APPENDIX V - Program-Specific Requirements for Adult Education and Family Literacy Act Programs (Revised)

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

New Mexico has adopted the Common Core Standards for its K–12 school system. The New Mexico Higher Education Department has adopted the College and Career Readiness Standards (CCRS) developed by the Office of Career, Technical, and Adult Education at the U.S. Department of Education to align with the Common Core. We have purchased courseware for use in the classroom and online that currently aligns with the Common Core and iNACOL standards. We estimate that a completed detailed alignment with the CCRS will be completed by April, 2016.

Our professional development will ensure teacher preparation in all levels of pedagogy that run from introducing material, to basic questioning, to advanced technology item types, to unit level activities that require learners to demonstrate a higher level of understanding having them write responses that combine calculations with explanations and integrated knowledge from other areas. This professional development is built on “Standards to Action” developed by OCTAE to support excellence in teaching in the CCRS environment and to help teachers prepare students for the Webb’s Depth of Knowledge measures used in all three major High School Equivalency tests. The combination of courseware and professional development is aimed at training teachers to develop and deliver hybrid courses aligned with the CCRS, the new High School Equivalency tests, and preparation to enter postsecondary education and career pathways.

B. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- 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 that—
1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

**Competitive Process:** The New Mexico Higher Education Department (NMHED) is the State’s eligible agency for administering Adult Education and Literacy programs under WIOA. NMHED will award multi-year grants on a competitive basis to eligible providers within the state to develop, implement, and improve adult education and literacy activities under WIOA. The subgrant Request for Proposals (RFP) process will follow state procurement rules and federal guidelines under WIOA and will take place in spring, 2017. The New Mexico Higher Education Department will award funding to local providers beginning July 1, 2017 for a four year cycle which applies to all local grant recipients, with the requirement that each year the local provider submit an extension application to be considered for funding. The RFP process for the next multi-year grant cycle will occur in spring of 2021 for funding to begin July 1, 2021. Funding will be used to provide services in all four workforce board regions. The amount of funding allocated to each provider will be determined by a formula which takes into account the literacy needs of the local service area, the number of participants served, and core performance indicators under WIOA. The RFP process for program year 2017-18 will follow these steps:

- February 2017: NMHED publishes NOFA and RFP aligned with New Mexico Combined State Plan
- February-March 2017: NMHED provides technical assistance to inquiries from eligible potential providers. NMHED recruits candidates for reviewing committee to score AEFLA grant proposals.
- March 2017: AEFLA grant proposals due at NMHED.
- March-April 2017: Review committee reviews and scores grant proposals.
- April 2017: NMHED reviews budgets and other grant requirements to rank RFP responses according to scores.
- April-May 2017: NMHED announces eligible providers that will receive funding.
- July 1 2017: AEFLA providers begin 4-year grant cycle of programming and funding.

NMHED will not distribute any new federal funds for a funding cycle without a statewide public Notification of Funding Availability (NOFA) and RFP. The NOFA will be advertised statewide and sent to all known eligible service providers. The NOFA announcement and the RFP will cover all funding categories and programs available for current year distribution. Any announcement will be contingent upon State Plan approval by U. S. Departments of Labor and Education. The NOFA and RFP will be sent to all requesting parties. All eligible recipients for WIOA sections 225, 231, and/or 243 will be allowed the same opportunity to apply for funds regardless of the priorities they address and will follow the same RFP process.

The funding set aside for Integrated English literacy and civics education (IEL/Civics) will be distributed in a separate RFP process. The process will be the same, and the program-specific content and criteria for evaluation will be specific to the WIOA requirements for IEL/Civics education programs.
Demonstrated effectiveness: Demonstrated effectiveness of eligible providers’ proposals will be determined by performance data related to the provider’s record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content areas of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State’s RFP for grants to eligible providers. To demonstrate effectiveness, eligible providers will include in their proposal at least two years of credible data recording outcomes serving the goals under Title II of WIOA; at least two years of the provider’s annual independent audits for fiscal responsibility; and cost-benefit analyses for the two years preceding grant proposal.

Direct and equitable access: NMHED will ensure direct and equitable access to all eligible providers to apply and compete for funds, and it will ensure that it is using the same grant announcement and application procedure for all eligible providers by using this process:

• Using the Notice of Funding Availability (NOFA) and Request for Proposals (RFP) process described under “multi-year grants and contracts”;

• Issuing public notice through these venues:
  o Publication of the NOFA, including instructions for receiving a copy of the RFP, in the Albuquerque Journal, a newspaper with statewide circulation;
  o Mailing a copy of the NOFA to all existing adult education and family literacy services; and
  o Publication of the NOFA and RFP on the NMHED website;

• Sending a copy of the RFP to all who request it;

• Following the State’s procurement process as it is applicable to grants. Should additional funding become available in the case of the withdrawal of a provider during the term of a grant, the same process will be used to provide services in the applicable service area and it will be open to all eligible agencies throughout the state; and

• Using the same process for IEL/Civics grant competitions.

All applicants eligible under Sections 225, 231, and 243 of WIOA will submit applications directly to NMHED, the eligible agency. They will not be required to apply through another agency or agencies in a multi-tiered process. The application process is designed so that direct application to NMHED is clearly evident and nonnegotiable. Direct application is the norm, regardless of whether an applicant would be considered a grantee or a contractor. NMHED requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. NMHED ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers through the grant management system. During the initial period of the grant submission process, any eligible agency that contacts NMHED with an interest in participating will be provided the information needed. NMHED believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access.

Pre–application Technical Assistance: Prior to any RFP, the NMHED may conduct a pre–application technical assistance conference for potential applicants. An invitation to attend the conference will be attached to the NOFA and RFP. Additionally, the state Adult Education Director,
serving as the program officer, will respond in writing to individual questions and clarify the application instructions as requested. All questions and their responses will be made available to all NOFA and RFP recipients.

**General Proposal Requirements:** All proposals must be submitted by the deadline shown in the RFP. Each applicant organization shall submit an application to the NMHED according to the instructions contained in the RFP. Any application not including all the information and assurances required will be deemed non-responsive and rejected. The NMHED will forward all responsive applications to the local workforce board in the region from which they applied for review and comment on their alignment with the regional WIOA plan. Each application must include the information and assurances specified in the instructions, including the following:

- A description of how the funds awarded under AEFLA will be spent;
- A description of any cooperative or co-enrollment arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of Adult Education and literacy activities;
- Performance data sufficient to determine demonstrated effectiveness;
- Copies of audit reports for the preceding two years;
- A description of how the applicant will provide services in alignment with the local plan, including how the applicant will promote concurrent enrollment in programs under Title I of WIOA, as appropriate;
- A description of how the applicant will meet the State adjusted levels of performance, including how the applicant will collect data to report on such performance indicators;
- A description of how the applicant will fulfill one-stop partner responsibilities as described in WIOA;
- A description of how the applicant will provide services in a manner that meets the needs of eligible individuals;
- Information that addresses the considerations listed under “General Criteria for Evaluation Grant Proposals” (below);

**Activities to be funded:** Assurance that funds awarded under AEFLA will be used to provide, establish, or operate one or more programs that provide services or instruction in one or more of the following categories:

- **Adult Education**—academic instruction and educational services below the postsecondary level that include an individual’s ability to – Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its equivalent; – Transition to postsecondary education and training; and – Obtain employment.

- **Literacy**—the 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, and in society.
Workplace Adult Education and literacy activities—Adult Education and literacy activities in collaboration with an employer or employee organization at a workplace or off-site location that is designed to improve the productivity of the workforce.

Family literacy activities—activities 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 of the following activities:

- Parent or family Adult Education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
- Interactive literacy activities between parents or family members and their children;
- 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; and
- Age-appropriate education to prepare children for success in school and life experiences.

- No funds under this grant may be used for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for Adult Education and literacy activities under this title for activities other than activities for eligible individuals.

English language acquisition activities—a program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language and that leads to attainment of a secondary school diploma or its equivalent and transition to postsecondary education and training; or employment.

Integrated English literacy and civics (Section 243) activities—education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables them 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. 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. IELCE funding will be awarded under a separate RFP following the same process as the Adult Education and English Language Acquisition RFP. IELCE proposers are required to describe their civics curriculum and instructional materials and how they align with OCTAE’s Employability Skills framework or other widely accepted national employability skills framework. Proposers are required to describe how their curricula and instructional materials will be aligned to the national employability skills framework they will be using and how they are based on industry standards. Section 243 applicants are required to describe their relationships with workforce and economic development boards and systems and local employers and how those
relations ships will support integrated education and training for speakers of languages other than English, including professionals with credentials and degrees in their native countries.

o Workforce preparation activities—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.

o Integrated education and training—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. This includes offering courses in collaboration with community colleges that are team-taught by an Adult Education basic skills teacher and a career/technical teacher.

Scope, Content, and Organization of funded Local Activities: The State is in the process of implementing the College and Career Readiness Standards. All adult education and English Language Acquisition activities listed above will be based on the CCRS. In their proposals all applicants will be required to describe their two-year plans for supporting the implementation of these standards in their proposed activities, including

• How they will address professional development needs of all instructors;

• Their plans for selecting or developing curriculum and instructional materials aligned to these standards;

• Monitoring their program progress and ongoing technical assistance needs; and

• Providing ongoing technical assistance to their instructors.

In addition, all applicants seeking to be funded for workplace education and literacy activities, workforce preparation activities, or integrated education and training activities must show that their contextualized curriculum and instructional materials will be aligned with OCTAE’s Employability Skills framework or a comparable national framework. The occupational training component must be based on industry standards. General Criteria for Evaluating Grant Proposals A review team selected by NMHED staff based on published criteria will evaluate the proposals. Each evaluator will complete and evaluation form for each applicant. The scores assigned each proposal by each evaluator will be retained and available for public review upon request. The names of each evaluator will be kept confidential. The NMHED will consider at least the following criteria in deciding to award the funds available under AEFLA. Within the narrative portion of the application, proposers must provide narrative detail to demonstrate how they will meet each Section 231(e) consideration described below.

• The degree to which the applicant would be responsive to –

  o Regional needs as identified under the local plan; and
o Serving individuals in the community who were identified in the local plan as most in need of Adult Education and literacy activities, including individuals who – Have low levels of literacy skills; or – Are English language learners;

• The ability of the applicant to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

• Past effectiveness of the applicant in improving the literacy of eligible individuals, to me State–adjusted levels of performance for the primary indicators of performance described in WIOA, especially with respect to those who have low levels of literacy;

• The extent to which the applicant demonstrates alignment between proposed activities and services with the strategy and goals of the local plan, and the activities and services of the one–stop partners;

• Whether the applicant’s program –

  o Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and

  o Uses instructional practices that include the essential components of reading instruction and align with the College and Career Readiness Standards;

• Whether the applicant’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition delivered by the applicant, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

• Whether the applicant’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;

• Whether the applicant’s activities provide learning in context, including through integrated education and training, so that the 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;

• Whether the applicant’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;

• Whether the applicant’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;

• Whether the applicant’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 those with disabilities or other special needs, to attend and complete programs;

• Whether the applicant maintains a high–quality information management system that has the capacity to report measurable participant outcomes (consistent with the requirements of WIOA) and to monitor program performance; and • Whether the local areas in which the eligible provider is situated have a demonstrated need for additional English language acquisition programs and civics education programs.

Distribution of funding: The amount of funding to be made available in each program year to each eligible provider will be determined by a funding formula that takes into consideration the number of eligible individuals served, the need of the eligible provider’s service area, and the performance of the eligible provider’s program or programs. The funding formula is determined by the NMHED in consultation with Adult Education program directors and financial officers from the eligible provider organizations.

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

a. Adult education and literacy activities;  
b. Special education, as determined by the eligible agency;  
c. Secondary school credit;  
d. Integrated education and training;  
e. Career pathways;  
f. Concurrent enrollment;  
g. Peer tutoring; and  
h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.
The State uses the same grant announcement and application process for Section 225 funds as it does for Section 231 funds, including the same methods of ensuring direct and equitable access, the same rubric and scoring criteria, and the 13 considerations specified in Section 231(e) of WIOA as part of the review criteria. The New Mexico State Department of Corrections (NMSDC) provides educational services for six satellite facilities. These are located in the following counties: Dona Ana (Southern Correctional), Valencia (Central New Mexico Correctional), Lincoln (Fort Stanton), Santa Fe (Penitentiary of New Mexico), Chavez (Roswell Correctional) and Cibola (Western New Mexico Correctional). Combined, these facilities serve all custody levels. The NMSDC provides educational oversight services to three privately contracted prisons within the state; however, it has no obligations to the county jails. Inmates from the three private prisons and Torrance County Correctional Facility filter into the corrections system on a regular basis. The state’s total inmate population averages around 5,000 per month. The Corrections Education Department serves approximately 1,100 inmates per day in all facilities. The NMSDC Education Bureau seeks to develop an effective continuum of vocational education programming between the Corrections Department and the community at large. This includes collaboration with post–release programs throughout the state. Funds are also used to provide staff development to improve teaching strategies in the prisons. The inmate population qualifies as “hardest to serve,” and the Bureau stresses family literacy, basic literacy, and HSE completion as it relates to transitioning to postsecondary education and training and to gaining employment after release. The Bureau has developed agreements with postsecondary institutions to provide college courses remotely.

In addition, one of the focal educational programs of the Education Bureau is the "Inmate–to—Work" program. This recidivism reduction initiative provides comprehensive instruction in employability skills, work maturity skills, and life skills that help inmates link to community resources once released. Students are encouraged to work on their vocational goals as they work towards their High School Equivalency credential. Vocational programs provide employability skills as well. Students learn basic mathematics and reading skills and apply them to trades. These classes include construction and automotive trades, computer repair, horticulture, culinary arts, and small engine repair. The Bureau is establishing comprehensive certification programs that will recognize and record labor market skills. In this way, the time spent in a correctional facility will serve to advance the student’s work goals. Through AE funding, inmates can enroll in basic education programs and attain prevocational skills. Inmates receiving Adult Education instruction often have a wide variety of behavior problems, including, but not limited to anger management problems, learning problems, and emotional problems. The Bureau has a special education population within AE classes that has additional needs. Therefore, the student/teacher ratio is lower than in other programs. New Mexico’s correctional facilities are governed in part by The Inmate Literacy Act (ILA)—a New Mexico State Statute. The ILA mandates that inmates with greater than eighteen months and less than ten years on their sentence must be programmed into education classes if they do not have their High School Equivalency credentials. The Act provides adults who are incarcerated the opportunity to enhance their basic literacy skills and work towards their HSEs. Approximately 85% (4,250) of New Mexico’s prison inmates qualify for services under the Act. The Education Bureau gives a priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. These inmates are housed in a variety of facilities according to their custody classification level. Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

D. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for
English language learners who are adults, including professionals with degrees and credentials in their native countries.

The State will establish and operate Integrated English Literacy and Civics Education programs in conjunction with English Language Acquisition (ELA) programs delivered by local providers. Eligibility is established for students in the same way it is for all Adult Education students, regardless of degree or credential attainment. In New Mexico, most English Language Learners are native to the State, some are immigrants, some are refugees, and some have degrees or professional certifications from their countries of origin. The State will leverage past EL/Civics successes to meet the new requirements under WIOA. The State’s RFP application for IELCE Section 243 funds will require applicants to describe how they plan to provide literacy, English language acquisition and civics education concurrently and contextually and in combination with integrated education and training. The proposed activities and budget will be reviewed by the State to ensure that they meet all statutory requirements. Typically, eligible providers deliver the classroom (English language acquisition and civics education) instruction to a specific cohort of students, while partnering with another nonprofit or social entrepreneurial organization that then provides or coordinates timely and well-aligned occupational skills training, as appropriate, for particular participants from that cohort of students. For example, an adult education program at a community college partners with a local refugee training center to work with newly arrived refugee women. In this example, the college would provide contextualized English language acquisition instruction that includes general employability, workplace, and financial vocabulary as well as instruction on the rights and responsibilities of citizenship and civic participation. The curriculum includes an overview of important dates/events in U.S. history and their significance to current events. It also includes an overview of the U.S. government at the federal, State, and local levels. Local officials periodically present to classrooms and students have opportunities to observe government in action at such proceedings as legislative, court, and local government hearings. As appropriate, the training center provides hands-on training and skill building opportunities to practice important interactions with coworkers and supervisors.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

IELCE funding will be competed and awarded under a separate RFP following the same process as the Section 225 and 243 RFP. This ensures that all applications are evaluated using the same rubric and scoring criteria. The agency ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers through the grant management system. During the initial period of the grant submission process, any eligible agency that contacts the agency with an interest in participating will be provided the information needed. The agency believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access. The agency uses the considerations specified in section 231(e) of WIOA to fund eligible providers by incorporating each of the considerations into the narrative portion of the application. The agency attaches a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration. IELCE proposers are required to describe their civics curriculum and instructional materials and how they align with OCTAE’s Employability Skills framework or other widely accepted national employability skills framework. Proposers are required to describe how their curricula and instructional materials will be aligned to the national employability skills framework they will be using and how they are based on industry standards. Applicants are required to describe their relationships with workforce and economic development boards and local employers and how
those relationships will support integrated education and training for speakers of languages other than English, including professionals with credentials and degrees in their native countries.

E. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

Consistent with Section 223, the NMHED has prioritized the following state leadership activities:

The alignment of Adult Education and literacy activities with other core programs and one–stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in Adult Education and literacy activities.

Adult Education leadership will maintain membership and participate in the State and regional Workforce Investment Boards. In addition, each local Adult Education provider will convene a broad based Advisory Board from the community it serves. These boards will include members from local businesses, education institutions, one–stops, criminal justice, and other stakeholders in the education of adults and their preparation for career pathways in service of local needs.

Effective alignment among core programs and one–stop partners also requires an interoperable data infrastructure. By March of 2016, the NMHED and DWS will begin a concerted effort to make interagency data systems interoperable by launching a pilot test of a system to facilitate case management and cross–agency reporting in one of New Mexico’s four workforce development regions. Three Adult Education providers and three one–stop centers in the Eastern region will participate. The pilot will be evaluated, and its outcome will determine next steps.

Local providers will continue to develop their relationships with business partners by collaborating to provide workplace literacy and English language acquisition instruction and to provide shorter term workplace based projects using mutually developed syllabi to enhance basic workplace skills not necessarily solely based on literacy or numeracy.

The NMHED leadership is engaged in active dialogue with business and education leadership throughout the State in an effort to improve the Department’s ability to serve business, build the economy, and to develop the potential of the State’s residents to participate productively in their communities and in the State’s economy. The State director for Adult Education represents the NMHED on the Job Training Incentive Program Board. The JTIP board awards state funds to business to help subsidize training for New Mexico employees, including interns and those being promoted.

The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and the dissemination of information about models and promising practices related to such programs.

New Mexico has an Adult Education Professional Development Steering Committee made up of practitioners from throughout the State. They will develop a professional development system
focused on improving instruction and local program administration. The goal is that adult education would empower the students with basic literacy and numeracy skills, social and bureaucratic navigation skills, workplace skills, and lifelong learning skills that will lead to career pathways with sustainable, family supporting wages. The approach is aimed at building capacity within the State to provide professional development as required within a structure designed to meet the needs of AE students in a changing economic environment.

The system will use the Office of Technical and Adult Education’s research and research–based professional development curricula to help structure its approach. For example, TEAL (Teaching Excellence in Adult Literacy) and “Standards to Action” will help guide the alignment of curricula, particularly reading and writing, with College and Career Readiness Standards and the new High School Equivalency assessments. The extensive resources at LINCS (Literacy and Information Communication System), with its resource collection, online learning community, and professional development training offerings, will support the transformation in teaching that must take place to increase AE students’ ability to become contributing participants in their communities and shrink their status as clients.

The professional development system will include a mentoring system for directors, data technicians, and instructors throughout the state. Delivery of professional development will be delivered by way of an annual statewide conference jointly sponsored with the New Mexico Adult Education Association, regional conferences, program specific local training, and online training.

The professional development system will be continuously evaluated based on:

• What changes have been made as a result of professional development and

• Whether intended goals have been achieved.

The purpose of professional development is to effect systemic change. Evaluation will be longitudinal and will involve answering these two questions:

• Do the professional development activities alter long term behavior? and

• What professional development activities improve learner performance?

Professional development evaluation will be formative as well as summative. Evaluation results will be used not only to determine which approaches to abandon and which to continue or evolve, but also which practices to disseminate and enhance.

The provision of technical assistance to eligible providers of Adult Education and literacy activities receiving funds under this title.

Technical assistance will be provided in the context of the statewide Title II professional development system, pursuant to program monitoring activities, and as needed by individual local providers and one–stop partners based on performance, demographic, or staff changes, including the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training.

Technical assistance for the dissemination of best practices will occur as part of the professional development system, as part of the program monitoring process, and by State support to present
proven and promising practice studies at state and national conferences. To support development of these practices the NMHED will collaborate with WIOA partners in studying and piloting collaborative projects to support WIOA goals for AEFLA–eligible clients.

The role of eligible providers as a one–stop partner to provide access to employment, education, and training services.

The NMHED will collaborate with other one–stop partners to provide mutual training and reciprocal workshops among their corresponding eligible providers about client need and eligibility as well as the various services offered. These activities will be directed at discovering unserved needs and duplicated services and at developing efficiencies and clearer, more effective role identities among the partners.

Assistance in the use of technology, including staff training, to eligible providers, especially the use of technology to improve system effectiveness.

As part of the professional development system, all eligible AEFLA providers will have available to them both hands–on and pedagogical training about the use of technology in the classroom. As part of the effort to make all appropriate Adult Education classes in New Mexico blended distance and face–to–face, the NMHED is providing an online platform aligned with College and Career Readiness Standards and career pathways, with mapping to KeyTrain and O–Net. As the State implements the platform all local providers are trained by the publisher and, pedagogically, by master teachers, both in the use of the technology and in developing and delivering classes using it.

To improve workforce system effectiveness, the NMHED and the DWS are collaborating in a pilot to begin in March, 2016, to test the effectiveness of a system that provides interoperability among legacy state agency databases. Depending upon the outcome of the pilot, the core programs would share the cost of implementing the system or another that better fulfills New Mexico’s needs.

The monitoring and evaluation of the quality of, and the improvement in Adult Education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

All monitoring activities described in this plan are designed to evaluate and improve the quality of Adult Education and literacy activities by improving student learning. They are overseen by a Program Improvement Coordinator in the State AE Division in collaboration with an Operations Research Analyst who provides data analysis to support decisions about program improvement activities. The Program Improvement Coordinator works with the New Mexico Adult Education Association and the Professional Development Steering Committee to disseminate information about models of proven or promising practices throughout the State.

Dissemination of information about proven and promising models of practice is disseminated at an annual statewide conference for adult education professionals and during ongoing local program monitoring and evaluation processes.

Funds will also be used to maintain a statewide performance accountability system that includes the following components:

• Maintenance of a statewide management information system;

• Core performance indicators and other quality program indicators;
• Performance measures for each indicator;

• A system for evaluating the effectiveness of Adult Education and literacy activities based on the performance measures;

• On-going needs assessment; and

• Identifying promising practices

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

Permissible leadership activities will be carried out in coordination with the required activities above. They will be carried out by building capacity for statewide leadership in the interest of moving students toward successful, productive lives and into career pathways appropriate to their skills and interests. These activities will include;

• Providing technology assistance and training in the use of technology by:
  o Teaching basic computer and internet skills, including media literacy skills;
  o Teaching workplace technology skills in the context of career pathways;
  o Offering training in the use of technology for distance education;
  o Providing curricular platforms for hybrid learning in preparation for High School Equivalency testing and transition to postsecondary education and training or career pathway entry.

• Continuing to develop linkages with postsecondary educational institutions, including community colleges. We have the advantage of being administered by the State’s Higher Education Department. This administrative connection provides us with opportunities to continue to integrate basic skills instruction with career technical training. We will do this by:
  o Bringing to scale team–taught integrated basic education and skills training and
  o Enhancing New Mexico’s statutory dual credit system to include adult education students.

• Integrating literacy instruction and occupational training, including promoting linkages with employers by
  o Forming relationships with employers and providing workplace literacy instruction and
  o Providing customized workplace based project learning.

To enhance employee retention and opportunity for advancement:

• Coordinating support services, such as child care, transportation and counseling and coordination with one-stop support services to enhance student retention and success.
• Developing other statewide activities that support Adult Education and literacy to include areas of technical assistance or support, professional development and program performance enhancement in general.

F. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Effectiveness of state and local agencies in attaining the levels of performance of the core indicators shown below are a major focus of the evaluation process. Both quantitative and qualitative data are reported by local service providers to ensure continuous program improvement and to ensure the core performance indicators are met. All service providers submit annual reports to the NMHED that include performance data on each of the core indicators.

Programs are required to enter and maintain performance and demographic data governed by the National Reporting System for Adult Education (NRS). For this purpose, the eligible agency maintains a web-based database, LACES, from LiteracyPro. The State Adult Education Office provides training to all local provider data technicians and monitors data for accuracy and currency using desk audits and on-site data audits.

Annual program evaluations address the extent to which service providers have implemented each of the required activities specified in Section 223 of the Act and their outcomes in terms of student learning and progress toward careers. Evaluation of programs is conducted annually using the following:

• Measurement of program effectiveness
• Identification of best practices and emerging needs;
• Identification of staff needs as they relate to program effectiveness; and
• Identification of trends and barriers that affect program outcomes.

The annual evaluation includes data collection of agency and student performance measures. It also includes documentation of improvements in implementing quality indicators in the areas of instruction, partnerships/community involvement and administration.

Local service providers maintain student records that reflect measurable student progress, demographic information, educational history, basic entry-level skills, employment and household income information, and other specified information necessary to measure outcomes. Students are traced by student codes in the management information system (LACES).

Planning meetings are held quarterly to analyze the results of program data and determine future program needs as they relate to program planning and staff development. Staff development needs are identified at least in part by analyzing student achievement by level. Professional development for instructors, support staff, advisors and volunteers is developed based on these identified needs and on projected needs as the State moves forward with initiatives for program improvement.

Monitoring
Monitoring consists of desk audits and program review site visits. The focus is on program effectiveness and continuous improvement as measured by the quality indicators.

The NMHED conducts on–site program evaluation activities to ensure compliance with the requirements of the Act, fiscal accountability, quality program operation, and administrative responsibility. On–site reviews are conducted on a two–year rotation. All programs are evaluated through an on–site visit at least biannually for quality and compliance through a site visit and provided with a program improvement plan and technical assistance to improve quality, effectiveness, and performance.

Service providers are required to conduct a self–evaluation prior to the on–site Review using the Site Monitoring Checklist provided. Each program must address areas of need in its annual evaluation report as identified through the on–site evaluation.

The review utilizes a Site Monitoring Checklist developed by the eligible state agency in 2014–2015 and made available to all service providers as a performance guide. On–going professional development training is conducted to ensure that all service providers are knowledgeable of the requirements and procedures.

If, at any time, a program is found to be out of compliance with Federal or State requirements, the provider is placed on probation for up to a year as they fulfill a Corrective Action Plan. Failure to comply with the plan may lead to reduction of removal of funding pursuant to State Adult Education policies and procedures.

Reporting

All local providers are required to submit a semi–annual self–evaluation report by February 15 of each year. These reports include an analysis of performance data for the first half of the program year, descriptions of any new initiatives, promising practices, as well as any issues to be addressed and how that will be done. Local providers also submit an annual report by August 31 of each year. The annual report reflects participation levels and performance for the entire program year.

Local providers are assessed annually based on performance accountability measures for funding purposes. The local programs are funded based on providing assessment and instructional services to students for 40 hours or more (75% of total funding awarded). 20% of funding is awarded based on program improvement over the preceding 3 years, measured by:

• Aggregate gains in educational functioning levels;

• Attainment of High School Equivalency credentials by those who entered without them;

• Entering employment by those who entered the program unemployed;

• Retaining employment by those who entered the program employed; and

• Transition to postsecondary education or training by those who obtained or entered with a High School Equivalency credential.

An additional portion of the 20% performance set–aside is measured based on whether or not the program reached negotiated statewide federal targets.
Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes

2. The State agency has authority under State law to perform the functions of the State under the program. Yes

3. The State legally may carry out each provision of the plan. Yes

4. All provisions of the plan are consistent with State law. Yes

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes

8. The plan is the basis for State operation and administration of the program. Yes

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for
making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

**Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

**Applicant’s Organization** New Mexico Higher Education Department

**Full Name of Authorized Representative:** Barbara Damron

**Title of Authorized Representative:** Cabinet Secretary, New Mexico Higher Education Department

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

**Assurances**

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes

2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will 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; and Yes

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes