

2019-2020 Annual Program Report

Program Name: CNM Adult Education

Central New Mexico Community

Institution or Organization: College

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Fiscal Year: 2019-2020

Submission Date: August 31, 2020

Program Director, Manager, or

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Signature of the Chief Executive Office or Designee

Date 8/31/2020

Section I. Program Narrative Report

Directions: Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to answering the questions.

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

Goal #1: Improve our retention rate to 40+ hours.

Retention rates to 40+ hours, 2017-2018, 2018-2019, and 2019-2020

Year	Retained to 40+ hours ABE/HSE	Retained to 40+ hours ESL	Retained to 40+ hours overall
2017-2018	53%	54%	54%
2018-2019	57%	48%	52%
2019-2020	59%	55%	57%

We believe the improvements over the past five years have contributed directly to our improvements in level gains and post-testing rates. These improvements include:

- o Orientation and advising for all HSE and ESL students.
- o All managed enrollment.
- Elimination of late enrollment.
- Two HSE and ESL enrollment periods per term in fall and spring, and one enrollment period per summer term, allowing students to finish course content more quickly and successfully persist over a shorter period of weeks.
- Block scheduling to encourage HSE students to attend classes in multiple subject areas.

ABE program changes initiated in January 2020:

Beginning spring 2020 term, our ABE program is structured as follows:

- All (New, Continuing, and Returning Students) are required to successfully complete one HSE or ESL orientation session during the first five weeks of the Fall 2020 term: January 13 February 14. Full-time faculty conduct these orientations. The orientations include goal-setting steps for students.
- Both HSE and ESL orientation sign up web forms available online for students. Staff use the forms to collect contact information and send a confirmation email. A reminder for the scheduled orientation is sent before the session begins. Students are asked which method of communication they prefer. Next steps for spring 2020 CASAS assessment, placement, and registration are communicated during and after orientation.
- All students (including new, continuing, and returning) successfully complete the new online ABE Admissions Application such that they
 experience the same processes as CNM first time college students, and information on the student intake form issued by NM Adult
 Education is transferred to LACES.
 - Students receive a CNM ID number, CNM email account, and access to CNM Learn.
- Students register for classes after successful completion of CASAS assessment.
- Classes meet in five-week intensive time blocks two weeks after the beginning of each term to allow time for potential curricular changes to be implemented and for faculty to be trained on new processes.

Goal #2: Continue our upward trend in level gains and post-test rates

From fiscal years 2013-2014 to 2017-2018, our program's overall level gains and TABE post-test rates improved steadily; level gains moved from 14% to 31%, and post-test rates from 30% to 50%, both dramatic improvements.

In 2018-2019, unfortunately, the switch from TABE 9/10 to TABE 11/12 delivered a significant hit to our ABE/HSE level gains for 2018-2019. We saw a significant drop from 32% to 21%, with an overall level gains drop (ESL/ABE/HSE) from 31% in 2017-2018 to 24% in 2018-2019.

Our ESL post-test rate at 55% was comparable to that of 2017-2018, but the 2018-2019 ABE/HSE post-test rate fell from 45% to 31%.

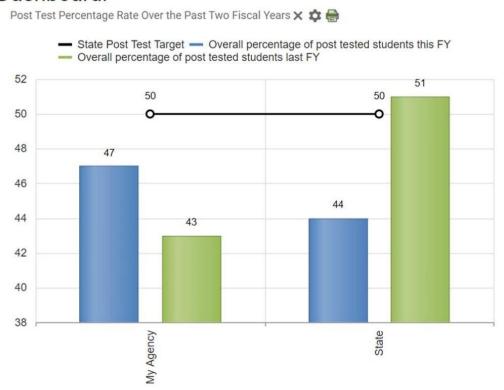
Because there were no significant changes to our testing practices other than switching to the new TABE mid-stream and losing a significant number of level gains, we conclude that the drop in the 2018-2019 ABE/HSE level gains and post-test rates over the previous year was due primarily to the mid-stream switch to TABE 11/12. This was coupled with many complaints heard from students that the new TABE 11/12 was

much too long and difficult; many students were unable to hold their focus during the lengthy test and hence scored out of range and were told they had to test again. Some of these students gave up and did not return to re-test.

With this trend establishing in the middle of 2018-2019, communications with CASAS was initiated to track the NRS approval process for their new CASAS GOALS tests. Our transition from TABE to CASAS GOALS occurred as soon as they were approved in March 2019.

Now that we have established our assessment with CASAS GOALS for 2019-2020, we are seeing that our ABE/HSE post-test rates and level gains are improving (see chart below).

Dashboard:



Goal #3: Increase the numbers of our students successfully completing college classes, certificates, and degrees.

We have improved the numbers of students who have attained secondary diplomas or the equivalent and become employed or enrolled in post-secondary education or training. Below are the data for the past three years:

- o The numbers for 2017-2018 were 5 (8.5%) and 0, respectively.
- o For 2018-2019, the numbers were 25 (11%) and 5 (5%).

In addition, based on CNM graduation data, 65 students who were enrolled in our program in FY 2018-2019 were awarded CNM certificates or degrees. Six of those earned more than one certificate or degree.

Program year	HSE Percent	ESL Percent
2017/18	8.5	0
2018/19	11	5
2019/20	10.6	1

o In 2019-2020, 24 HSE students (10.6%) as well as 1 ESL student (1%) earned HSE secondary diploma.

Also, in 2019-2020, 100 students obtained a certificate – most of them IBEC students earning the CNM Child Development Certificate of Achievement.

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

None for 2019-2020.

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

The Career Pathways Initiative remains the most valuable NMHED contribution to our goal of creating a stable and sustainable program.

Attending the Career Pathways Training workshops at Catholic Charities led by Jeff Fantine were our program director and achievement coach. The CNM Career Pathways Initiative team members were our program director, achievement, coach, one full-time HSE math faculty, one part-time HSE language arts faculty, and one part-time ESL faculty. Immediate work resulting from the Career Pathways plan created by this team concerns the onboarding process. The plan has been shared with our dean, our faculty, our tutors, our staff, key partners in CNM Academic Affairs and in Enrollment Services, as well as our senior director for financial aid services at CNM. We've initiated a conversation to implement Ability to Benefit with our eligible associate degree and certificate programs, and we have drafted a crosswalk of Accuplacer and GED/HiSET test scores to show college readiness.

Our program director, achievement coach, and four instructors attended the Spring 2020 MPAEA/NMAEA/NMHED conference.

This unprecedented attendance at the conference has resulted in an overhaul of our entire curriculum. Of particular interest were the "Case Study: McDonald's English Under the Arches" (The Aspen Institute – Skills *for* America's Future), "Innovation and Advocacy in Adult Education: The Moonshot Incubator", and two presentations on I-BEST/IET coupled with Ability to Benefit. Laurie Kierstead-Joseph at Pima Community College shared her experience in implementing integrated education and training (IET) for ESL and HSE students such that they successfully utilize Ability to Benefit at Pima. Building on this possibility, Kristen Krell and Amy Dalsimer, both at Santa Fe Community College, presented on "Growing and Sustaining IET/I-BEST Programs in New Mexico". We believe that further consultation with these presenters can benefit our program.

Concurrent to the Spring 2020 MPAEA/NMAEA/NMHED conference, all ABE staff and one interim associate dean attended the LACES training.

Also attending were two enrollment services staff members, and this partnership enabled us to successfully proceed with the LACES-BANNER interface Phase I project.

Justice Initiative

FIRST (Formerly Incarcerated Students' Reintegration Success Team) at CNM facilitates communication between instructors and CJ (criminal justice) involved students, as well as CJ supervisors.

We achieved our goals outlined in our Career Pathways plan for Essential Component #9: Serving Populations with Barriers to Employment:

- Identify mentorships and justice involved speakers from CNM FIRST program.
- Strengthen communication between justice staff and instructors to provide status of individual students.
- Encourage flexible attendance policy.
- Increase distance learning options to enhance continuity of delivery.

CNM is still moving ahead to create a FIRST student specific space in the SRC (student resource center) so that FIRST students should soon have a physical place to meet, grow community, and study. There are also a handful of FIRST students currently recruiting for a FIRST student club; the club is one way for the FIRST students to obtain funding, attend community events, and establish mentorship.

Additional goals are preparing our FIRST students for employment as well as prepping our FIRST students for licensure for those in a program or on a path in a field that requires state licensing. Establishing student employment opportunities will ensure that FIRST students in a certificate or degree program are eligible for hire.

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

On March 16, all face-to-face classes were transitioned to remote learning options.

Spring 2020 enrollment totals at each CNM campus for the Session A (Feb 17 - March 20) classes that met F2F prior to closure are below:

- 1. Spring 2020
 - Main campus– 274
 - Montoya campus

 76
 - Westside campus 10
 - South Valley campus 0
 - Distance Learning 474

Testing Changes

While we were able to carve out a specific time slot on March 20 for post-testing, the CNM Assessment Center suspended CASAS and HSE testing due to HESI and Nursing degree course testing during March as well as upcoming mid-terms and final exams. Deactivation of every other computer became necessary to accommodate physical distance among student testers.

Specific changes to general service delivery, policies, and procedures were communicated immediately to faculty via email:

- "If students are registered for Session B courses, which begin one week from today on Monday, March 23, these courses will not meet face-to-face. These courses will be conducted via email and other remote learning options. Again, we have about one week to prepare for this transition, and more information will be provided shortly."
- "Attached are two lists of students who have not yet post-tested. If you have students on this list, please contact them to let them know that we will offer post-testing this Friday, March 20, from 1:00-3:00 p.m. The students will need to contact their instructor by Wednesday, March 18, to rsvp for this time slot. Then we will know how many to expect."

Faculty response to our emailed information reveal how our program goals, timelines, and collaborative arrangements were impacted:

- "How do students register for Session B? I have 0 students in both of my classes right now, and class is supposed to start on Monday."
- "We all have students who took the CASAS test and made level gains. How will they move up, if they don't have the new textbook?"
- "Is it possible to get Ventures online workbooks for students? They could start using them ASAP and we could track usage."
- "How do you handle attendance in the online HSE class?"

And most importantly:

"How do we do this equitably, taking into consideration our students have little or no tech skills?"

Some faculty argued for the cancelation of the Session B classes:

"We have several reasons for proposing to cancel the Session B.

- 1. We are all getting very low response rates from our current Session A students. I have only had 2 students out of 22 respond to my class email. Unlike the general population at CNM, most of our students do not have computers and let alone printers or scanners at home.
- 2. I don't have any students in my Session B class, and I am unsure if the students know they are registering for an "online" class or not. I'm not sure it is ethical or even legal to automatically sign the students up for the Session B classes. I would be curious to know how many of those students are responding to their teachers' emails about moving online.

3. We understand the college wants to continue to provide educational opportunities to CNM students. It makes sense for the college students and the credit bearing classes to move online because giving instructions to students about how to access materials is not a barrier. This is a different story with adult education students. I really think my students think the term is over now.

Most of our faculty provided these solutions so that we were able to continue with Session B and finish the spring 2020 term

- 1. Send a mass email or text message inviting ESL students to join the CNM ESL Facebook page (which currently reaches 350+ students), where we update every day with a new short video lesson and directions to access online materials.
- 2. Create a course shell in CNM Learn that is phone friendly since most of our students don't have access to a computer at home. Carefully write instructions that are very simple for students to understand. Create short instructional videos for all teachers to use in their future classes. Continue to meet constantly via ZOOM to create these courses.
- After the move to online instruction, CNM implemented a training process in distance learning & teaching for all our instructors and tutors.

• We are creating virtual online orientations and are testing students using CASAS remotely proctored processes.

• Our Tuesday afternoon ABE Staff meetings are on Zoom. We are working with CNM ITS to help provide technology.

Now that a vast majority of CNM courses will be taught online this fall and next spring, CNM teachers (especially part-time teachers) face new challenges. It is evident that online HSE and ESL courses need to have consensus master course shells available to our instructors to use as a blueprint in applying the course curriculum, learning activities, and assessment.

Section III. Evaluation of Program Effectiveness

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

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

Our program sites are well connected; our faculty and staff communicate by email and in meetings. We share practices through CNM professional development conferences and trainings, and also through a Blackboard Learn site called "SAGE Community" (for faculty in the School of Adult and General Education) where faculty can share and access a library of resources, links and lesson plans. CNM is in transition to Brightspace as our future LMS in 2021.

Additionally, our program practices are consistent across the CNM campuses. Many of our faculty teach on multiple campuses, and our meetings include faculty from multiple campuses. The teaching methodologies, class syllabi, and class assessments are consistent across campuses.

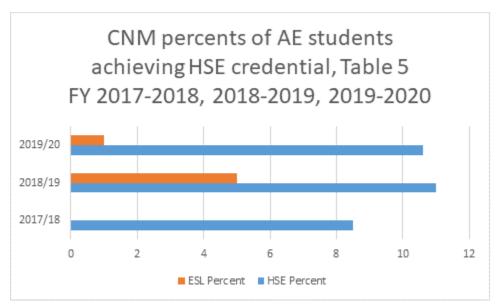
For 2020-2021, we are focused on two main strategies:

- Continually providing training and professional development, along with accountability, to our staff and faculty.
- Re-structuring our onboarding processes to include mandatory one-session orientation, online admission application, remotely proctored assessment and advisement with Zoom when necessary, within a five-week session course delivery modal.

Best practices are shared strategically with Zoom and Webex college and discipline meetings and also in-person ABE faculty meetings devoted to adult education instruction.

- We held our Fall 2019 ABE faculty meeting at the CNM Westside campus.
- The Spring 2021 ABE Faculty meeting occurred in a computer lab at the CNM Main campus in anticipation of Covid-19.

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



From our data, our most notable positive outcomes for 2019-2020 were the increase in secondary and post-secondary credential attainment (see charts above), our increase in the 40+-hour retention rate for ABE/HSE students (see table below in question #3), and our increase in the post-test rates for ESL and ABE students. Our most notable negative outcomes were our increase in percent of ABE students with 12+ hours and also ESL students who separated before achieving MSG in ABE/HSE level gains and ESL level gains, respectively.

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

In reviewing our data in the table below, the two most noteworthy trends for 2019-2020 are that we are serving fewer students and we have an increase in the number of students who separate from our program before making a measurable skill level gain. Action items include continuing to improve our onboarding processes and retention strategies. We have established a good partnership with CNM Enrollment Services.

Most noteworthy trends for 2019-2020: We are serving fewer students. Number of students leaving our program without MSG is increasing. Action items include strengthening our partnership with CNM Enrollment Services to improve our onboarding	Total Program 2019-2020	Total Program 2018-2019
processes and retention strategies.		
Total count of students with fewer than 12 hours (Table 2A)	633	585
Total count of students with 12 + hours	1460	1911
Total contact hours for students with 12 + hours	82322	106,719.75
Average contact hours for students with 12 + hours	56	55.8
Average contact hours for students with 12 + hours experiencing level gains	87	89.25
Count of all HSE graduates with 12 + hours	24	24
Count of HSE en Español graduates with 12 + hours	1	Data not available
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	35%	31%
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	56%	55%
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column G ABE Total on Table 4 by Column B ABE Total on Table 4)	68%	61%
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total on Table 4)	64%	52%

Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	59%	57%
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by	55%	48%
Table 4, Column B ESL Total)		

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

Our primary goals for improvement in 2020-2021 are the following:

- o Improve our 40+-hour retention rates.
- o Continue an upward trend in level gains and post-test rates.
- o Increase the numbers of our students successfully completing college classes, certificates and degrees.

The primary initiatives to help us meet these goals are listed below:

- o Leverage Ability-to-Benefit and Workforce Development funds to enroll low-income AE students in college classes.
- Continue to improve our system of accountability for part-time instructors, including mentoring and observations by full-time
 faculty. All part-time faculty will be observed more frequently, and some will be mentored to improve instruction to ensure they
 are faithfully adhering to the curriculum. In addition, all faculty will be required to track and report their students' progress and
 level gains.
- o Revise the curriculum for all courses and house the instructional materials in master course shells on SAGE Community.
- o Establish a system of final measures for each course to inform faculty decision-making.
- o Streamline our processes to keep students engaged in a remotely-delivered environment.

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

Our post testing rate dropped for spring 2020 due to COVID 19. Below is the list of Spring 2020 classes with numbers of students who post tested for each class and how many made gains, dropped or stayed at the same level:

		Enrolled - 1st	Enrolled - Last	Fill Rate - 1st		# Students	# Students	# Students Dropped	# Students	Post Test	Level Gain	Level Lost
Course	Max Enroll	Wk	Wk	Wk	Retention	Post Tested	Made Gain	Level	Same Level	Rate	Rate	Rate
ESL 0350	90	88	64	97.8%	71.1%	28	18	2	8	31.8%	20.5%	2.3%
ESL 0450	150	148	78	98.7%	52.0%	33	13	8	12	22.3%	8.8%	5.4%
ESL 0500	30	32	18	106.7%	60.0%	0	0	0	0	0.0%	0.0%	0.0%
ESL 0550	150	146	88	97.3%	58.7%	25	9	4	12	17.1%	6.2%	2.7%
ESL 0600	30	9	5	30.0%	16.7%	0	0	0	0	0.0%	0.0%	0.0%
ESL 0650	150	130	106	86.7%	70.7%	21	6	3	11	16.2%	4.6%	2.3%
GELA 0500	90	48	39	53.3%	43.3%	1	1	0	0	2.1%	2.1%	0.0%
GELA 0550	30	11	2	36.7%	6.7%	0	0	0	0	0.0%	0.0%	0.0%
GELA 0750	150	93	63	62.0%	42.0%	1	1	0	0	1.1%	1.1%	0.0%
GELA 0950	90	47	27	52.2%	30.0%	14	5	1	8	29.8%	10.6%	2.1%
GEMA 0500	60	46	44	76.7%	73.3%	1	1	0	0	2.2%	2.2%	0.0%
GEMA 0550	90	72	33	80.0%	36.7%	18	7	2	9	25.0%	9.7%	2.8%
GEMA 0750	120	116	79	96.7%	65.8%	23	11	1	9	19.8%	9.5%	0.9%
GEMA 0950	90	76	41	84.4%	45.6%	12	4	1	7	15.8%	5.3%	1.3%
GEMS 0500	30	26	13	86.7%	43.3%	1	0	0	1	3.8%	0.0%	0.0%
GESP 0500	30	24	11	80.0%	36.7%	3	1	0	2	12.5%	4.2%	0.0%
GESC 0650	30	26	14	86.7%	46.7%	10	2	2	6	38.5%	7.7%	7.7%
GESS 0650	30	20	9	66.7%	30.0%	0	0	0	0	0.0%	0.0%	0.0%
IBEC 0500	30	28	22	93.3%	73.3%	0	0	0	0	0.0%	0.0%	0.0%
IBEC 0596	30	22	21	73.3%	70.0%	0	0	0	0	0.0%	0.0%	0.0%
IBNA 0500	30	7	5	23.3%	16.7%	0	0	0	0	0.0%	0.0%	0.0%
ABE TOTALS	1530	1215	782	79.4%	51.1%	191	79	24	85	15.7%	6.5%	2.0%

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

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

1. Please provide an estimate of FEDERAL FUNDS used during the Title I WIOA related activities and services through the One-Stop

\$502.00

2019-2020 fiscal year to support system.

2. Describe how services provided are aligned with the local workforce development area plan (Section 108 of WIOA), including how concurrent enrollment is promoted in programs and activities under the Workforce Development Activities (Titles I, III, and IV of WIOA, and as listed in New Mexico's Combined State Plan). Include information on the activities your organization provides in response to the regional needs as identified in the local workforce development area plan under section 108 of title I of WIOA.

To date we have no known concurrent enrollment between our AE program and One-Stop services. Our program is responding to regional needs by providing Integrated Education and Training programs in in-demand sectors – health care and teacher education.

- 3. Describe activities and strategies your organization has implemented to demonstrate partnership with the Local Workforce Development Board (LWDB) and one-stop operators to plan, develop, and evaluate adult education and literacy activities for the area you will serve.
 - Our program director is a member of the Central Region Workforce Board and has attended one meeting which was held remotely. Our ABE achievement coach has completed a cross training at the One-Stop and now has a better understanding of the services WCCNM can offer to our students, and of how to connect our students with those services.
- **4.** Include a copy of your program's MOU and IFA with the Local Workforce Board(s) in the area(s) in which you provide service. In the event that the MOU or IFA are not complete, please discuss.

Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2019-2020 program year.

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



New Mexico Higher Education Department

Statewide Career Pathways Initiative

Career Pathways Planning System FY20

PURPOSE OF STATEWIDE INITIATIVE:

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

RELEVANT DEFINITIONS FROM THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

Adult Education Services:

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

Career Pathways:

- > WIOA defines career pathways to mean a series of rigorous and high-quality education and training strategies and other services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Elements of career pathways will:
 - A. align with the skill needs of industries in the economy of the State or regional economy involved;
 - B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
 - C. include advising to support an individual in achieving the individual's education and career goals;
 - D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 - E. organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;
 - F. enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and
 - G. help an individual enter or advance within a specific occupation or occupational cluster.

Integrated Education and Training (IET):

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

DEFINITION OF JUSTICE-INVOLVED INDIVIDUALS:

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

PURPOSE OF CAREER PATHWAYS PLANNING SYSTEM:

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

Please identify members of the team who developed this plan:

Please Check:

Draft Plan (Due October 31, 2019)

Final Plan (Due December 16, 2019)

LouAnne Lundgren, SAGE Dean

Rebecca Martinez, ABE Achievement Coach

Stephanie Martinez, HSE Full-time Faculty

Nora Nixon, SAGE Interim Associate Dean & ABE Director

Lauren Pollard, ESL Part-time Faculty

Paul Skyles, HSE Language Arts Part-time Faculty

CAREER PATHWAYS PLAN:

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

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

3-Step Process:

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

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

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

Essential Component 1: Partnerships

Description: Partnerships are critical to an effective career pathways system.

They help align services within a community and create a seamless education and training pipeline.

Partnerships should be strategic and mutually beneficial.

Considerations -

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

1 5	1 0				
Current Activities:	Planned New Activities:				
Include a list of formal partnerships that already exist. Indicate	Include a list of formal partnerships the program				
who the partner is and the nature of the partnership.	would like to establish or a partnership that				
	already exists, but the program would like to				
	strengthen (a minimum of one new or				
	strengthened partnership is required in this Plan).				
	Indicate who the partner is and what the program				
	would like the nature of this partnership to be.				
CNM Adult Basic Education (ABE) program currently has a	ABE would like to establish a partnership with the				
partnership with CNM's school of Health, Wellness &	Department of Applied Technologies (AT).				

Essential Component 1: Partnerships

Public Safety (HWPS). ABE and HWPS provide a career pathway to the Certified Nursing Assistant Program where ABE "provides intensive ESL/ABE support to help students pass the class and state exam while developing English language skills." We provide one additional support class.

- ABE also has a partnership with CNM's school of Business Information Technology (BIT), which provides students with a career pathway to a Bilingual Customer Service Certificate.
- ABE has one more partnership with our school of Communication, Humanities, & Social Sciences (CHSS) to provide ABE students with intensive ESL/ABE support to meet requirements for the CNM Child Development Certificate of Achievement.

This partnership would help foster a career pathway for ABE students to a certificate of completion in Electrical Trades.

- ABE would like to establish an additional partnership with AT to foster a career pathway for ABE students to earn two certificates of completion:
 - Film Crew Technician and Construction for Film.
 - ABE would like to establish an additional partnership with BIT.

 This partnership would foster a career pathway for ABE students towards any of these four certificates of completion in the Computer Information System:

Cyber Security, Network Administration, System Administration, and Computer Support Specialist.

Students would be able to continue education/career goals with an apprenticeship at PNM (Public Service Company of New Mexico)

while pursuing AAS degrees in these four concentrations.

 We would like to revise our MOU with CHSS to build the existing CNM Child Development Certificate of Achievement Career Pathway to the AA Degree for Early Childhood Multicultural,
 Birth-3rd Grade Teacher Concentration.

<u>Plan:</u> <u>Timeline:</u>

Creating A Comprehensive Career Pathways Model Gap Analysis and Plan							
Essential Component 1: Partnerships Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include how the program will go about establishing or strengthening the partnerships listed in "Planned New Activities" above.							
 Meet with AT Dean and Electrical Trades Instructor to establish MOU and build schedule for terms 1-3 Fall 2020 - Summer 2021. Meet with AT Dean and Chair to create MOU and build schedules for terms 1 & 2 Fall 2020 - Spring 2021. Meet with BIT Dean, Chair, and PNM partner to create MOU and build schedules for terms 1-4 Fall 2020 - Fall 2021. Meet with Early Childhood Multicultural Education Director to revise MOU and build AA degree pathway for Fall 2021. 	Spring 2020 Spring 2020 Spring 2020 Summer 2020, Fall 2020, Spring 2021						

Essential Component 2: Career Culture

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

Considerations -

- The program's vision and mission statements should align with the local workforce development system and should reflect a workforce focus.
- Does the program name effectively communicate career pathways services? If not, the program might need a new name or a career pathways tagline.

Essential Component 2: Career Culture

websites.

- A program's promotional materials should emphasize the future beyond the program rather than the endpoint (i.e., college, career and life success over getting a HSE certificate).
- Programs should create an environment that inspires students toward college and career opportunities (i.e., the language that is used, the visuals seen around the facility, the attitudes toward and expectations of students).

Current Activities:	Planned New Activities:
Include a list of what the program already does to create a career pathways culture.	Include a list of what the program could do to enhance a career pathways culture.
 ABE provides career recruitment information in the CNM student newsletter In addition, ABE provides HSE information during summer camps with HS students. Students are introduced to career pathways during the onboarding orientation process. 	 ABE would like to produce and provide and advising guidelines that could be passed out to advisors on clarification on how to advise students who wish to participate in these and future pathways. ABE would like to reach out to the Home Schooling networks to provide orientations to show the home-schooled students the opportunities available starting with ABE at CNM. The ABE website should establish more of a career culture.
Plan: Include a step-by-step action plan on how the program will implement each item in "Plawhat the program will do specifically to create or enhance a career pathways culture in	
CNM ABE will be revamping the current practice with a required orientation for a introduce and engage students during orientation into choosing a career pathwa.	·

offering workshops throughout the term, and referring students to NM Workforce Connection for funding.

Revise content of ABE website towards Career Development pathways and flowcharts by reviewing other states' ABE

Summer 2020

Essential Component 3: Labor Market Information (LMI)

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

Considerations -

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

Current Activities:

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

- At orientation, ABE presents LMI information by showing job prospects with and without certificates and degrees.
- In addition, students participate in a career interest inventory and goal setting.

LMI analysis:

- CNM job connection information on the Graduate Career Outcomes Summary for 2017-2018 shows that Electrical Trades has 86 graduates and only five are still searching for jobs. The current hourly pay rate is \$11.51 up to \$41.00.
- The job outlook for electricians from 2018-28 has a faster than average rate of 10% (from the U.S. Bureau of Labor Statistics)
- Job Prospects: "Solar photovoltaic installation...should have the best job opportunities" (from the U.S. Bureau of Labor Statistics)

Planned New Activities:

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

- ABE would like to use this LMI information on Electrical Trades to add a professional unit in the support classes to support their career pathway.
- ABE would like to use a CNM employer survey, which asks for skills that employers are looking for in graduates.
- One of the professional projects that is done in the Applied Technologies
 department is a Shark Tank. This is to have students be more professional
 when presenting their projects. ABE plans to encourage this, and hopefully
 participate as judges, to help foster professionalism to reach success in the
 workforce.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan					
Essential Component 3: Labor Market Information (LMI)					
Plan:		<u>Timeline:</u>			
Include a step-by-step action plan on how the program will implement each item in "Pla					

Essential Component 4: Onboarding: Intake, Assessment and Orientation

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

Considerations -

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

Essential Component 4: Onboarding: Intake, Assessment and Orientation

Current Activities:

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

- The ABE onboarding process includes the following steps:
 - 1. Orientation: During this time, students are provided with information about the program as well as what is next after HSE. LMI is also given.
 - 2. Students complete an online application and provide identification.
 - 3. CASAS GOALS: Students take this test and are placed into classes based on this score.
 - 4. Pay Fee: \$10 per term
 - 5. ABE Achievement Coach: In the last step, students visit with an advisor where they make a schedule, get a CNM ID card, email address, and a printed schedule.

Planned New Activities:

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

- Another orientation will be given when the students participate in GELA 0950/GEMA 0950 to facilitate the transition to the college pathway. There will be a planned visit by career professionals.
- Identify barriers to employment and/or participation in the program.
- Meet with ABE Achievement Coach to initiate/develop/revise education/career/personal goals plan.
- Establish Career Development Workshops.

meline:
19 – ongoing,

Essential Component 5: Individual Education, Career and Life Plans

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

Considerations -

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

Current Activities: If the program currently uses an Individual Learning Plan or Individual Education and Career Plan, list the elements included in the template. Include how the plan is developed and used, and how students are involved in the process.	Planned New Activities: Indicate if the program will use (create new or revise existing) an Individual Education, Career and Life Plan for every student? Include a list of the elements that will be included in the template, how it will be created and used for each student, and how students will be involved in the process.			
ABE does not currently use an Individual Education and Career Plan.	 ABE would like to start using an Individual Education and Career Plan in Spring 2020. The students would create the plan during orientation. Each student would work on a draft of the plan to review with their advisor and revise as they work through their program and during the Off boarding process. 			
Plan: Include a step-by-step action plan on how the program will implement each item in "Plant Describe how the template will be created, what elements will be included in the templatuse these plans for each students, and how students will be involved in creating and using the state of the	te, how the program will create and			

Creating a Comprehensive Career Pathways Model				
Gap Analysis and Plan				
Essential Component 5: Individual Education, Career and Life Plans				
Review SFCC Career Plan and adjust to CNM student use.	January 2020			

Essential Component 6: Career Advising

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

Considerations -

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

Current Activities:

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

Planned New Activities:

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

Creating a Comprehensive Career Pathways Model			
Gap Analysi	is and Plan		
Essential Component 6: Career Advising			
 Students meet with ABE Achievement Coach after completing CASAS Goals assessment. Students meet with an advisor, in each school, once or twice a semester. Students have the opportunity to meet with a career advisor (Job Development Coach) at any time of their choosing. 	ABE plans to incorporate an Individual Education and Career Plan during advising process.		
Plan: Include a step-by-step action plan on how the program will implement each item in "Plan"	Timeline: anned New Activities" above.		

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

<u>Description</u>: Curricula and instructional practices in adult education programs should be rigorous, relevant and research-based (Title II, Subtitle C Sec. 231I(6)). The scope of instructional services should include academic skills, workforce preparation and job training. Programs should offer a competency-based, contextualized curriculum in addition to Integrated Education and Training programs for both ABE and ELL students.

Considerations -

- Align instruction to the College and Career Readiness Standards.
- Integrate workforce preparation (soft skills) and contextualization (career and life) into all instruction to meet student needs.
- Offer IET programs that align to Labor Market Information and meet local workforce needs.
- Have students utilize resources in Workforce Connection: https://www.jobs.state.nm.us/vosnet/Default.aspx
- Involve employers and other partners in the design and delivery of instructional and career-related services.
- Use technology to support career pathways efforts.

Current Activities: Include a description of how the program currently offers career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.	Planned New Activities: Include a description of how the program will offer (begin or strengthen) career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.
ABE currently supports career pathways by providing support classes and instruction to help students be successful in their college-level classes. For	Establish additional career pathway programs specifically designed to serve economically disadvantaged students who are at or above a ninth-grade skill level.

Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training example, there are ESL classes incorporated in the Certified **Nursing Assistant** Program and the Child Development Certificate of Achievement. Timeline: Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Summer 2020 Meet with CNM career and technical leadership teams to determine which programs align to Labor Market Information and meet local workforce needs. Summer 2020 Prioritize the list of possible pathways by local business need (use data gathered from CNM business advisory committees). Summer 2020 Create a term by term plan integrating ABE courses into the chosen degree/certificate plan. Fall 2020

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan		
Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training		
	Fall 2020	
 Develop college and career readiness contextualized instructional materials tied to the specific economic sectors or occupations. 		
	Spring 2021	
 Integrate life and soft skills training while emphasizing professionalism with instruction in basic and occupational skills. Add a project to each class that would help practice skills needed in the job world (interviews, résumé, professionalism, and growth mindset). 	Spring 2021	
 Build or strengthen relationships with local government and non-profit organizations that deal with welfare, workforce issues, housing, and the criminal justice systems to both recruit participants and provide support services. 		
Work with local businesses such as PNM to offer students internships and permanent placements.		

Essential Component 8: Alignment of Services

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

Considerations -

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

Current Activities:	Planned New Acti	<u>vities:</u>		
List what strategies the program currently uses to ensure alignment of services.	List what new strategies the program will use to ensure alignment of services.			
 CNM is developing an assessment-course placement crosswalk to show completion of HSE courses will match completion of parallel development education courses. The goal is to enable high school equivalency (HSE) and English for Speakers of Other Languages (ESOL) students to enroll in college 	Create a term-by-term schedule to show how the additional ABE (HSE or ESOL) class will integrate into the existing schedule. Here is the revised example:			
courses.	Monday	Tuesday	Wednesday	Thursday
 There is also a term-by-term schedule to show how the additional class will integrate into the existing schedule. Here is an example: 	ELEC THY 1 (1005)	ELEC MATH 1 (1015)	ELEC THY 1 (1005) 7:30 9:15 a.m.	ELEC MATH 1 (1015)
Integrated Reading and Writing (IRW) and Electrical Trades (ELTR) are linking their first level classes to form a bridge for students to fulfill the prerequisite IRW class while	7:30 9:15 a.m.	7:30 – 9:15 a.m.		7:30 – 9:15 a.m.
taking the first semester Electric Theory class.	ELEC DC/AC/L (1020)	ACCIRC MOTORS(1030)	ELEC DC/AC/L (1020)	ACCIRC MOTORS(1030)

Essential Component 8: Alignment of Services

Students who test into IRW 0970 and who have been unable or unwilling to do the prerequisite work will now have linked classes which will provide direct connection between the two.

Students will use their Electric Theory text book in IRW 0970, as they learn reading and writing skills, so that they can apply the reading and writing skill to both the text and the craft they are learning in the Applied Technologies classroom.

9:30 a.m. – 12:45 p.m.	9:30 a.m. – 12:45 p.m.	9:30 – 12:45 p.m.	9:30 a.m. – 12:45 p.m.
	IRW 0970 /ESOL 971/GELA 0950* 1:30 – 2:45 p.m.		*IRW 0970 /ESOL 971/GELA 0950 1:30 – 2:45 p.m.

^{*}Students who test into IRW 0970 or ESOL 0971 or GELA 0950 and who have been unable or unwilling to do the prerequisite work will now have linked classes which will provide direct connection between the two.

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

• Finalize the CNM assessment-course placement crosswalk and gain Dean Council approval

• Secure apprenticeships for these students to fill in the gap between class and the workforce.

Summer 2021

Essential Component 8: Alignment of Services

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 9: Serving Populations with Barriers to Employment

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

Considerations -

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

Current	Activities:

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

- ABE works with the DRC to accommodate students with special educational needs.
- ABE does not currently have any way to identify justice-involved individuals unless they self-identify. Once they or their family members are identified, they receive a back-pack with supplies, a mentor to help with study skills, and meet with student groups.

Planned New Activities:

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

- Students identified as JII will have access to CNM FIRST program which is
 designed to support formally incarcerated students in school. This program
 works with the NM Justice System for these students. This includes contact
 with Probation/Parole Officers, contact with instructors, resources for these
 students which includes felony friendly housing, NA/AA meetings, felony
 friendly employers, etc.
- ABE would like to promote the Electrical Trades certificate program as appropriate for Justice-Involved Individuals

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan			
Essential Component 9: Serving Populations with Barriers to Employment			
Plan:	Timeline:		
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.			
Transition plan to students' education/career/personal goals:			
Identify mentorships and justice involved speakers from CNM FIRST program	January 2020		
Strengthen communication between justice staff and instructors to provide status of individual students	Spring 2020		
Encourage flexible attendance policy	January 2020		
Increase distance learning options to enhance continuity of delivery	Summer 2020		

Essential Component 10: Support Services

<u>Description</u>: Research suggests that when service agencies collaborate and provide holistic services to vulnerable populations, they have better persistence and performance outcomes. Support services are those services that address critical issues beyond the scope of the program, but are necessary for student success. They are

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 10: Support Services

accessed while the student is in the program to support persistence and achievement. For adult education programs in a career pathways environment, support services extend beyond the traditional transportation and child care services to include such things as transition services and job exposure opportunities.

Considerations -

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

Current Activities:	Planned New Activities:
Include a list of support services the program currently offers. Describe how these services are identified and accessed.	Include a list of support services the program will offer (include what will be added or strengthened). Describe how these services will be identified and accessed.
 ABE helps students prepare for the workforce by offering mock interviews and résumé assistance. There are also CNM career coaches who can offer more individualized help for students needing more guidance. ABE has local referrals to clothing banks that students can use for job interviews. 	
Plan: Include a step-by-step action plan on how the program will implement each item in "Plan"	Timeline: anned New Activities" above.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan	
Essential Component 10: Support Services	

Creating a Comprehensive Career Pathways Mode Gap Analysis and Plan

Sustainability

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

Considerations -

- How will career pathways efforts resulting from this statewide initiative be extended beyond the terms of this initiative?
- Determine when staff will come together to discuss progress of this Career Pathways Plan (review and revise for continuous improvement).
- Establish performance measures that will be monitored to determine success of career pathways efforts.
- Create written policies and procedures to institutionalize new practice once it is proven successful.
- Identify professional development needs that will ensure the Career Pathways Plan is successful.

Plan: Include a step-by-step action plan on what the program will do to ensure sustainability of this Career Pathways Plan. Be sure to include at least 3 specific professional development needs the program anticipates for its staff in the coming year to support the success of this Career Pathways Plan.	<u>Timeline</u> :
 Ongoing professional development for ABE faculty and ABE staff to help implement the shift from test/level gains to contextualized instruction in a Career Pathways model. 	2020 – ongoing
Establish MOUs with CHSS, BIT, AT	2020-2022

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan	
Sustainability	
Monthly ABE Staff meetings with Enrollment Services	2019 – ongoing
ABE Faculty meetings twice per term	2019 – ongoing
Career Pathways curriculum development	2019 - ongoing

CAREER PATHWAYS IN ADULT EDUCATION Final Progress and Sustainability Plan for New Mexico

PROGRAM NAME: Central New Mexico Community College

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

Progress on Implementation

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

- We've moved to five-week intensive instruction.
- We require all new and returning students to successfully complete an orientation to our program.
- We've completed Phase I of the LACES BANNER interface with our online ABE application.
- We've shared our Career Pathways plan with our instructors, tutors, and CNM Enrollment Services.
- We've met with our CNM Financial Aid Officer to discuss Ability to Benefit and our CNM certificates.

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

Yes. We had to move to online instruction and training for all of our instructors and tutors. We are creating virtual online orientations and are testing students using CASAS remotely-proctored processes. Our Staff meetings are on Zoom. We are working with CNM ITS to help provide students with technology.

Additionally, during spring-summer 2020, we were unable to carry out these steps in Essential Component #1 Partnerships:

- Meet with AT Dean and Electrical Trades Instructor to establish MOU and build schedule for terms 1-3 Fall 2020 Summer 2021.
- Meet with AT Dean and Chair to create MOU and build schedules for terms 1 & 2 Fall 2020 Spring 2021.
- Meet with BIT Dean, Chair, and PNM partner to create MOU and build schedules for terms 1-4 Fall 2020 Fall 2021.
- Meet with Early Childhood Multicultural Education Director to revise MOU and build AA degree pathway for Fall 2021.

This summer 2020 goal was also unrealized in Essential Component #8: Alignment of Services:

• Finalize the CNM assessment-course placement crosswalk and gain Dean Council approval.

Sustainability Plan

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

Our focus currently is on Essential Component 4: Onboarding: Intake, Assessment and Orientation.

Once we establish our foundation with mandatory orientations and five week sessions, we will work on the off boarding component to transition students to certificate and degree coursework. We want to work with the other schools at CNM and the financial aid office to restructure certificates into stackable credentials that qualify for Ability to Benefit. We'll look at LMI in this changing economy.

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

There are three primary efforts to provide learning in context through IET programs:

- Nursing Assistant program for ESL students. Many of our students have passed the state licensure exam and gained employment through their clinical practicum.
- Early Childhood Multicultural Education program for Spanish-speaking ESL students. Completion of this program enables students to become lead teachers at preschool or child-care centers, and achieve licensure to run home daycare businesses.
- A new college-and-career certificate curriculum for Advanced-level ESL students. The goal is to help the majority of our Advanced ESL students enter a college and/or career pathway with stackable credentials.

The ESL program for Nursing Assistant and also the ESL Early Childhood Multicultural Education meet the three requirements of IET:

- We provide adult education and literacy services by offering instruction in English to ELL students.
- We provide workforce preparation activities.
- We teach the necessary skills for workforce transition, including using information, working in teams, and employability.
- We provide workforce training by offering English instruction embedded into targeted training for work in a chosen field.
- 3. If your organization is currently in the process of actively developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.

None at this time.

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

None at this time.

Section VI. College and Career Readiness Standards

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

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

In 2014, CNM AE redesigned its HSE program to include the following: a high-quality, comprehensive HSE orientation; one-on-one HSE student advising before class registration; new course syllabi based on the College and Career Readiness standards; and a new intensive HSE class schedule that allows students to attend class at twice the number of weekly hours as the previous schedule.

Our addition of an intensive class hour schedule is especially important and is likely the cause of our increased level gains from 2014 thru 2018. Research has shown that adult students need sufficient intensity of instruction to make measurable learning gains (see for example the Partnership for Reading's *Research-based Principles for Adult Education Reading Instruction*, 2002). For this reason, WIOA requires that instruction be of sufficient intensity for students to make measurable learning gains.

Since implementing these changes, CNM AE saw steady level gains improvements from 2013 thru 2018 as detailed in our previous annual reports.

A key component of CNM AE's instructional practices is contextualization of basic skills, including reading. Students in all of our classes – IET or otherwise – are taught basic skills in context. Studies show that context is especially important to adults. All of CNM AE's instruction is geared toward grounding basic skills instruction in contexts that are meaningful to adults. Learning objectives are explicitly stated at the beginning of each class and reinforced throughout.

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

CNM AE provides computer and internet access to all students, and access to Learning Express Library, PLATO, Open Educational Resources, and instructor-designed courses on CNM's learning management system, Blackboard. CNM's computer classrooms allow students to access learning software while in class, and also to access HSE practice tests online.

CNM AE offers a distance-learning (DL) option for students preparing for the math portions of the high school equivalency exams. Students are taught by a DL-certified math instructor. Students in the DL classes access their assignments, learning materials, and instructor through Blackboard.

In addition, CNM's Disability Resource Center offers a wide array of learning technologies designed for disabled students, including large screen computers, Braille printers, and other types of adaptive equipment.

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CNM AE strives to employ a variety of teaching and learning methodologies. Significantly, research has shown the importance of motivation in adult learning, and varying instructional technologies can be a key to maintaining adult learner enthusiasm (see Battista and Ruble, "Nine Strategies to Spark Adult Students' Intrinsic Motivation," *Faculty Focus*, 2014). To increase the amount and quality of learning by varying teaching methodologies in classroom instruction, CNM AE faculty and students employ technologies including instructional media resources, video production capabilities, computer labs, wireless computer carts, smartboards, tablet computers, and instructional software programs such as PLATO. All of our ESL materials (published by Cambridge and Oxford) include websites for supplemental practice, with recorded segments for listening, grammar, vocabulary and reading practice, and online quizzes that provide instant feedback to students.

VII. Integrated English Language and Civics Education (IELCE) Activities –N/A

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

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

- 1. Please indicate the number of IELCE students (12+) served:
- 2. Describe how the local areas in which your organization is located have demonstrated a need for additional English language acquisition programs and civics education programs.
- **3.** Describe how your program has provided Integrated Education and Training (IET) for your IELCE students and how they fulfill the three requirements for an IET program (34 CFR 463)

VIII. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2019-2020

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
		Academic	Full	AS Degree Liberal Arts	8	CASAS Remote Testing Certification	3/20	Online
Alvarado	Francisco	Technical				Sexual Harassment Awareness Training	4/20	Online
		Assistant in ABE Assessment				Keeping CNM Safe: COVID-19 Training	4/20	Online
			Full	Bachelor's Degree	7	CASAS RDG & MATH GOALS Test Series	2040	
				_		Training	2019	Online
						Sexual Harassment Awareness Training	3/20	CNM
						Web Ex Meetings Training	4/20	CNM
						HISET Best Practices During COVID19	4/20	Online
Barnett	Marguerite	ABE Assessment & Data Analyst				Remote Test Proctoring Webinars for	4/20	Online
		,				TABE & CASAS	6/20	Online
						Keeping CNM Safe: COVID-19 Training	7/20	Online
						Zoom Meeting Training	7/20	Online
						CASAS Remote Testing Webinar	7/20-	Online
						LACES Remote Training Webinar	8/20	Offilite

			Full	AS Degree Office Management	30	Identity Theft Protection Training-CNM Way	2/20	CNM				
		Academic Technical		Management		,	5/20	CNM				
Hanford	Amy	Assistant in				CRM Student Admission Application Training	4/20	Outro				
		CNM Enrollment Services				CASAS Webinar Remote Testing	4/20	Online				
						Salesforce Trail Heads Training	6/20	CNM				
			Full	Master's Degree Education	2	Plone Training- Web writing	2019	CNM				
				Eddeation		Annual Harassment Training	3/20	CNM				
	ABE Martinez Rebecca Achievement Coach at CNM									NSC Defensive Driving	3/20	CNM
Martinez					TLOL 1010 – Intro to Teaching & Learning Online	7/20	CNM					
						Keeping CNM Safe: COVID-19 Training	8/20	CNM				
						5 T T T T T T T T T T T T T T T T T T T	2019-	Catholic				
						Pathways to Success: Career Pathways in Adult Education Training	2020	Charities & online				
						Pathways to Success: Career Pathways in	2019-	Catholic				
		Full	Master's Degree	30	Adult Education Training	2020	Charities & online					
Interim Associate Dean Nixon Nora & Adult Basic		Applied Linguistics UCLA		Ability to Benefit webinar	2/20	Online						
INIXOII	Education				Annual Harassment Training	3/20	Online					
		Director				HISET Best Practices During COVID19	4/20	Online				

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	Remote Test Proctoring Webinars for TABE & CASAS	4/20	Online
		7/20	Online
	Keeping CNM Safe: COVID-19 Training	7/20	Online
	CASAS Remote Testing Webinar		
	LACES Remote Training Webinar	7-8/20	

Student:

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IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0	0.00	0.00

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

Total hours contributed	Fair Market Value per Hour	Total
0	0.00	0.00

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

Total hours contributed	Fair Market Value per Hour	Total
0	0.00	0.00

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

0.00

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

0.00

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

0.00

support.

Please estimate the Total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) you can provide the institution's building renewal and replacement allocation (and cite the source document). At a minimum, please indicate the approximate square footage of donated space (for NMHED to calculate at an average rate).

1. Please indicate square footage of donated space (all space your program uses that you do not have to pay fees for use)

Square footage of donated space	Fair Market Value per Square foot	Total
13,500	\$11.00	\$148,500.00

IX. Fiscal Survey (Continued)

- A. Additional grants, funding from partnerships, etc.
- 1. Please list other sources of support and their contributions for FY 2019-2020.

Source	Amount
None	0.00

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated

\$30,557.68

from your program for the 2019-2020 fiscal year.

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Contract Services	\$7,200.00
Supplies	\$7,554.08

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

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

Select Reporting System:

NRS FY 19-20 2

Agency:

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

Entering Educationa I Functionin	Americ Indian Alaska	or	Asian		Black of African	_	Hispanic/La	atin	Native Hawaii Other I	Paci c	Whit e		More the One	han	Total
Functionin g Level (A)	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	2	2	0	0	0	1	0	0	5
ABE Level 2	2	1 0	1	2	1	4	16	39	0	0	5	5	1	4	90
ABE Level 3	1 1	7	1	0	1	4	52	64	0	0	12	1 6	0	4	172
ABE Level 4	5	1 2	2	7	5	4	85	12 1	0	1	21	1 8	2	3	286
ABE Level 5	1	4	1	0	0	1	27	30	0	0	10	1 4	0	3	91
ABE Level 6	2	0	0	0	0	0	5	3	0	0	4	1	0	1	16

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ESL*** Level 1	0	0	2	3	0	0	1	2	0	0	1	0	0	0	9
ESL Level 2	0	0	3	9	2	1	10	11	0	0	1	4	1	1	43
ESL Level 3	0	0	9	15	3	0	16	43	0	0	5	5	1	0	97
ESL Level 4	0	0	2 0	33	3	9	26	10 4	1	0	6	1 0	0	3	215
ESL Level 5	0	0	1 2	36	2	4	38	10 0	0	0	2	1 1	0	0	205
ESL Level 6	0	0	1 2	22	2	2	30	14 3	0	0	3	1 4	1	2	231
Total	2 1	3	6 3	12 7	1 9	2 9	308	66 2	1	1	70	9 9	6	2 1	146 0

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

^{**} See definitions for ethnicity/race categories.

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

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

Ago	America Indian o Alaska N	r	Asian		Black o African	-	Hispanic/La	atino	Native Hawaiian or Other Paci c Islander White		More tl One Race	nan	Total		
Age Group (A)	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	4	5	0	1	1	5	69	61	0	0	24	19	1	7	197
19-24	8	7	15	11	4	6	80	113	0	0	9	20	1	2	276
25-44	9	18	27	59	11	14	114	322	1	1	28	39	2	8	653
45-54	0	3	10	35	2	1	27	119	0	0	5	12	2	4	220
55-59	0	0	6	12	0	2	7	26	0	0	1	3	0	0	57

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60+	0	0	5	9	1	1	11	21	0	0	3	6	0	0	57
Total	21	33	63	127	19	29	308	662	1	1	70	99	6	21	1460

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

The totals in columns B–O should equal the totals in columns B–O of Table 1. Row totals in column P should equal corresponding column row totals in Table 3.

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

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

	-		_					
					Native			
	American Indian		Black or		Hawaiian or		More than	
Age Group	or		African-		Other Paci c		One	
(A)	Alaska Native	Asian	American	Hispanic/Latino	Islander	White	Race	Total

^{**}Participants should be classified based on their age at program entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.

^{***}See definitions of ethnicity/race categories.

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	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	4	0	1	0	2	33	32	0	0	11	8	3	1	96
19-24	7	4	5	2	3	2	51	65	1	0	15	11	3	1	170
25-44	3	10	8	17	2	1	77	115	0	0	16	14	0	1	264
45-54	1	1	6	8	0	0	14	40	0	1	2	2	0	2	77
55-59	0	0	0	3	0	0	2	8	0	0	1	1	0	0	15
60+	0	0	1	4	0	0	2	3	0	0	0	1	0	0	11
Total	12	19	20	35	5	5	179	263	1	1	45	37	6	5	633

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

Ethnicity/Race: See Table 1

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

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

NRS Table 3: Participants by Program Type and Age

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	146	161	205	29	8	4	553
Integrated Education and Training Program	0	3	15	0	1	1	20
Adult Secondary Education***	36	25	39	7	0	0	107
Integrated Education and Training Program	0	2	2	1	0	0	5
English Language Acquisition****	15	90	409	184	49	53	800
Integrated Education and Training Program	1	9	78	30	4	5	127
Integrated English Literacy and Civics Education (Sec. 243)****	0	0	0	0	0	0	0

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Integrated Education and Training Program	0	0	0	0	0	0	0
Total	197	276	653	220	57	57	1460

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

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

This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

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

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

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

^{****}Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA).

NRS Table 4-Measurable Skill Gains by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

First Perio	od of Particip	oation			All Periods Participati							
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation on with Measurable Skill Gains (M)

ABE Level	5	0	182	1	0	4	0	20	5	1	0	20
ABE Level	90	0	5051	25	3	58	4	31.1	93	25	3	30.1
ABE Level	172	0	10906.75	43	5	111	13	27.9	178	45	5	28.1
ABE Level	286	0	16840.5	66	8	191	21	25.9	290	66	8	25.5
												/
ABE Level	91	. 0	4497.5	7	6	75	3	14.3	94	7	6	13.8
ABE Level	16	0	781.5	0	2	13	1	12.5	16	0	2	12.5
ABE Total	660	0	38259.25	142	24	452	42	25.2	676	144	24	24.9
ESL Level	9	0	526.5	6	0	3	0	66.7	10	6	0	60

ESL Level	43	0	1992	15	0	27	1	34.9	46	15	0	32.6
ESL Level	97	0	5352	47	0	44	6	48.5	99	47	0	47.5
ESL Level	215	0	13317.5	66	0	130	19	30.7	224	68	0	30.4
ESL Level	205	0	11231.5	50	1	134	20	24.9	210	51	1	24.8
ESL Level	231	0	11644	31	0	180	20	13.4	239	31	0	13
ESL Total	800	0	44063.5	215	1	518	66	27	828	218	1	26.4
Grand Total	1460	0	82322.75	357	25	970	108	26.2	1504	362	25	25.7

Use participant's pretest score for the 1st entry of a program year for initial placement in this table.

• Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables.

Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.

For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.

- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 172 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs.

NRS Table 4A - Educational Functioning Level Gain

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to

Postsecondary Education by Entry Level Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by preposttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by preposttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	1	0	0	1	100	0	0	0	0
ABE Level 2	26	12	46.2	16	61.5	0	0	0	0
ABE Level 3	46	29	63	33	71.7	0	0	0	0
ABE Level 4	67	48	71.6	42	62.7	0	0	0	0
ABE Level 5	9	7	77.8	4	44.4	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	149	96	64.4	96	64.4	0	0	0	0
ESL Level 1	6	6	100	0	0	0	0	0	0
ESL Level 2	15	15	100	0	0	0	0	0	0
ESL Level 3	47	47	100	0	0	0	0	0	0
ESL Level 4	67	66	98.5	0	0	0	0	1	1.5

ESL Level 5	49	49	100	0	0	0	0	0	0
ESL Level 6	31	31	100	0	0	0	0	0	0

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Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by preposttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by preposttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Total	215	214	99.5	0	0	0	0	1	0.5
Grand Total	364	310	85.2	96	26.4	0	0	1	0.3

Instructions for Completing Table 4A

- Column B is the number of participants who achieved an EFL gain during the program year
- Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants, if tested in both areas. EFL gains reported in Columns C and D may be measured by reading, writing, literacy skills, speaking or listening tests approved for use in the National Reporting System for Adult Education (NRS).
- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Multiple outcomes are permissible on this table for individual participants.

- In each of Columns C, E, G, and I, record the total number of participants who achieved at least one educational functioning level gain of that type.
- Calculate Percentages as follows:
 - ° Column D = Column C/Column B
 - Column F = Column E/Column B
 - o Column H = Column G/Column B

Column J = Column I/Column B

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NRS Table 4B

Educational Functioning Level Gain and Attendance for Pre- and Post-Tested Participants

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	1	52.5	1	0	0	100
ABE Level 2	38	3262	26	11	1	68.4
ABE Level 3	70	6825.5	46	22	2	65.7
ABE Level 4	101	9408.25	67	30	4	66.3

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ABE Level 5		23	1982.5	9	13	1	39.1
	ABE Total	233	21530.75	149	76	8	63.9
ESL Level 1		8	493.5	6	2	0	75
ESL Level 2		18	1346.5	15	2	1	83.3
ESL Level 3		62	4314	47	12	3	75.8
ESL Level 4		129	10649	67	52	10	51.9
ESL Level 5		114	8074.5	50	54	11	43.9
ESL Level 6		123	8225.5	31	81	14	25.2
	ESL Total	454	33103	216	203	39	47.6

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
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NRS FY 19-20 [2]		Agency: Centr	Agency: Central New Mexico Community College					
				(E)				
Total	687	54633.75	365	279	47	53.1		

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

- •Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- •Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- •Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula: G = Column D / Column B

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I١	IKO	ıα	U	ıe	40

Measurable Skill Gains by Entry Level for Participants in Distance Education

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level	0	0	0	0	0	0	0	0	0	0
ABE Level	6	256.5	0	0	2	4	0	6	0	0

NRS FY 19-20 🛚

Agency: Central New Mexico Community College

ABE Level	16	993	3	0	6	7	18.8	17	3	17.6
ABE Level	26	1573	3	1	11	11	15.4	26	4	15.4
ABE Level	3	196	0	0	1	2	0	3	0	0
ABE Level	1	65	0	0	0	1	0	1	0	0
ABE Total	52	3083.5	6	1	20	25	13.5	53	7	13.2
ESL Level 1	1	92.5	1	0	0	0	100	1	1	100
ESL Level 2	2	182.5	2	0	0	0	100	2	2	100
ESL Level 3	7	637.5	4	0	1	2	57.1	7	4	57.1
ESL Level 4	10	821.5	4	0	0	6	40	10	4	40

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Agency: Central New Mexico Community College

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 5	8	544.5	0	0	1	7	0	8	0	0
ESL Level 6	8	668.5	2	0	4	2	25	9	2	22.2
ESL Total	36	2947	13	0	6	17	36.1	37	13	35.1
Grand Total	88	6030.5	19	1	26	42	22.7	90	20	22.2

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

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test;

or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units: or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.

Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: (Column H) = (Column D + Column E) / (Column B)
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

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

First Period of Participation NRS

Table 5

All Periods of Participation

Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	1481	450	30.4	1503	459	30.5
Employment Fourth Quarter after exit *	1479	571	38.6	1512	577	38.2

Median Earnings Second Quarter after exit **	450	4230.34		459	4214.88	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	90	8	8.9	91	8	8.8
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	90	11	12.2	91	11	12.1
Attained a Postsecondary Credential while enrolled or within one year of exit ****	34	34	100	36	36	100
Attained any credential (unduplicated) *****	122	49	40.2	125	51	40.8

Participant Status on Entry into the Program	Number	
(A)	(B)	
Employed		713
Employed, but Received Notice of Termination of		
Employment or Military Separation is pending		0
Unemployed		400
Not in the Labor Force		347
TOTAL		1460
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	5	17
Grades 1-5	5	25
Grades 6-8	61	85

Grades 9-12 (no diploma)	553	324
Secondary School Diploma or alternate credential	36	112
Secondary School Equivalent	8	10
Some Postsecondary education, no degree	7	35
Postsecondary or professional degree	13	148
Unknown	9	7
TOTAL (both US Based and Non-US Based)		1460
Program Type**		

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:

NRS FY 19-20 2

Agency: Central New Mexico Community College

Participant Status on Entry into the Program	Number
(A)	(B)
In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	0
Institutional Programs (section 225)	
In Correctional Facility	0

In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	0

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

- ** Participants counted here must be in a program specifically designed for that purpose.
- *** The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Employment Status definitions:

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

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

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

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	152	22	14.5	164	22	13.4
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	152	0	0	164	0	0
MSG via Secondary or Postsecondary Transcript	152	1	0.7	164	1	0.6
MSG via Progress Toward Milestones	152	10	6.6	164	10	6.1



Central New Mexico Community College

Outcome Achievement for Participants in Integrated Education and Training Programs

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

rimary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Employment Second Quarter after exit	130	32	24.6	134	32	23.9
Employment Fourth Quarter after exit	101	31	30.7	108	31	28.7
Median Earnings Second Quarter after exit	32	4643		32	4643	

Attained a Secondary	5	0	0	5	0	0
School	J	ŭ	O	J .	0	o
Diploma/Recognized						
Equivalent and						
Enrolled in						
Postsecondary						
Education or Training within one year of exit						
Attained a Secondary School	5	0	0	5	0	0
Diploma/Recognized						
Equivalent and						
Employed within one						
year of exit						
Attained a	34	34	100	36	36	100
Postsecondary Credential while						

enrolled or within one

year of exit

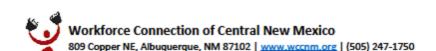
Instructions for Completing Table 11



A Proud Partner of the American Job Center Network

Authority and Signature - CNM Adult Basic Education Program

One completed, signed, and dated, the Authority and Signature page is required for each signatory official.
By signing my name below, I <u>Wanda Helms</u> , certify that I have read the above information. All of my questions have been discussed and answered satisfactory.
My signature certifies my understanding of the terms outlined herein and agreement with:
☐ The MOU
By signing this document, I also certify that I have the legal authority to bind my agency (outlined below) to the terms of:
☐ The MOU
☐ The Infrastructure Funding Agreement (IFA)
understand that this MOU may be executed in counterparts, each being considered an original, and that this MOU expires either:
a) In three years,b) Upon amendment, modification, or termination, orc) On June 30, 2020, whichever occurs earlier.
Annual Costs Estimates/Operating Budget is to be provided prior to July of each year.
Signature Date
Wanda Helms, CNM Comptroller
Title
CNM Adult Basic Education Program's Billing and Budget Contact Information:
Name: Misty Ortiz Director of Accounting, Contracts & Grants
Address: 525 Buena Vista SE Email: mortiz188@cnm.edu Telephone 505-224-4000 x 52667



New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

WCCNM One-Stop Operating Budget

Infrastructure Funding Agreement

CNM Adult Basic Education (ABE)

Workforce Connection of Central New Mexico



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

WCCNM ONE-STOP OPERATING BUDGET

The One-Stop Operating Budget is used to establish estimated annual costs for the WCCNM's American Job Center's operations. These costs are to fund services and operations, and are shared amongst the partners. The parties to this MOU agree that joint funding is necessary for the efficient operation of an integrated service delivery system.

The goal of the operating budget is to develop a local funding mechanism that:

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

The WCCNM and its Partners consider this one-stop operating budget the master budget that is necessary to maintain the WCCNM's American Job Center One-Stops. It includes the following cost categories and estimated annual amounts:

Infrastructure / Facilities Cost

Building Lease Utilities/refuse

Building Maintenance

Property Contents Insurance

Security Cameras & Alarm Monitoring

Preventive Maintenance (HVAC, Sprinklers, Fire Equip, etc.)

Internet

Telephone

Supplies (janitorial Maintenance)

IT Maintenance & Support

One-Stop Facilities Management

Janitorial-Maintenance Service

Additional Costs (allocated to participating partners)

Shared Costs:

Security Guard

Software

Postage Meter Rental

Office Supplies

Printed Materials - (letter head, business cards, outreach)

One-Stop Administrative Support

Copier Lease and Supplies Postage (based on usage) Career Services Costs:

Welcome Desk Support

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

The following documents provide detail information regarding space allocations, cost allocation and costs for non-participating required partners.

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

Other partners designated as "Non-Participating Required Partners" – identified on Page 7 of the MOU, must contribute to the Infrastructure Funding Agreement. Partners identified as nonparticipating may provide access via the one-stop via automated online systems or telephone customer service with resources available within the one-stop Resource Room or dedicated telephone lines. The WCCNM's Welcome Desk staff are cross-trained on available online partner services or referred by program staff for client services.

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

CNM Adult Basic Education

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

These services are utilized in direct benefit of the CNM Adult Basic Education graduates and costs are allocated using the method described below. The potential number of CNM Adult Basic Education participants is based on the number of high school equivalency graduates from the CNM Adult Basic Education program for the prior fiscal year. If appropriate data is available, future cost allocations will be based on actual numbers of CNM Adult Basic Education participants using one-stop services during the prior fiscal year.

Proportionate infrastructure costs are based upon the number of potential CNM Adult Basic Education graduate's percentage of the total clients served within the comprehensive one-stop. This percentage will be applied to the total infrastructure costs to determine the costs allocated to the CNM Adult Basic Education program. Additionally, the State Funding Mechanism (SFM), defines a limit of allocated costs to be at 1.5% of total program budget, if implemented. Therefore, the WCCNM will also impose a threshold of contribution to not exceed 1.5%. The proposed allocated costs are either the 1.5% limit or computation of percentage of total infrastructure costs, whichever amount is less.

The following table provides IFA costs and other relevant information for PY18 – Period July 2018 thru June 2019.

Total Individuals Served at the WCCNM Comprehensive One-Stop	Total Infrastructure PY18 Estimated Costs:	CNM Adult Basic Education:
24,895	\$ 245,261.12	
	CNM Adult Basic Education Graduates (Annual)	42
	Percentage of total clients served	0.17%
	Allocated Infrastructure Costs	\$ 502.08

CNM Adult Basic Education	Ć 200 405 00
Annual Budget 1.5% Limit	\$ 389,405.00 \$ 5,841.08
Proposed Contribution	\$502.08

CNM CONTRACT #18-1-1140-MOU-E2006-A1

Revised 12-2018						i			1		1	1	ī	I	1		1	1	T	1	ı	I	
Effective 01/01/2019								WIOA	WIOA	WIOA	WIOA	Wagner	Rapid	Vaca nt	Veterans	WIOA	TAA UI	RESEA	Innovate+Educ	NM DVR	Mission Grad	Tech Hire	
Total Square Footage=24,000							Allocated Area	Adult*	DW*	Youth In*	Youth Out*	Peyser	Response	0	Partner	Operator	Partner (acces		Partner	Partner	Partner	Grant	Total
Square Footage							6,685.00	653.75	653.75	124.53	390.60	1552.96	388.24	0.00	636.7	75 237.00	284.85 0.00	293.13	117.03	508.38	127.03	717.03	6685.00
Assigned SF Allocated Percentage Common Area Allocated							1 7,315.00		9.78%	1.86%		23.23% 4022.36		0.00 % 0.00	9.53% 1649	3.55% 26 613.86	%	759.23	1.75% 303.11			10.73% 1857.19	100.00% 9 17315.00
Common Area Percentage								9.78%	9.78%	1.86%	5.84%	23.23%	5.81%	0.00 %	9.53%	3.55%	4.26% 0.00 %	4.38%	1.75%	7.60%	1.90%	10.73%	100.00%
Total Square Footage	Allocable	2	Co	ost Basis		Annual Cost	24000.00 MONTHLY	2347.05 MONTHLY		447.06 MONTHL	7 1402.30 MONTHLY	5575.32 MONTHLY	1393.83 MONTHLY		2286.01 MONTHLY	850.86 MONTHL	/ 1022.65 MONTHLY	1052.36 MONTHLY	420.13 MONTHLY	1825.13 MONTHLY	456.04 MONTHLY	2574.21 MONTHLY	24000.00 Total Shared
INFRASTRUCTURE COST ITEMS Facilities Cost:	Y	N	Sq Ft	Serv ed	Unit		соят	COST	соя	соя	COST	COST	соя		соят	COST	соэт	СОЭТ	соят	COST	COST	COST	Costs
Building Lease	х		x		\$	-	\$ -	\$ -	- \$ -	\$ -	\$ -	\$ -	\$ -	\$	\$ -	\$ -	\$ - \$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utilities/refuse	×		х			\$ 58,000.00	\$ 4,833.33	3 \$ 472.67	\$ 472.67	\$ 90.03	\$ 282.41	\$ 1,122.81	\$ 280.70	\$	\$ 460.38	\$ 171.35	\$ 205.95 \$	\$ 211.93	\$ 84.6	1 \$ 367.56	\$ 91.84	\$ 518.43	2 \$ 4,833.33
Building Maintenance*	х		х			\$ 18,000.00	\$ 1,500.00	\$ 146.69	\$ 146.69	\$ 27.94	\$ 87.64	\$ 348.46	\$ 87.11	\$	\$ 142.88	\$ 53.18	\$ 63.92 \$	\$ 65.77	\$ 26.26	\$ 114.07	\$ 28.50	\$ 160.89	\$ 1,500.00
Property Contents Insurance**	х		Х			\$ 1,500.00	\$ 125.00	\$ 12.22	\$ 12.22	2.33	\$ 7.30	\$ 29.04	\$ 7.26	\$	\$ 11.91	\$ 4.43	\$ 5.33 \$	\$ 5.48	\$ 2.19	9,51	\$ 2.38	\$ 13.4	1 \$ 125.00
Security Cameras & monitors(alarm)	х		Х			\$ 4,800.00	\$ 400.00	\$ 39.12	\$ 39.12	? \$ 7.45	\$ 23.37	\$ 92.92	\$ 23.23	\$	\$ 38.10	\$ 14.18	\$ 17.04 \$	\$ 17.54	\$ 7.00	\$ 30 .42	\$ 7.60	\$ 42.90	\$ 400.00
Preventive Maintenance (HVAC,sprinklers,fire)	х		x			\$ 22,000.00	\$ 1,833.33	\$ 179.29	\$ 179.29	\$ 34.15	\$ 107.12	\$ 425.89	\$ 106.47	\$	\$ 174.63	\$ 65.00	\$ 78.12 \$	\$ 80.39	\$ 32.09	\$ 139.42	\$ 34.84	\$ 196.64	4 \$ 1,833.33
Internet	х				х	\$ 11,500.00	\$ 900.00	\$ 80.40	\$ 80.40	52.32	\$ 29.28	\$ 254.21	\$ 63.55	\$	\$ 98.40	\$ 12.00	\$ 55.68 \$	\$ 45.60	\$ 16.32	2 \$ 67.20	\$ 16.32	\$ 52.32	2 \$ 924.00
Telephone	х				х	\$ 11,500.00	\$ 900.00	\$ 97.06	\$ 97.06	5 \$ 70.59	\$ 17.65	\$ 197.65	\$ 49.41	\$	\$ 123.53	\$ 17.65	\$ 35.29 \$	\$ 35.29	\$ 17.6	5 \$ 88.24	\$ 17.65	\$ 70.59	9\$ 935.29
Supplies (janitorial - Maintenance)	Х		х			\$ 10,000.00	\$ 833.33	\$ 81.49	\$ 81.49	\$ 15.52	\$ 48.69	\$ 193.59	\$ 48.40	\$	\$ 79.38	\$ 29.54	\$ 35.51 \$	\$ 36.54	\$ 1 4.59	\$ 63.37	\$ 15.83	\$ 89.38	3\$ 833.33
IT Maintenance & Support (60%)	х				х	\$ 73,500.00	\$ 6,125.00	\$ 547.17	\$ 547.17	\$ 356.07	\$ 199.27	\$ 1,730.03	\$ 432.51	\$	\$ 669.67	\$ 81.67	\$ 378.93	\$ 310.33	\$ 111.07	7 \$ 457.33	\$ 111.07	\$ 356.07	7 \$ 6,288.33
One-StopFacilities Management	х		×			\$ 15,300.00	\$ 1,275.00	\$ 124.69	\$ 124.69	\$ 23.75	\$ 74.50	\$ 296.19	\$ 74.05	\$	\$ 121.44	\$ 45.20	\$ 54.33 \$	\$ 55.91	\$ 22.32	96.96	\$ 24.23	\$ 136.75	5 \$ 1,275.00

Janitorial- X X X \$ 71,500.00 \$ 5,958.33 \$ 582.69 \$ 110.99 \$ 348.14 \$ 1,384.15 \$ \$ \$ 567.53 \$ \$ 211.24 \$ \$ \$ 261.26 \$ 104.30 \$ 453.11 \$ 113	.22 \$ 639.08 \$

MaintenanceService Total Facilities Cost:	\$ 297,600.00 \$	24,683.33 2,363.48 \$ 2,363.48 \$	791.14 \$ 1,225.37 \$ 6,074.9	3 346.04 \$ 2,487.84 1,518.73 \$	\$ 705.44 253.89 \$ 1,183.99 \$ \$	1,126.05 \$ 438	3.40 \$ 1,887.19 \$ 463.47 \$ 2,27	76.45 5.958.33 \$ 24,905.96

tribution by Non-Participating		\$ 220,884.32	\$ 18,290.36	\$ 1,751.34 \$	1,751.34	\$ 586.24	\$ 908.00	\$ 4,501.52	\$ 1,125.38	\$ \$ 1,843.49	\$ 5	522.73 \$	877.33	\$ \$	834.40	\$ 324.85	\$ 1,398.4	41 \$	343.43 \$ 1.	,686.85 \$	18,455.33

Partners:		

ADDITIONAL COSTS		

	I					1	1	T			1				<u> </u>		1	1				T
Shared Costs:																						
Security Guard	х			FTE	\$ 56,000.00	\$ 4,666.67	\$ 549.02	\$ 549.02	\$ 91.50	\$ 366.01	\$ 1,024.84	\$ 256.21	\$	\$ 549.02	\$ 91.50	\$ 183.01	\$ 183.01	\$ 91.50	\$ 457.52	\$ 91.50	\$ 366.01	\$ 4,849.67
Software	х			FTE	\$ 4,000.00	\$ 333.33	\$ 39.22	\$ 39.22	\$ 6.54	\$ 26.14	\$ 73.20	\$ 18.3	0 \$	\$ 39.22	\$ 6.54	\$ 13.07 \$	\$ 13.07	\$ 6.54	\$ 32.68	\$ 6.54	\$ 26.14	\$ 346.4
Postage Meter Rental	х			FTE	\$ 500.00	\$ 41.67	\$ 4.90	\$ 4.90	\$ 0.82	\$ 3.27	\$ 9.15	\$ 2.2	9 \$	\$ 4.90	\$ 0.82	\$ 1.63 \$	\$ 1.63	\$ 0.82	\$ 4.08	\$ 0.82	\$ 3.2	7\$ 43.30
Office Supplies	х			FTE	\$ 8,500.00	\$ 708.33	\$ 83.33	\$ 83.33	\$ 13.89	\$ 55.56	\$ 155.56	\$ 38.8	9 \$	\$ 83.33	\$ 13.89	\$ 27.78 \$	\$ 27.78	\$ 13.89	\$ 69.44	\$ 13.89	\$ 55.50	5 736.11
Printed Materials -(letter head , business cards, outreach)	х			FTE	\$ 5,000.00	\$ 416.67	\$ 49.02	\$ 49.02	\$ 8.17	\$ 32.68	\$ 91.50	\$ 22.8	8 \$	\$ 49.02	\$ 8.17	\$ 16.34 \$	\$ 16.34	\$ 8.17	\$ 40.85	\$ 8.17	\$ 32.6	3 \$ 433.01
One-Stop Administrative Support	х			FTE	\$ 55,000.00	\$ 4,583.33	\$ 539.22	\$ 539.22	\$ 89.87	\$ 359.48	\$ 1,006.54	\$ 251.63	\$	\$ 539.22	\$ 89.87	\$ 179.74 \$	\$ 179.74	\$ 89.87	\$ 449.35	\$ 89.87	\$ 359.48	3 \$ 4,763.07
Copier Lease and Supplies	х			FTE	\$ 9,000.00	\$ 750.00	80.88	80.88	\$ 58.82	\$ 14.71	\$ 164.71	\$ 41.1	8 \$	\$ 102.94	\$ 14.71	\$ 29.41 \$	\$ 29.41	\$ 14.71	\$ 73.53	\$ 14.71	\$ 58.83	2 \$ 779.41
Postage (based on useage)		х			\$ 500.00	\$ 41.67	\$ 4.90	\$ 4.90	\$ 0.82	\$ 3.27	\$ 9.15	\$ 2.2	9 \$	\$ 4.90	\$ 0.82	\$ 1.63 \$	\$ 1.63	\$ 0.82	\$ 4.08	\$ 0.82	\$ 3.2	7\$ 43.30
Career Services Costs: Welcome Desk Support	х		×	3	\$ 50,918.00	\$ 4,243.17	\$ 299.30	\$ 74.82	\$ 29.83	\$ 89.48	\$ 2,789.12	\$ -	\$	\$ 76.70	\$ -	\$ 42.61 \$	\$ 426.11	\$ 42.61	\$ 261.80	\$ 68.18	\$ 42.61	\$ 4,243.17
					\$ -	\$ -																
Total Additional Costs:					\$ 189,418.00	\$ 15,784.83	\$ 1,649.79	\$ 1,425.31	\$ 300.25	\$ 950.59	\$ 5,323.76	\$ 633.6	6 \$	\$ 1,449.25	\$ 226.31	\$ 495.23 \$	\$ 878.72	\$ 268.92	\$ 1,393.34	\$ 294.48	\$ 947.84	\$ 16,237.45
TOTAL COSTS					\$ 487,018.00	\$ 40,468.17	\$ 4,013.27	\$ 3,788.80	\$ 1,091.39	\$ 2,175.97	\$ 11,398.69	\$ 2,152.39	\$	\$ 3,937.08	\$ 931.75	\$ 1,679.21 \$	\$ 2,004.77	\$ 707.32	\$ 3,280.53	\$ 757.95	\$ 3,224.29	\$ 41,143.41
With contribution of Non-participating partners					\$ 410,302.32	\$ 34,075.19	\$ 3,401.13	\$ 3,176.66	\$ 886.49	\$ 1,858.59	\$ 9,825.29	\$ 1,759.04	\$	\$ 3,292.74	\$ 749.04	\$ 1,372.56 \$	\$ 1,713.12	\$ 593.77	\$ 2,791.75	\$ 637.91	\$ 2,634.69	\$ 34,692.77
Customers Served:	24,895																					
Participating Partners Customers Served:							1756	i 439	175	525	16364	ı		d 4	50 (250	2500	250	1536	400	250	
-																•						

*BCC Partners should "budget" for this line item for in case of "unexpected" building maintenance should they arise and will be billed on a "Cost Reimbursement" basis ONLY.

^{**} All state agency partners are covered under the State of New Mexico Risk Management Division, as such, do not contibute to this line item. All other partners are covered by the MRCOG policy. In this case the expense pertains to WIA only.

CNM CONTRACT #18-1-1140-MOU-E2006-A1

NM Workforce Connection - Bernalillo County Business and Career Center PY 2018 Shared Cost Plan

t Plan		

	Description/	Office	WIOA	WIOA DW*	WIOA	WIOA	Wagner Peyser	Rapid Response	Vacant	Veterans Partner	WIOA	TAA	UI	RESEA	Innovate+Educ Partner		Mission Grad Partner	Tech Hire Grant
	Program	Sq Footage	Adult*		Youth In*	Youth Out*		·			Operator	Partner	(access Info)	Partner		Partner		
Office #1	DWS Area Manager - Michelle Velarde	237.00					189.60	47.40										
Office #2	Operations Manager - Joy Forehand	237.00									237.00							
	Operations Admin Assistant - Common - Jo Ann J Bor	-																
Office #4	Wagner Peyser Staff - Lori Castillo	6 0.00					48.00	12.00										
Office #5	Wagner Peyser Staff-Robert Hopper	6 0.00					48.00	12.00										
Office #6	Wagner Peyser Staff - Tammy Gallegos-Burke	6 0.00					48.00	12.00										
Office #7	Wagner-Peyser Supervisor-Anthony Jenks	109.00					87.20	21.80										
Office #8	Wagner Peyser Staff-Liliana Valadez	104.00					83.20	20.80										
Office #9	Wagner Peyser Staff-Nicole Yepa	104.00					83.20	20.80										
Office #10	Wagner Peyser Staff-Stanley Hansen	104.00												104.00				
Office #11	Wagner Peyser Staff - Arlene Luchetti	104.00												104.00				
Office #12	WIOA Adult /DW-Anthony Aldaz	155.00	77.50	77.50														
Office #13	Wagner Peyser Staff-Cindy Sisneros	117.00					93.60	23.40										
Office #14	WIOA Adult / DW-Melissa Gutierrez	117.00	58.50	58.50														
Office #15	Wagner-Peyser - Karen Huladek	9 0.00					72.00	18.00										
Office #16	Wagner Peyser Staff-Stewart Shatz	9 0.00					72.00	18.00										
Office #17	WIOA Adult/DW-Avelina Borrego	126.00	63.00	63.00														
Office #18	WIOA-Vacant	132.00	66.00	66.00														
Office #19	WIOA Adult/DW-Victoria Perez	132.00	66.00	66.00														

Office #20	WIOA Supervisor Adult/DW-Patricia Georges	132.00	66.00	66.00									
Office #21	Innovate+Educ- Maggie Georges	100.00	-	-							100.00		
Office #22	Computer Room - Common	-											
Office #23	NM DVR-Rhonda Estrada	100.00										100.00	
Office #24	Veterans Program - Roberto Christian	100.00						100.00					
Office #25	NM DVR- Dominique Nunez	100.00										100.00	
Office #26	NM DVR - Vacant	100.00										100.00	
Office #27	NM DVR - Monica Lopez	100.00										100.00	
Office #28	Wagner Peyser Staff-Lucille Serrano	8 0.00				64.00	16.00						
Office #29	Wagner Peyser Staff- Wage Subsidy	8 0.00				64.00	16.00						
Office #30	WIOA Adult/DW Julia Griego	8 0.00	40.00	40.00									
Office #31	WIOA Adult/DW- Don Bartlett	8 0.00	40.00	40.00									
Office #32	WIOA Adult/DW-Hannah Gadri	8 0.00	40.00	40.00									
Office #33	WIOA Adult/DW - Bianca Gonzales	8 0.00	40.00	40.00									
Office #34	WIOA Adult/DW - Twila Sanchez	8 0.00	40.00	40.00									
Office #35	Wagner-Peyser Vacant (Recruitment)	8 0.00				64.00	16.00						
Office #36	TAA Work Experience	8 0.00							80.00				
Office #37	Wagner Peyser Staff - Robert Whittaker	8 0.00				64.00	16.00						
Office #38	Common Area	-											
Office #39	WIOA Youth - Tonie Garcia	8 0.00		20.00	60.00								
Office #40	WIOA Youth - Amy Murphey	8 0.00		20.00	60.00								
Office #41	WIOA Youth - Tammy Chavez	8 0.00		20.00	60.00								
Office #41	WIOA Youth - Tammy Chavez	8 0.00		20.00	60.00								

Office #42	NM DVR - Christina	8 0.00										80.00		
Office #43	Common Area	-												
Office #44	WIOA Youth - Maria Pimental-Alcarez	8 0.00												·
Office #45	TAA - Jose De La Rosa	8 0.00		20.00	60.00									: <u> </u>
Office #46	TAA - Ceanna Petis-Smith	8 0.00							80.00					·
Office #47	Common Area	-												
Office #48	Common Area	-												
Office #49	Vets - Fred Ader	8 0.00						80.00						
Office #50	Vets - Renee LaMay	8 0.00						80.00						
Office # 51	Vets- Leroy Chama	8 0.00						80.00						· · · · · · · · · · · · · · · · · · ·
Office #52	Vets - Kristopher Finfrock	8 0.00						80.00						
Office #53	Vets - Vacant	8 0.00						80.00						
Office #54	Vets - Vacant	8 0.00						80.00						
Office #55	Vets - Vacant	-												· · · · · · · · · · · · · · · · · · ·
Office #56	Vets - Vacant	8 0.00												
Office #57	Common Area	-												
Office #58	WIOA Youth Business-Vacant	110.00		27.50	82.5									
Office #59	Mission Graduate- Delma Madrigal	110.00											110.00	
Office #60	Tech Hire Grant	700.00												700
Phone Bank	UI	-												·
Resource Room		1135.00	56.75	56.75 17.0	68.10	472.16	118.04	56.75	124.85	85.13	17.03	28.38	17.03	17
Common Areas	:													·

Total Sf=24000 Allocated To

17,315.00																
6,685.00	653.75	653.75	124.53	390.60	1,552.96	388.24	-	636.75	237.00	284.85	-	293.13	117.03	508.38	127.03	717.03
	9.78%	9.78%	1.86%	5.84%	23.23%	5.81%	0.00%	9.53%	3.55%	4.26%	0.00%	4.38%	1.75%	7.60%	1.90%	10.73%
	1,693.30	1,693.30	322.54	1,011.70	4,022.36	1,005.59	0.00	1,649.26	613.86	737.80	0.00	759.23	303.11	1,316.76	329.01	1,857.19
4,000.00	2,347.05	2,347.05	447.06	1,402.30	5,575.32	1,393.83	0.00	2,286.01	850.86	1,022.65	0.00	1,052.36	420.13	1,825.13	456.04	2,574.21
1,		9.78%	9.78% 9.78% 1,693.30 1.693.30	9.78% 9.78% 1.86% 1.693.30 1.693.30 322.54	9.78% 9.78% 1.86% 5.84% 1,693.30 1,693.30 322.54 1,011.70	9.78% 9.78% 1.86% 5.84% 23.23% 1,693.30 1,693.30 322.54 1,011.70 4,022.36	9.78% 9.78% 1.86% 5.84% 23.23% 5.81% 1.693.30 1.693.30 322.54 1.011.70 4.022.36 1.005.59	9.78% 9.78% 1.86% 5.84% 23.23% 5.81% 0.00% 1.693.30 1.693.30 322.54 1.011.70 4.022.36 1.005.59 0.00	9.78% 9.78% 1.86% 5.84% 23.23% 5.81% 0.00% 9.53% 1.693.30 1,693.30 322.54 1.011.70 4.022.36 1,005.59 0.00 1.649.26	9.78% 9.78% 1.86% 5.84% 23.23% 5.81% 0.00% 9.53% 3.55% 1.693.30 1.693.30 322.54 1.011.70 4.022.36 1.005.59 0.00 1.649.26 613.86	9.78% 9.78% 1.86% 5.84% 23.23% 5.81% 0.00% 9.53% 3.55% 4.26% 1.693.30 1.693.30 322.54 1.011.70 4.022.36 1.005.59 0.00 1.649.26 613.86 737.80	9.78% 9.78% 1.86% 5.84% 23.23% 5.81% 0.00% 9.53% 3.55% 4.26% 0.00% 1,693.30 1,693.30 322.54 1,011.70 4,022.36 1,005.59 0.00 1,649.26 613.86 737.80 0.00	9.78% 9.78% 1.86% 5.84% 23.23% 5.81% 0.00% 9.53% 3.55% 4.26% 0.00% 4.38% 1.693.30 1.693.30 322.54 1.011.70 4.022.36 1.005.59 0.00 1.649.26 613.86 737.80 0.00 759.23	9.78% 9.78% 1.86% 5.84% 23.23% 5.81% 0.00% 9.53% 3.55% 4.26% 0.00% 4.38% 1.75% 1.693.30 1.693.30 322.54 1.011.70 4.022.36 1.005.59 0.00 1.649.26 613.86 737.80 0.00 759.23 303.11	9.78% 9.78% 1.86% 5.84% 23.23% 5.81% 0.00% 9.53% 3.55% 4.26% 0.00% 4.38% 1.75% 7.60% 1.693.30 1,693.30 322.54 1.011.70 4.022.36 1,005.59 0.00 1.649.26 613.86 737.80 0.00 759.23 303.11 1.316.76	9.78% 9.78% 1.86% 5.84% 23.23% 5.81% 0.00% 9.53% 3.55% 4.26% 0.00% 4.38% 1.75% 7.60% 1.90% 1.693.30 1,693.30 322.54 1.011.70 4.022.36 1,005.59 0.00 1,649.26 613.86 737.80 0.00 759.23 303.11 1,316.76 329.01

Check-Verify 6,845.00

0.00

	Telephone 51 5.50 5.50 4.00 1.00	11.20	2.80 0 7 1 2 0 2	1514 Internet	Connections	75	24															
	Internet Connections with Proportionate Share of																					
	Resource Room		6.7	6.7	4.36	2.44	21.184	5.296	0	8.2	1	4.64	0	3.8	1.36	5.6	1.36	4.36				
	FTE	51	6.00	6.00	1.00	4.00	11.20	2.80	0.00	6.00	1.00	2.00	0.00	2.00	1.00	5.00	1.00	4.00				
Customers So	Served:	24,895																	CNM	#18-1- CONTRACT 1140-	MOU-E2006- A1	

Non-Participating Partners (served or potential to serv)		CNM Carl Perkins	CNM Adult Basic Education	ABE ABQ Adult Learning Center	ABE - SIPI	ABE - Catholic Charities	ABE - Santa Fe Community College	Job Corps	Goodwill Industries of NM SCSEP	NM Aging and Long-Term Services	National Farmworker Job Programs - Help NM	CBSG Grant - Help NM	NICOA National Indian Council on Aging	Unemployment Insurance	Youth Build YDI	Human Services	WIOA National Indian Youth Council
Program Clients		6500	42	25	23	100	0	225	60	5	0	261	9	11137	45	1486	420
Percent of Potential Customers Served		26.1097%	0.1687%	0.1004%	0.0924%	0.4017%	0.0000%	0.9038%	0.2410%	0.0201%	0.0000%	1.0484%	0.0362%		0.1808%	5.9691%	1.6871%
Program's Federal Funding - Proportionate Share		\$ 1,004,046.00	\$ 389,405.00	\$ 119,199.00	Unknown	\$ 309,887.00			\$ 597,800.00	\$ 54,000.00		\$ 257,201.00	\$ 90,000.00	\$ 182,177.70	\$ 433,919.00		\$350,000.00
Allocated Costs (based on clients served):		\$ 77,702.35	\$ 502.08	\$ 298.86	\$ 274.95	\$ 1,195.42	\$ -	\$ 2,689.70	\$ 717.25	\$ 59.77	\$ -	\$ 3,120.05	\$ 107.59	\$ 38,102.32	\$ 537.94	\$ 17,763.95	\$ 416.43
1.5% Limiting Factor:		\$ 15,060.69	\$ 5,841.08	\$ 1,787.99		\$ 4,648.31			\$ 8,967.00	\$ 810.00		\$ 3,858.02	\$ 1,350.00	\$ 38,102.32	\$ 6,508.79	\$ 14,929.46	\$ 5,250.00
Estimated Allocated Costs:		\$ 15,060.69	\$ 502.08	\$ 298.86	\$ -	\$ 1,195.42	\$ -	\$ 2,689.70	\$ 717.25	\$ 59.77	\$ -	\$ 2,622.20	\$ -	\$ 38,102.32	\$ 537.94	\$ 14,929.46	\$ -

Set Amount

\$ 76,715.68

Highlighted in yellow-working on updated PY18 numbers

Set Amount Set Amount