agency.
 - e. The records for program income earned after the period of performance must be retained for three years from the end of the recipient's or subrecipient's fiscal year in which the program income is earned. This only applies if the Federal agency or pass-through entity requires the recipient or subrecipient to report on program income earned after the period of performance in the terms and conditions of the Federal award.
 - f. The records for indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations of the rate at which a particular group of costs is

chargeable (such as computer usage chargeback rates or composite fringe benefit rates) must be retained according to the applicable option below:

- i. ***If submitted for negotiation.*** When a proposal, plan, or other computation must be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the three-year retention period for its supporting records starts from the date of submission.
 - ii. ***If not submitted for negotiation.*** When a proposal, plan, or other computation is not required to be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the three-year retention period for its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan, or other computation.
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 427 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 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 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 statues, 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. 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, 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 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 the 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 any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT AND/OR PROJECT NAME	PR/AWARD NUMBER
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 2025-2026 in June 2025. The Workforce Innovation and Opportunity Act defines **Administrative Costs** in [Section 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, [Section 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](#).
- (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

34 CFR 463.26 Local administrative costs under [Section 233 \(a\) \(2\) of AEFLA](#) include planning, administration, professional development, local plan alignment and one stop partner responsibility fulfillment.

On your Federal budget only 5% may be allocated for administrative cost including professional development.

AEFLA is a supplement, not supplant grant subject to a restricted rate. If a local provider wants to include indirect costs in their budget and they have a negotiated restricted indirect costs rate agreement, they can use the restricted rate. Or the provider can use 8% if the provisional or final rate is over 8%. The rate is applied as instructed in the agreement. If they have no negotiated restricted indirect cost rate agreement, they can request up to 8%, calculated on modified total direct costs (MTDC). However, the budgeted amount for administrative costs, which includes both the direct costs outlined in [34 CFR 463.26](#) and the indirect costs, cannot exceed 5% unless the local provider negotiates that cap with the State.

Indirect cost is an administrative cost by nature and falls within the five percent cap on all administrative costs that may be charged against federal funds.

Indirect costs are agency wide and are not directly attributed to one program. Items of cost incurred under this grant must be treated consistently as a direct or indirect cost to avoid possible double charging. Indirect costs include, but are not limited to:

- Salaries and expenses of executive officers, personnel administration, and accounting that support the agency as a whole, including maintaining the adult education program;
- Agency wide software and IT solutions;
- Rent/utilities where administrative staff, not providing direct grant administration (teaching and/or Program Coordination), are located; and
- General administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures not associated directly with adult education.

Please complete the proposed budget pages for each funding source for which you intend to apply: Adult Education and Family Literacy Act Section 231 (both Federal and State), IELCE Section 243, Corrections Section 225.

FISCAL YEAR 2026

(July 1, 2025 - June 30, 2026)

NEW MEXICO HIGHER EDUCATION DEPARTMENT ADULT
EDUCATION DIVISION
PRELIMINARY RFA BUDGET APPROVAL FORM
SECTION 231: AEFLA FEDERAL

Program Manager: _____

E-Mail Address: _____

Phone Number: _____

Fiscal Officer: _____

E-Mail Address: _____

Phone Number: _____

Program Name (including branch name if applicable) _____

Institution/Organization Name _____

Funding source: _____

REMIT Address for payment _____

BUDGET LINE ITEM NAME	Budget Line #	Proposed Budget	Main Purpose(s) for this Line Item
PERSONNEL	100		
INSTRUCTIONAL ACTIVITIES	110		
<i>ADMINISTRATIVE ACTIVITIES</i>			
PROGRAM MANAGEMENT	120		
DATA TECH ENTRY & MGMT	130		
SECRETARIAL & CLERICAL	140		
OTHER	150		
BENEFITS	200		
INSTRUCTIONAL ACTIVITIES	210		
<i>ADMINISTRATIVE ACTIVITIES</i>			
PROGRAM MANAGEMENT	220		
DATA TECH ENTRY & MGMT	230		
SECRETARIAL / CLERICAL	240		
OTHER	250		
PURCHASED SERVICES	300		
INSTRUCTIONAL ACTIVITIES	310		
ADMINISTRATIVE ACTIVITIES	360		
SUPPLIES & MATERIALS	400		
INSTRUCTIONAL ACTIVITIES	410		
ADMINISTRATIVE ACTIVITIES	460		
TRAVEL	500		
INSTRUCTIONAL ACTIVITIES	510		
ADMINISTRATIVE ACTIVITIES	560		
EQUIPMENT	700		
INSTRUCTIONAL ACTIVITIES	710		
ADMINISTRATIVE ACTIVITIES	760		
INDIRECT COST (From Admin. Funds)	Enter %		
	%	800	
See Business Policies for more information.			
TOTAL:			

Authorized Signatures

Program Administrator
or Designee: _____

Date: _____

FISCAL YEAR 2026
(July 1, 2025 - June 30, 2026)

NEW MEXICO HIGHER EDUCATION DEPARTMENT ADULT
EDUCATION DIVISION
PRELIMINARY RFA BUDGET APPROVAL FORM
SECTION 231: AEFLA STATE

Program Manager: _____

E-Mail Address: _____

Phone Number: _____

Fiscal Officer: _____

E-Mail Address: _____

Phone Number: _____

Program Name (including branch name if applicable) _____

Institution/Organization Name _____

Funding source: _____

REMIT Address for payment _____

BUDGET LINE ITEM NAME	Budget Line #	Proposed Budget	Main Purpose(s) for this Line Item
PERSONNEL	100		
INSTRUCTIONAL ACTIVITIES	110		
ADMINISTRATIVE ACTIVITIES			
PROGRAM MANAGEMENT	120		
DATA TECH ENTRY & MGMT	130		
SECRETARIAL & CLERICAL	140		
OTHER	150		
BENEFITS	200		
INSTRUCTIONAL ACTIVITIES	210		
ADMINISTRATIVE ACTIVITIES			
PROGRAM MANAGEMENT	220		
DATA TECH ENTRY & MGMT	230		
SECRETARIAL / CLERICAL	240		
OTHER	250		
PURCHASED SERVICES	300		
INSTRUCTIONAL ACTIVITIES	310		
ADMINISTRATIVE ACTIVITIES	360		
SUPPLIES & MATERIALS	400		
INSTRUCTIONAL ACTIVITIES	410		
ADMINISTRATIVE ACTIVITIES	460		
TRAVEL	500		
INSTRUCTIONAL ACTIVITIES	510		
ADMINISTRATIVE ACTIVITIES	560		
EQUIPMENT	700		
INSTRUCTIONAL ACTIVITIES	710		
ADMINISTRATIVE ACTIVITIES	760		
INDIRECT COST (From Admin. Funds)	Enter %		
	%	800	
See Business Policies for more information.			
TOTAL:			

Authorized Signatures
Program Administrator
or Designee: _____

Date: _____

8A. BUDGET BACKUP: Section 231

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.

.100 PERSONNEL:

This includes anticipated expenditures on salaries or personnel providing **direct instructional services** to students. Salaries may not be paid on any contract more than those which have 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.

FEDERAL AEFLA Section 231 Funds Requested for Salaries: \$ _____

STATE AEFLA Section 231 Funds Requested for Salaries: \$ _____

Explanation:

110 Instructional Activities

--

120 Program Management (Administrative Costs)

--

130 Data Tech Entry and Management (Administrative Costs)

--

140 Secretarial/Clerical Salaries (Administrative Costs)

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 the regular salary, received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.

FEDERAL AEFLA Section 231 Funds Requested for Employee Benefits: \$ _____

STATE AEFLA Section 231 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 people usually eligible for personnel benefits that may accrue to regular full-time staff members. However, they are eligible to receive consulting fees and per diem 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.

FEDERAL AEFLA Section 231 Funds Requested for Purchased Services: \$ _____

STATE AEFLA Section 231 Funds Requested for Purchased Services: \$ _____

Explanation:

.400 SUPPLIES AND MATERIALS:

These expenditures refer to consumable items where the cost per unit is below \$10,000. A consumable item is defined as a material of 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.

In your explanation, please state the publisher and name of any instructional materials you anticipate purchasing.

FEDERAL AEFLA Section 231 Funds Requested for Supplies and Materials: \$ _____

STATE AEFLA Section 231 Funds Requested for Supplies and Materials: \$ _____

Explanation:

.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 benefits the conduct of a project. Consultant travel is **not** included under this category but shall be itemized under **PURCHASED SERVICES**.

FEDERAL AEFLA Section 231 Funds Requested for Travel: \$ _____

STATE AEFLA Section 231 Funds Requested for Travel: \$ _____

Explanation:

.700 EQUIPMENT:

All tangible personal property including information technology systems (computing devices, ancillary equipment, software, firmware, and related procedures, services, including support services, and resources) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds \$10,000. All 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. Unless software is purchased as part of an equipment package, all software should be purchased under supplies.

Equipment purchased with Adult Education funds can only be used for instructional and assessment purposes.

FEDERAL AEFLA Section 231 Funds Requested for Equipment: \$ _____

STATE AEFLA Section 231 Funds Requested for Equipment: \$ _____

Explanation:

.800 INDIRECT COSTS:

INDIRECT COSTS are administrative costs by nature and fall within the five percent cap on all administrative costs that may be charged against federal funds.

Indirect costs are agency wide and are not directly attributed to one program. Items of cost incurred under this grant must be treated consistently as a direct or indirect cost to avoid possible double charging. Indirect costs include, but are not limited to:

- Salaries and expenses of executive officers, personnel administration, and accounting that support the agency as a whole, including maintaining the adult education program;
- Agency wide software and IT solutions;
- Rent/utilities where administrative staff, not providing direct grant administration (teaching and/or Program Coordination), are located; and

- General administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures not associated directly with adult education.

If a local provider wants to include indirect costs in their budgets and they have a negotiated restricted indirect costs rate agreement, they can use the restricted rate. Or the provider can use 8% if the provisional or final rate is over 8%. The rate is applied as instructed in the agreement. If they have no negotiated restricted indirect cost rate agreement, they can request up to 8%, calculated on modified total direct costs (MTDC). 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 to determine adequate level of funds to be used for non-instructional purposes, a written request must be sent via regular mail or email to the State Director of AE to request a higher amount.

FEDERAL AEFLA Section 231 Funds Requested for Indirect Costs: \$ _____

STATE AEFLA Section 231 Funds Requested for Indirect Costs: \$ _____

Explanation:

FISCAL YEAR 2026
(July 1, 2025 - June 30, 2026)

NEW MEXICO HIGHER EDUCATION DEPARTMENT ADULT
EDUCATION DIVISION
PRELIMINARY RFA BUDGET APPROVAL FORM
SECTION 243 Integrated English Literacy and Civics Education

Program Manager: _____

E-Mail Address: _____

Phone Number: _____

Fiscal Officer: _____

E-Mail Address: _____

Phone Number: _____

Program Name (including branch name if applicable) _____

Institution/Organization Name _____

Funding source: _____

REMIT Address for payment _____

BUDGET LINE ITEM NAME	Budget Line #	Proposed Budget	Main Purpose(s) for this Line Item
PERSONNEL	100		
INSTRUCTIONAL ACTIVITIES	110		
<i>ADMINISTRATIVE ACTIVITIES</i>			
PROGRAM MANAGEMENT	120		
DATA TECH ENTRY & MGMT	130		
SECRETARIAL & CLERICAL	140		
OTHER	150		
BENEFITS	200		
INSTRUCTIONAL ACTIVITIES	210		
<i>ADMINISTRATIVE ACTIVITIES</i>			
PROGRAM MANAGEMENT	220		
DATA TECH ENTRY & MGMT	230		
SECRETARIAL / CLERICAL	240		
OTHER	250		
PURCHASED SERVICES	300		
INSTRUCTIONAL ACTIVITIES	310		
ADMINISTRATIVE ACTIVITIES	360		
SUPPLIES & MATERIALS	400		
INSTRUCTIONAL ACTIVITIES	410		
ADMINISTRATIVE ACTIVITIES	460		
TRAVEL	500		
INSTRUCTIONAL ACTIVITIES	510		
ADMINISTRATIVE ACTIVITIES	560		
EQUIPMENT	700		
INSTRUCTIONAL ACTIVITIES	710		
ADMINISTRATIVE ACTIVITIES	760		
INDIRECT COST (From Admin. Funds)	Enter %		
	%	800	
See Business Policies for more information.			
TOTAL:			

Authorized Signatures
Program Administrator
or Designee: _____

Date: _____

BUDGET BACKUP: Section 243 Integrated English Literacy and Civics Education

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.

.100 PERSONNEL:

This includes anticipated expenditures on salaries or personnel providing **direct instructional services** to students. Salaries may not be paid on any contract more than those which have 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.

Section 243 IELCE Funds Requested for Salaries: \$ _____

Explanation:

110 Instructional Activities

--

120 Program Management (Administrative Costs)

--

130 Data Tech Entry and Management (Administrative Costs)

--

140 Secretarial/Clerical Salaries (Administrative Costs)

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 the regular salary, received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.

Section 243 IELCE 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 people usually eligible for personnel benefits that may accrue to regular full-time staff members. However, they are eligible to receive consulting fees and per diem 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.

Section 243 IELCE Funds Requested for Purchased Services: \$ _____

Explanation:

.400 SUPPLIES AND MATERIALS:

These expenditures refer to consumable items where the cost per unit is below \$10,000. A consumable item is defined as a material of 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.

In your explanation, please state the publisher and name of any instructional materials you anticipate purchasing.

Section 243 IELCE Funds Requested for Supplies and Materials: \$ _____

Explanation:

.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 benefits the conduct of a project. Consultant travel is **not** included under this category but shall be itemized under **PURCHASED SERVICES**.

Section 243 IELCE Funds Requested for Travel: \$ _____

Explanation:

.700 EQUIPMENT:

All tangible personal property including information technology systems (computing devices, ancillary equipment, software, firmware, and related procedures, services, including support services, and resources) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds \$10,000. All 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. Unless software is purchased as part of an equipment package, all software should be purchased under supplies.

Equipment purchased with Adult Education funds can only be used for instructional and assessment purposes.

Section 243 IELCE Funds Requested for Equipment: \$ _____

Explanation:

.800 INDIRECT COSTS:

INDIRECT COSTS are administrative costs by nature and fall within the five percent cap on all administrative costs that may be charged against federal funds.

Indirect costs are agency wide and are not directly attributed to one program. Items of cost incurred under this grant must be treated consistently as a direct or indirect cost to avoid possible double charging. Indirect costs include, but are not limited to:

- Salaries and expenses of executive officers, personnel administration, and accounting that support the agency as a whole, including maintaining the adult education program;
- Agency wide software and IT solutions;
- Rent/utilities where administrative staff, not providing direct grant administration (teaching and/or Program Coordination), are located; and
- General administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures not associated directly with adult education.

If a local provider wants to include indirect costs in their budgets and they have a negotiated restricted indirect costs rate agreement, they can use the restricted rate. Or the provider can use 8% if the provisional or final rate is over 8%. The rate is applied as instructed in the agreement. If they have no negotiated restricted indirect cost rate agreement, they can request up to 8%, calculated on modified total direct costs (MTDC). 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 to determine adequate level of funds to be used for non-instructional purposes, a written request must be sent via regular mail or email to the State Director of AE to request a higher amount.

Section 243 IELCE Funds Requested for Indirect Costs: \$ _____

Explanation:

FISCAL YEAR 2026
(July 1, 2025 - June 30, 2026)

NEW MEXICO HIGHER EDUCATION DEPARTMENT ADULT
EDUCATION DIVISION
PRELIMINARY RFA BUDGET APPROVAL FORM
Section 225: Corrections

Program Manager: _____

E-Mail Address: _____

Phone Number: _____

Fiscal Officer: _____

E-Mail Address: _____

Phone Number: _____

Program Name (including branch name if applicable) _____

Institution/Organization Name _____

Funding source: _____

REMIT Address for payment _____

BUDGET LINE ITEM NAME	Budget Line #	Proposed Budget	Main Purpose(s) for this Line Item
PERSONNEL	100		
INSTRUCTIONAL ACTIVITIES	110		
<i>ADMINISTRATIVE ACTIVITIES</i>			
PROGRAM MANAGEMENT	120		
DATA TECH ENTRY & MGMT	130		
SECRETARIAL & CLERICAL	140		
OTHER	150		
BENEFITS	200		
INSTRUCTIONAL ACTIVITIES	210		
<i>ADMINISTRATIVE ACTIVITIES</i>			
PROGRAM MANAGEMENT	220		
DATA TECH ENTRY & MGMT	230		
SECRETARIAL / CLERICAL	240		
OTHER	250		
PURCHASED SERVICES	300		
INSTRUCTIONAL ACTIVITIES	310		
ADMINISTRATIVE ACTIVITIES	360		
SUPPLIES & MATERIALS	400		
INSTRUCTIONAL ACTIVITIES	410		
ADMINISTRATIVE ACTIVITIES	460		
TRAVEL	500		
INSTRUCTIONAL ACTIVITIES	510		
ADMINISTRATIVE ACTIVITIES	560		
EQUIPMENT	700		
INSTRUCTIONAL ACTIVITIES	710		
ADMINISTRATIVE ACTIVITIES	760		
INDIRECT COST (From Admin. Funds)	Enter %		
	%	800	
See Business Policies for more information.			
TOTAL:			

Authorized Signatures
Program Administrator
or Designee: _____

Date: _____

8C. BUDGET BACKUP: Section 225 Corrections

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.

.100 PERSONNEL:

This includes anticipated expenditures on salaries or personnel providing **direct instructional services** to students. Salaries may not be paid on any contract more than those which have 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.

Section 225 Corrections Funds Requested for Salaries: \$ _____

Explanation:

110 Instructional Activities

--

120 Program Management (Administrative Costs)

--

130 Data Tech Entry and Management (Administrative Costs)

--

140 Secretarial/Clerical Salaries (Administrative Costs)

--

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 the regular salary, received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.

Section 225 Corrections 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 people usually eligible for personnel benefits that may accrue to regular full-time staff members. However, they are eligible to receive consulting fees and per diem 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.

Section 225 Corrections Funds Requested for Purchased Services: \$ _____

Explanation:

.400 SUPPLIES AND MATERIALS:

These expenditures refer to consumable items where the cost per unit is below \$10,000. A consumable item is defined as a material of 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.

In your explanation, please state the publisher and name of any instructional materials you anticipate purchasing.

Section 225 Corrections Requested for Supplies and Materials: \$ _____

Explanation:

.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 benefits the conduct of a project. Consultant travel is **not** included under this category but shall be itemized under **PURCHASED SERVICES**.

Section 225 Corrections Funds Requested for Travel: \$ _____

Explanation:

.700 EQUIPMENT:

All tangible personal property including information technology systems (computing devices, ancillary equipment, software, firmware, and related procedures, services, including support services, and resources) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds \$10,000. All 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. Unless software is purchased as part of an equipment package, all software should be purchased under supplies.

Equipment purchased with Adult Education funds can only be used for instructional and assessment purposes.

Section 225 Corrections Funds Requested for Equipment: \$ _____

Explanation:

.800 INDIRECT COSTS:

INDIRECT COSTS are administrative costs by nature and fall within the five percent cap on all administrative costs that may be charged against federal funds.

Indirect costs are agency wide and are not directly attributed to one program. Items of cost incurred under this grant must be treated consistently as a direct or indirect cost to avoid possible double charging. Indirect costs include, but are not limited to:

- Salaries and expenses of executive officers, personnel administration, and accounting that support the agency as a whole, including maintaining the adult education program;
- Agency wide software and IT solutions;
- Rent/utilities where administrative staff, not providing direct grant administration (teaching and/or Program Coordination), are located; and
- General administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures not associated directly with adult education.

If a local provider wants to include indirect costs in their budgets and they have a negotiated restricted indirect costs rate agreement, they can use the restricted rate. Or the provider can use 8% if the provisional or final rate is over 8%. The rate is applied as instructed in the agreement. If they have no negotiated restricted indirect cost rate agreement, they can request up to 8%, calculated on modified total direct costs (MTDC). 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 to determine adequate level of funds to be used for non-instructional purposes, a written request must be sent via regular mail or email to the State Director of AE to request a higher amount.

Section 225 Corrections Funds Requested for Indirect Costs: \$ _____

Explanation:

9. FINANCIAL STATEMENTS/ INDEPENDENT AUDITS

Include certified financial statements and/or independent audits for at least the last two fiscal years spanning July 1, 2022, through June 30, 2024. If your audit cycle is based on calendar years, provide statements or audits for at least the last two calendar years spanning January 1, 2022, through December 31, 2023.

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.

If your institution provides links to your independent audits, please past the links here: