Annual Program Report
Cover Page

Program Name: Clovis Community College Adult Education

Institution or Organization: Clovis Community College

Address:	**417 Schepps Blvd.**
City:	**Clovis, NM**
County:	**Curry**
Zip:	**88101**
Main Phone:	**575-769-4095**
Fax:	**575-769-4190**
Website:	**http://www.clovis.edu/css/adulteducation/**

Fiscal Year: 2019-2020

Submission Date: 9/1/2020

Program Director, Manager, or Coordinator Name: Emily Glikas

Contact Information: Phone: **575-769-4109**

Email: **GlikasE@clovis.edu**

Alternate Contact Name: Meriah Guillen

Contact Information: Phone: **575-769-4094**

Email: **GuillenM@clovis.edu**

_____   8/24/2020

Signature of the Chief Executive Officer or Designee   DATE

Dr. Charles Nwankwo, President, Clovis Community College

Typed Name and Title

Section I. Program Narrative Report

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

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

1. Increase student retention and skill gain

Clovis Adult Education program's key focus this year was to build on FY 18-19 efforts to increase and improve student outcomes. Progress towards this goal in FY 19-20 was largely based around refining new processes found to be successful in FY 18-19. This included maintaining a four-week course length while identifying areas to increase entry points while improving continuity, utilizing increased coaching methods and intensive advising practices to support student attendance and participation, and continuing to provide professional development opportunities to instructors to improve in-class and online instruction.

2. Improve advising and instructional processes

Continuing FY 18-19 efforts to increase professional development and training opportunities for AE instructors, improved advising and instruction has been a key goal for Clovis Adult Education in FY 19-20. Training efforts this year focused on refining and improving successful training efforts from FY 17-18 and FY 18-19: hosting a four-hour mandatory instructor training once a semester, utilizing Google Classroom to provide instructors with asynchronous training throughout the year, and utilizing G-Suite tools like Hangouts to increase collaboration and cooperation among instructors. Professional development efforts this year focused on encouraging more part-time instructors to participate in available online PD opportunities, such as NMDELT and COABE webinars.

3. Increase Career Pathways programming and develop career culture

Following two years of transformative participation in the statewide C3 project, increasing Career Pathways programming and improving Career Pathways instruction was a key goal for Clovis Adult Education in FY 19-20. These efforts were supported by the statewide Career Pathways project, which prompted Clovis AE to adopt increased career exploration, planning, and goal setting in onboarding workshops; to improve relationships with and referrals to workforce and WIOA partners; and to begin identifying opportunities to introduce IET and IET-like programming to Adult Education students. FY 20-21 goals include building on FY 19-20 Career Pathways efforts.

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?

Institutional, community, and WIOA partnerships have been key to the successful delivery of adult education and literacy activities.

Institutional partnerships provide students with access to educational tools and supports, such as tutoring, coaching, and counseling. These partnerships also help support students in transitioning from the AE program to college. Institutional partners include Tutoring, Testing, Advising, Transitional Education, TRIO SSS, and Financial Aid.

Community partnerships support Clovis Adult Education in accommodating more students within the community by providing satellite locations to provide service to students unable to travel to Clovis Community College and connecting students with resources like transportation, food, or shelter. Community partners that provide space for off-site instruction include La Casita Elementary (Clovis), Desertview Dairy (Texico), and the Bridge to Hope center (Portales). Community partners that connect student to supports and resources include the CATS transportation system, United Way/212, Matt 25, TANF, and Clovis Municipal School's Migrant Education Program.

WIOA partnerships support Adult Education efforts through referrals, co-enrollments, support services, and career exploration, planning, and placement efforts. Clovis Adult Education's WIOA partnerships are formalized in an MOU with the Eastern Area Workforce Development Board. FY 19-20 efforts to improve and strengthen Clovis AE's WIOA partnerships included increasing participation in workforce board and community meetings, hosting workforce representatives in Adult Education onboarding to directly connect students to WIOA resources, and maintaining consistent communication with WIOA career coaches and other partners.

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)

Clovis Adult Education's participation in the statewide Career Pathways Initiative in FY 19-20 built on programming implemented during participation in the statewide C3 Initiative in FY 17-18 and FY 18-19. FY 19-20 Career Pathways efforts included increasing career exploration and goal setting in onboarding, improving relationships with WIOA career coaches to connect coaches directly to students, and identifying and tracking student career goals to strengthen advising and instruction. Participation in the Career Pathways Initiative also prompted increased institutional partnership within the Adult Education program, as AE staff began partnering more intensely with college departments to increase successful student transition from AE to college and provide ongoing ESL support to college students.

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.

Institutional and community closures in response to the COVID pandemic had a devastating and transformative impact on Clovis Community College's Adult Education program. While previous years' professional development efforts allowed for a relatively smooth transition to online courses and communication for Adult Education staff, the transition to online education was a colossal challenge for many Adult Education students. Following Clovis Community College's closure in early March, the Adult Education program cancelled the final week of programming prior to Spring Break, and postponed remaining Spring programming by a week to allow instructors and staff time to transition to an online modality.

The AE program piloted its first fully online session the first week of April, offering HSE and ESL courses online via Google Classroom and other G-suite tools. Student enrollment in these courses was historically low, despite AE efforts to provide mobile-friendly instructional units and intensive remote advising via phone and Hangouts chat. For many students, COVID closures presented too many barriers to overcome: their children were at home, their typical community services were interrupted, and they were blocked from accessing typical public study spaces, like the college, the public library, or community cafes and restaurants.

Data from these efforts is also severely lacking due to delays in the availability of remote testing options and limited student ability to meet testing specifications from home following the release of remote testing options. Post-testing rates, post-testing gains, and HSE completion and testing rates were negatively impacted by COVID closures due to the culmination of the factors identified above.

Section II. Student Data 2019-2020

Please enter the following information regarding student count/hours for:
- your total program
- each satellite site

	Total Program	Site: CCC	Site: Portales	Site: La Casita	Site: Desertview Dairy
Total count of students with fewer than 12 hours (Table 2A)	115	91	5	11	8
Total count of students with 12 + hours	376	303	14	41	18
Total contact hours for students with 12 + hours	18565.75	16317.25	422	1360	466.5
Average contact hours for students with 12 + hours	49.38	53.85	30.14	33.17	26.92
Average contact hours for students with 12 + hours experiencing level gains	89	93	0	52	52
Count of all HSE graduates with 12 + hours	13	13	0	N/A	N/A
Count of HSE en Español graduates with 12 + hours	3	3	N/A	N/A	N/A
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	38	40	14	N/A	N/A
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	40	47	N/A	27	22
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)	67	66	79	N/A	N/A
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)	68	82	N/A	80	89
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)	46	--	--	--	--
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	49	--	--	--	--
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	21	19	0	1	1
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	17	11	1	3	2

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
Bovina, TX (20 miles East of Clovis)	**ESL**
Friona, TX (35 miles East of Clovis)	**ESL**
Temple of Empowerment (Clovis)	**GED**

Section III. Evaluation of Program Effectiveness

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

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

Clovis Adult Education uses program data to monitor and improve performance. Key data points for review include student enrollment patterns, retention patterns, identified needs and barriers, and student achievement patterns. To identify and share promising practices between sites and classes, program staff also look at student retention and performance within individual courses and sites. Instructors and staff discuss and exchange promising practices at regular team meetings, which typically occur monthly, but have moved to a weekly schedule to support instructors in delivering instruction remotely online. Participation in state and national professional development initiatives also allow Clovis AE to collect and implement best practices from the field. Implemented initiatives are monitored closely to evaluate effectiveness and adjust as needed.

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.

It is difficult to objectively evaluate FY 19-20 program data due to March–May closures in response to the Covid-19 pandemic, but longitudinal program data suggests that improvement efforts and initiatives over the past three years have improved the Adult Education program, and supported the program's efforts in providing instruction online throughout the closure. Clovis AE's mid-year data for FY 19-20, captured prior to the Covid-19 pandemic, shows the program being on par to meet previous years' performance goals; the program had a mid-year MSG rate of 24.7% in FY 18-19, and a mid-year MSG rate of 22.1% in FY 19-20. Additionally, the program had 10 HSE graduates at mid-year in FY 18-19 and 9 HSE graduates at mid-year in FY 19-20. This data suggests that the program would have continued previous years' improvement trend had the Covid-19 pandemic not interrupted and transformed Spring service delivery.

As it stands, the Adult Education program at Clovis Community College closed FY 19-20 with a 24.5% measurable skills gain rate. While this figure breaks the trend of improvement that program data has shown since 2016, the program's Covid-19 MSG rate came in slightly above its FY 15-16 MSG rate of 17.4%. This suggests that program improvements implemented through C3 participation and the Career Pathways Initiative have had a drastic and lasting effect on program processes and instruction.

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.

For the past several years, the Adult Education program at Clovis Community College has regularly experienced higher student gains among its ESL programs than its HSE programs. FY 19-20 data continued this trend, with an ESL measurable skill gain rate of 28.7% and an HSE measurable skill gain rate of 19.9%. Program staff and adult education instructors are investigating this trend to identify practices and processes that support stronger ESL performance and can be adopted within HSE programming to bolster HSE student achievement. Identified initiatives to pursue in the upcoming year of programming include increasing instructor collaboration between HSE and ESL programming, mimicking ESL classroom culture in HSE settings, and providing students with intensive advising that emphasizes goal setting, planning, and connecting students to resources that can alleviate financial and physical barriers to student success.

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

Due to the Covid-19 pandemic and related closures and restrictions, Clovis AE's primary focus moving in to Fall 2020 is improving online service delivery. Efforts to do this include continuing to offer instructors training and professional development opportunities, streamlining remote communication between students, instructors, and advisors, purchasing more devices and software to support online learning and student access, increasing the number of services (instruction, advising, testing, etc.) available remotely, and regularly monitoring online efforts and initiatives to improve and streamline online service delivery.

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

As mentioned above, comparing program mid-year data with previous years suggests that the Covid-19 pandemic has had a drastic negative impact on program data. This negative impact has multiple layers. First, the program experienced a loss in student enrollment and participation when classes were moved to an online modality. Following the initial shock of the pandemic, instruction and advising struggled to navigate new modalities and new demands. As advisors and instructors began to master the new demands of the job, improvements were difficult to capture as post-testing and HSE testing options were limited until late in the year.

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

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

1. Please provide an estimate of FEDERAL FUNDS used during the 2019-2020 fiscal year to support Title I WIOA related activities and services through the One-Stop system.

   $3,000

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.

   Clovis Adult Education provides key services to support the realization of the Eastern Area Workforce Development Board's development plan: High School Equivalency instruction, English Language Acquisition instruction, and basic literacy and computer skills instruction. The Adult Education program also plays a key role in connecting AE students to post-secondary enrollment opportunities. In addition to these academic efforts, the AE program works with local WIOA Youth and workforce career coaches to connect students to co-enrollment and job placement opportunities within the Workforce system. These partnerships also support the regular exchange of referrals and mutual promotion.

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.

   To maintain partnerships with workforce, the Adult Education director attends Eastern Area Workforce Development Board meetings and communicates regularly with the EAWDB Manager. In addition, the Adult Education director and coordinator attend quarterly partner and community meetings with WIOA partners. These meetings allow Clovis AE and local WIOA partners to coordinate and align service efforts.

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.

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)

Clovis Adult Education's participation in the statewide Career Pathways Initiative inspired two key efforts to support successful student transition in FY 19-20: increasing student career exposure and increasing contextualization within instruction. To increase student career exposure and planning, the program has adopted a career infused onboarding, in which students explore their options, research their top choices, and set goals. WIOA and community partners are also invited to visit with interested students one-on-one during onboarding, and students end onboarding by selecting a career cluster of interest. The AE program's next steps in Career Pathways programming will involve connecting this final piece of student exposure and planning with academic instruction. In the past few years, instructors have been increasingly exposed to professional development trainings regarding contextualization, soft skills instruction, and career pathways instruction. In FY 20-21, the program plans to connect student short and long-term goals directly with advising and instruction to improve the student experience and student outcomes. The program also plans to continue pursuing opportunities to explore IET and concurrent enrollment opportunities for AE students.

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.

The Adult Education Program at Clovis Community College is currently engaged in efforts with the Eastern Area Workforce Development Board and other Eastern Area Adult Education programs to pilot an Entrepreneurship Course to Adult Education students in Fall 2020. The course is a non-credit training opportunity provided via the adult education program at no cost to WIOA Youth participants. Coursework includes explicit soft skills instruction and a variety of deliverables designed to equip participants with the knowledge and skills necessary to be a successful 21st century entrepreneur. Students who successfully complete the course will receive a workforce recognized credential.

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.

Clovis Adult Education partners with workforce, WIOA Youth, and TANF to connect students with work-based learning opportunities such as job shadowing, on-the-job training, and job placement. As a host for UNM-Valencia's statewide ACCE program, Clovis AE also partners with Creative Work Solutions to provide HSE instruction to CWS participants enrolled in specific career programs. Clovis AE also partners with an area employer, Desertview Dairy, to provide job-specific English Language Acquisition and leadership instruction to select groups of employees.

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.

   The program ensures services provided are of sufficient academic intensity and quality by aligning program curriculum to rigorous standards. The program's HSE curriculum is aligned to the College and Career Readiness Standards and the program's ESL curriculum is aligned to the English Language Proficiency Standards for Adult Education. Both sets of standards are built around the rigorous Common Core Standards, which emphasize problem solving and contextualization in mathematics, and interdisciplinary literacy and critical thinking in reading. Alignment is ensured by using CCRS aligned resources, such as Cambridge's Ventures series in ESL programming, and NROC's Developmental Mathematics Text and EdReady software in HSE programming; providing instructors with training on standards and classroom objective writing; and closely monitoring high-impact indicators and the utilization of the CCRS on exams such as the TABE®, the GED®, and the HiSet®.

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.

   In FY 18-19, the program took several measures to increase classroom use of technology, student digital literacy, and student access to high-quality, individualized online instruction by integrating regular computer use into all HSE and ESL courses to bolster students typing, research, and browsing skills. Key integrated technology use in FY 19-20 included maintaining Google Classroom components for all courses, using G-suite tools (such as Docs, Sheets, and Slides) to accomplish instructional tasks, and utilizing instructional software such as EdReady and the Ventures Arcade to provide out-of-class instruction online.

   Instructional technology became a cornerstone of the Adult Education program following early March COVID closures. All AE programming has been provided online via G-suite for Education throughout the COVID pandemic.

VII. Integrated English Language and Civics Education (IELCE) Activities

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

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

1. Please indicate the number of IELCE students (12+) served:

   N/A

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
Glikas	Emily	AE Director	Full Time	Master's	5	• NMAEA Teacher's Institute • Career Pathway Institute • Career Pathway Planning Meeting • Adult Education & Literacy Day • MPAEA/NMAEA conference • NM CPI Phase 2 Institute Part 1 • NM CPI Phase 2 Institute Part 2 • NM CPI Phase 2 Institute Part 3 • NM CPI Final Phase and Completion	• 9/6/19 • 10/16/19 – 10/17/19 • 12/12/19 • 1/29/20 • 2/24/20 – 2/26/20 • 3/27/20 • 4/13/20 • 4/20/20 • 6/23/20	• Albuquerque, NM • Albuquerque, NM • Albuquerque, NM • Santa Fe, NM • Santa Anna Pueblo, NM • Online • Online • Online • Online
Guillen	Meriah	AE Instructional Coordinator	Full Time	Bachelor's	5	• USCIS Training • NMAEA Teacher's Institute • National Career Pathways Network Conference • Career Pathway Institute • NMTESOL Conference • NMAEA Teacher's Institute • Adult Education & Literacy Day • NM CPI Phase 2 Institute Part 1	• 9/4/19 • 9/26/19 • 10/11/19 – 10/13/19 • 10/16/19 – 10/17/19 • 10/17/19 – 10/19/19 • 11/11/19 • 1/29/20 • 3/27/20 • 4/13/20	• El Paso, TX • Roswell, NM • Orlando, FL • Albuquerque, NM • Albuquerque, NM • Las Cruces, NM • Santa Fe, NM

						• NM CPI Phase 2 Institute Part 2 • NM CPI Phase 2 Institute Part 3 • NM CPI Final Phase and Completion • Teacher forums and various webinars presented by the Distant Learning Support Team • Motivational Coaching	• 4/20/20 • 6/23/20 • 4/6/20 – 6/26/20 • 5/18/20 – 7/22/20	• Online • Online • Online • Online • Online • Online
Cano	Veronica	AE Program Coordinator	Full Time	Associate's	5	• MPAEA/NMAEA conference	• 2/24/20 – 2/26/20	• Santa Anna Pueblo, NM
Rivera	Guadalupe	Data Specialist	Full Time	Associate's	5	• MPAEA/NMAEA conference	• 2/24/20 – 2/26/20	• Santa Anna Pueblo, NM
Jauregui	Guadalupe	Advisor	Part Time	Associate's	2	• NMAEA Teacher's Institute	• 11/11/19	• Las Cruces, NM
Caldera	Nayeli	ESL Instructor	Part Time	Associate's	6	• USCIS Training • NMAEA Teacher's Institute • Teacher forums and various webinars presented by the Distant Learning Support Team • Motivational Coaching	• 9/4/19 • 9/26/19 • 4/6/20 – 6/26/20 • 5/18/20 – 7/22/20	• El Paso, TX • Roswell, NM • Online • Online
Cochran	William	HSE Instructor	Part Time	Associate's	1	• NMAEA Teacher's Institute • Teacher forums and various webinars presented by the Distant Learning Support Team	• 9/26/19	• Roswell, NM • Online

							• Motivational Coaching	• 4/6/20 – 6/26/20 • 5/18/20 – 7/22/20	• Online
Conn	Drena	HSE Instructor	Part Time	Bachelor's	3	• NMAEA Teacher's Institute • NMAEA Teacher's Institute • Breakout! • COABE Virtual Conference: "I'm Your Density!" • COABE Virtual Conference: Encouraging Growth Mindset • COABE Virtual Conference: Google's Applied Digital Skills • Teacher forums and various webinars presented by the Distant Learning Support Team • Motivational Coaching	• 9/6/19 • 9/26/19 • 10/29/19 • 11/7/19 • 11/7/19 • 11/19/19 • 4/6/20 – 6/26/20 • 5/18/20 – 7/22/20	• El Paso, TX • Albuquerque, NM • Online • Online • Online • Online • Online • Online
Guillen	Isaiah	ESL Instructor	Part Time	Bachelor's	1	• Teacher forums and various webinars presented by the Distant Learning Support Team • Motivational Coaching	• 4/6/20 – 6/26/20 • 5/18/20 – 7/22/20	• Online • Online
Lopez	Guillermo	HSE Instructor	Part Time	Bachelor's	1	• NMAEA Teacher's Institute • Get Started with Google's Applied Digital Skills in your Classroom • Breakout! • From The Courtroom to the Classroom to the Boardroom: A Pathway to Reentry Success	• 9/26/19 • 10/29/19 • 10/29/19 • 10/30/19	• Roswell, NM • Online • Online • Online

						• Differentiate at Work		
						• OER Slam: Favorites from the NROC Community	• 10/30/19	• Online
						• "Digital Curriculum to Support the Whole Learner: Custom Courses, Intervention, and Social and Emotional Learning"	• 12/12/19 • 12/13/19	• Online • Online
						• "Work Ethic: The Critical Skills for the 21st Century Workforce"		
						• "Workforce - Education Partnerships to Change the Opportunity Equation"		
						• "Policy and Advocacy in Lifelong Learning"	• 12/18/19	• Online
						• Project Based Learning (PBL): A pathway to language, literacy and employ-ability	• 1/16/20	• Online
						• In the Market for New Vocabulary? Think Collocation, Collocation, Collocation with Larry Zwier	• 2/10/20	• Online
						• Differentiation by Design: Meeting Diverse English Language Learner Needs	• 2/11/20	• Online
						• From Talking to Writing: A Look at Ideas for Getting Lower Level Students Writing	• 2/13/20	• Online
						• Partnering Adult Education and Apprenticeship		
						• Effective Remote Learning	• 2/18/20	• Online
						• Working at a Distance – Helping Students Continue Their Progress Toward the GED Test During the Time of Social Distancing		

							• Teacher forums and various webinars presented by the Distant Learning Support Team • Motivational Coaching	• 2/20/20 • 3/4/20 • 3/30/20 • 4/1/20 • 4/6/20 – 6/26/20 • 5/18/20 – 7/22/20	• Online • Online • Online • Online • Online • Online
Myers	Tametrya	HSE Instructor	Part Time	Master's	4	• Breakout! • Differentiate at Work • Integrated Education and Training • Let's Start at the Very Beginning • The 4C Approach to EAP Learning in the 21st Century • Breathing Life into Grammar Instruction • Teacher forums and various webinars presented by the Distant Learning Support Team	• 10/29/19 • 10/30/19 • 10/30/19 • 10/30/19 • 3/11/20 • 3/11/20 • 4/6/20 – 6/26/20	• Online • Online • Online • Online • Online • Online • Online
Terry	Mariah	HSE Instructor	Part Time	Bachelor's	1	• How Can Concept Mapping Help Improve Academic Writing?	• 2/19/20	• Online

							• Kahoot!: Balancing Rigor and Engagement through Gamification • Getting Students Unstuck • Differentiation by Design: Meeting Diverse English Language Learner Needs • Teacher forums and various webinars presented by the Distant Learning Support Team • Motivational Coaching	• 2/19/20 • 2/19/20 • 2/19/20 • 4/6/20 – 6/26/20 • 5/18/20 – 7/22/20	• Online • Online • Online • Online • Online
Wheeler	Marisol	ESL Instructor	Part Time	Bachelor's	1		• Teacher forums and various webinars presented by the Distant Learning Support Team • Motivational Coaching	• 4/6/20 – 6/26/20 • 5/18/20 – 7/22/20	• Online • Online

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
N/A		

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

Total hours contributed	Fair Market Value per Hour	Total
N/A		

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

Total hours contributed	Fair Market Value per Hour	Total
N/A		

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

$250

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

N/A

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

N/A

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
12,298 square feet	$48.00	$98,384

Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

(Please cite the source document for the amount)

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1.   Please list other sources of support and their contributions for FY 2019-2020.

Source	Amount
Institutional Salary Contribute	$20,000
Institutional Supply Contribution	$3,000
State CP Grants	$28,000
State Literacy Grant	$2,150

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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

Student:

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

Select Reporting System: **NRS FY 19-20** ▼   Agency: Clovis Community College

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	1	0	1	2	1	0	0	0	0	0	0	5
ABE Level 2	0	1	0	0	3	5	14	34	0	0	3	6	0	0	66
ABE Level 3	0	0	0	0	1	0	26	42	0	0	5	10	1	1	86
ABE Level 4	0	0	0	0	1	0	7	6	0	0	6	4	0	0	24
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	48	51	0	0	0	0	0	0	99
ESL Level 2	0	0	0	0	0	0	7	31	0	0	0	0	0	0	38
ESL Level 3	0	0	1	0	0	0	10	20	0	0	0	0	0	0	31
ESL Level 4	0	0	0	0	0	0	7	9	0	0	0	0	0	0	16
ESL Level 5	0	0	0	0	0	0	4	6	0	0	0	0	0	0	10
ESL Level 6	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	0	1	1	1	5	6	125	201	0	0	14	20	1	1	376

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other

Student:

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

Select Reporting System:　　[NRS FY 19-20　　▼]　　　Agency:　　Clovis Community College

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

Age Group (A)	American Indian or Alaska Native Male (B)	F (C)	Asian M (D)	F (E)	Black or African-American M (F)	F (G)	Hispanic/Latino M (H)	F (I)	Native Hawaiian or Other Pacific Islander M (J)	F (K)	White M (L)	F (M)	More than One Race M (N)	F (O)	Total (P)
16-18	0	0	0	0	1	0	21	14	0	0	8	8	0	0	52
19-24	0	0	1	0	1	0	21	32	0	0	4	8	0	1	68
25-44	0	1	0	0	2	3	66	115	0	0	2	2	0	0	191
45-54	0	0	0	0	0	1	11	31	0	0	0	2	1	0	46
55-59	0	0	0	0	1	2	3	6	0	0	0	0	0	0	12
60+	0	0	0	1	0	0	3	3	0	0	0	0	0	0	7
Total	0	1	1	1	5	6	125	201	0	0	14	20	1	1	376

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:
See Table 1
Sex:
See Table 1

Student:

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

Select Reporting System: | NRS FY 19-20 ▼ | Agency: Clovis Community College

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

Age Group (A)	American Indian or Alaska Native Male (B)	F (C)	Asian M (D)	F (E)	Black or African-American M (F)	F (G)	Hispanic/Latino M (H)	F (I)	Native Hawaiian or Other Pacific Islander M (J)	F (K)	White M (L)	F (M)	More than One Race M (N)	F (O)	Total (P)
16-18	0	0	0	0	0	0	2	3	0	0	4	0	0	0	9
19-24	0	0	0	0	0	1	10	15	0	0	2	5	0	0	33
25-44	0	0	0	0	2	2	29	24	0	0	2	5	0	0	64
45-54	0	0	0	0	0	0	2	5	0	0	0	0	0	0	7
55-59	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Total	0	0	0	0	2	3	44	48	0	0	8	10	0	0	115

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System: [NRS FY 19-20 ▼]   Agency: Clovis Community College

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**	49	48	65	15	3	1	181
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	3	20	126	31	9	6	195
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	52	68	191	46	12	7	376

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

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

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

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

****Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

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

Student:

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 Period of Participation									All Periods of Participation			
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 (J)	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 with Measurable Skill Gains (M)
ABE Level 1	5	0	169.5	1	0	3	1	20	5	1	0	20
ABE Level 2	66	0	3994	14	2	38	12	24.2	67	14	2	23.9
ABE Level 3	86	0	3813.5	4	8	66	8	14	89	4	9	14.6
ABE Level 4	24	0	1041.5	1	6	15	2	29.2	25	1	6	28
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	181	0	9018.5	20	16	122	23	19.9	186	20	17	19.9
ESL Level 1	99	0	4033	21	0	75	3	21.2	101	21	0	20.8
ESL Level 2	38	0	2460	18	0	20	0	47.4	38	18	0	47.4
ESL Level 3	31	0	1600.25	11	0	18	2	35.5	33	11	0	33.3
ESL Level 4	16	0	814	6	0	10	0	37.5	17	6	0	35.3
ESL Level 5	10	0	578	0	0	8	2	0	11	0	0	0
ESL Level 6	1	0	62	0	0	1	0	0	1	0	0	0
ESL Total	195	0	9547.25	56	0	132	7	28.7	201	56	0	27.9
Grand Total	376	0	18565.75	76	16	254	30	24.5	387	76	17	24

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

- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Enter only the most recent achievement, if attained, per participant in column E or column F. No participant should have an achievement counted in both columns.
- Column G is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column H is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H.
- Column I is calculated using the following formula: (Column I) = (Column E + Column F)/(Column B – Column C)
- Column J is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column K is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column L is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column M is calculated using the following formula: (Column M) = (Column K + Column L)/(Column J)
- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

OMB Number 1830-0027

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System: **NRS FY 19-20** ▼   Agency: Clovis Community College

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by 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	15	0	0	15	100	0	0	0	0
ABE Level 3	7	1	14.3	6	85.7	0	0	0	0
ABE Level 4	1	1	100	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	24	2	8.3	22	91.7	0	0	0	0
ESL Level 1	21	21	100	0	0	0	0	0	0
ESL Level 2	18	18	100	0	0	0	0	0	0
ESL Level 3	11	11	100	0	0	0	0	0	0
ESL Level 4	6	6	100	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	56	56	100	0	0	0	0	0	0
Grand Total	80	58	72.5	22	27.5	0	0	0	0

Instructions for Completing Table 4A

- Column B is the number of participants who achieved an EFL gain during the program year
- Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants, if tested in both areas. EFL gains reported in Columns C and D may be measured by reading, writing, literacy skills, speaking or listening tests approved for use in the National Reporting System for Adult Education (NRS).
- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Multiple outcomes are permissible on this table for individual participants.
- In each of Columns C, E, G, and I, record the total number of participants who achieved at least one educational functioning level gain of that type.
- Calculate Percentages as follows:
  - Column D = Column C/Column B
  - Column F = Column E/Column B
  - Column H = Column G/Column B
  - Column J = Column I/Column B

Student:

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	78.5	1	0	0	100
ABE Level 2	29	2969.75	15	7	7	51.7
ABE Level 3	30	2186.25	7	19	4	23.3
ABE Level 4	9	667.25	1	6	2	11.1
ABE Level 5	0	0	0	0	0	0
ABE Total	69	5901.75	24	32	13	34.8
ESL Level 1	30	2226	21	8	1	70
ESL Level 2	21	2068	18	3	0	85.7
ESL Level 3	14	1128	11	1	2	78.6
ESL Level 4	8	605	6	2	0	75
ESL Level 5	4	381	0	3	1	0
ESL Level 6	1	62	0	1	0	0
ESL Total	78	6470	56	18	4	71.8
Total	147	12371.75	80	50	17	54.4

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

Student:

NRS Table 4C

Select Reporting System: [NRS FY 19-20 ▼]   Agency: Clovis Community College

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	1	32.5	0	0	0	1	0	1	0	0
ABE Level 2	10	968.75	4	0	0	6	40	11	4	36.4
ABE Level 3	6	364.25	1	1	0	4	33.3	7	3	42.9
ABE Level 4	2	94.5	0	0	0	2	0	2	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0
ABE Total	19	1460	5	1	0	13	31.6	21	7	33.3
ESL Level 1	1	67	1	0	0	0	100	1	1	100
ESL Level 2	2	134	2	0	0	0	100	2	2	100
ESL Level 3	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0
ESL Total	3	201	3	0	0	0	100	3	3	100
Grand Total	22	1661	8	1	0	13	40.9	24	10	41.7

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.

Student:

NRS Table 5

Primary Indicators of Performance

Primary Indicators of Performance	First Period of Participation			All Periods of Participation		
	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 *	453	98	21.6	460	98	21.3
Employment Fourth Quarter after exit *	369	92	24.9	385	94	24.4
Median Earnings Second Quarter after exit **	98	3212.08		98	3212.08	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	23	0	0	23	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	23	2	8.7	23	2	8.7
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	23	2	8.7	23	2	8.7

Instructions for Completing Table 5

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

For the purposes of reporting on Employment 2nd Quarter, Employment 4th Quarter, Median Earnings, and the Credential Attainment indicators on Tables 5, 5A, 8, 9, 10, and 11 each program entry and exit per participant during the reporting period is considered a period of participation.

Do not exclude participants because of missing Social Security numbers or other missing data.

Exit: The exit date is the last date of service. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services. Services do not include self-service, information-only services or activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.

Period of Participation: For all indicators, except measurable skill gains, a period of participation refers to the period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program. States must count each participant's exit during the same program year as a separate period of participation for purposes of calculating levels of performance. For all indicators, except the measurable skill gains indicator, a new period of participation is counted each time a participant re-enters and exits the program—even if both exits occur during the same program year. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 of WIOA who exited the AEFLA program but are still incarcerated.

** Report in Column B (Median Earnings) the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

*** Report in Column B (secondary school credential attainment) the total number of participants without a secondary school credential or recognized equivalent who exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher), excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row. For participants included in the secondary school credential denominator who

Student:

NRS Table 5A

Select Reporting System: NRS FY 19-20 ▼   Agency: Clovis Community College

Primary Indicators of Performance for Participants in Distance Education

	First Period of Participation			All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	21	8	38.1	22	8	36.4
Employment Fourth Quarter after exit	14	7	50	14	7	50
Median Earnings Second Quarter after exit	8	1777.06		8	1777.06	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: **NRS FY 19-20** ▼   Agency: Clovis Community College

Participant Status on Entry into the Program (A)	Number (B)
Employed	194
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	124
Not in the Labor Force	58
TOTAL	376

Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	3
Grades 1-5	2	7
Grades 6-8	9	38
Grades 9-12 (no diploma)	130	69
Secondary School Diploma or alternate credential	3	21
Secondary School Equivalent	2	5
Some Postsecondary education, no degree	0	15
Postsecondary or professional degree	1	52
Unknown	1	16
TOTAL (both US Based and Non-US Based)		374

Program Type**	
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).

Student:

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

Select Reporting System: [NRS FY 19-20 ▼]   Agency: Clovis Community College

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0	0	0	0
Employment Second Quarter after exit*	0	0	0	0	0	0
Employment Fourth Quarter after exit*	0	0	0	0	0	0
Median Earnings Second Quarter after exit**	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Family Literacy Follow-up Outcome Measures	**Number of Participants who Exited**	**Number of Participants who Exited Achieving Outcome**	**Percent Achieving Outcome**			
Increased Involvement in Children's Education	0	0	0			
Helped more frequently with school	0	0	0			
Increased contact with children's teachers		0				
More involved in children's school activities		0				
Increased Involvement in Children's Literacy Activities		0				
Reading to children	0	0	0			
Visiting library		0				
Purchasing books or magazines		0				
Left Public Assistance		0				

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

Enter in column B the total number of Family Literacy program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma. Enter only one of these achievements, if attained, per participant in column C.

For reporting the exit-based Primary Indicators of Performance:

Student:

NRS Table 9

Select Reporting System: [NRS FY 19-20 ▼]   Agency: Clovis Community College

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

Primary Indicators of Performance	First Period of Participation			All Periods of Participation		
	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Civics Education Follow-up Outcome Measures (Optional)	**Number of Participants Who Exited**	**Number of Participants Who Exited Achieving Outcome**	**Percent Achieving Outcome**			
Achieved Citizenship Skills	0	0	0			
Voted or Registered to Vote	0	0	0			
Increased Involvement in Community Activities	0	0	0			

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: NRS FY 19-20 ▼ Agency: Clovis Community College

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

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

Student:

NRS Table 11

Select Reporting System: [NRS FY 19-20 ▼]   Agency: Clovis 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.

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	0	0	0	0	0	0
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	0	0	0	0	0	0
MSG via Secondary or Postsecondary Transcript	0	0	0	0	0	0
MSG via Progress Toward Milestones	0	0	0	0	0	0
MSG via Passing Technical/ Occupational Skills Exam	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

Student:

NRS Table 12 (beginning Program Year 2010-11): Work-based Project Learners by Age, Ethnicity, and Sex (Optional)

Select Reporting System: [NRS FY 19-20 ▼]   Agency: Clovis Community College

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races	
	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)
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 and Older	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System: [NRS FY 19-20 ▼]　　　　Agency:　　Clovis Community College

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

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

Instructions for Completing Table 14

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

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.
- In Column (C), report the total number of Integrated English Literacy and Civics Education (IELCE) providers receiving a grant award or contract for instructional services.
- In Column (D), report the total number of each entity receiving funds as a sub-recipient. (Entities receiving funds from a grantee as part of a consortium are to be reported in column (D).
- In Column (F), the percentage is calculated using the following formula: Cell value in Column (E) / Total of Column (E)
- In Column (G), report the total amount of State funds contributed. This amount need not necessarily equal the non-Federal expenditure report on the Federal Financial Report.
- In Column (H), the percentage is calculated using the following formula: Cell value in Column (G) / Total of Column (G)

* Provider Agency Descriptions for Table 14

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

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

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

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

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

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

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

Main

Student:

NRS Table 4

Select Reporting System: **NRS FY 19-20** ▾   Agency: Clovis Community College

Measurable Skill Gains by Entry Level

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

	First Period of Participation									All Periods of Participation			
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 (J)	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 with Measurable Skill Gains (M)
ABE Level 1	4	0	147	1	0	2	1	25	4	1	0	25
ABE Level 2	61	0	3893.5	14	2	34	11	26.2	62	14	2	25.8
ABE Level 3	75	0	3371	3	8	58	6	14.7	78	3	9	15.4
ABE Level 4	22	0	999.5	1	6	13	2	31.8	23	1	6	30.4
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	162	0	8411	19	16	107	20	21.6	167	19	17	21.6
ESL Level 1	63	0	3016	18	0	44	1	28.6	65	18	0	27.7
ESL Level 2	28	0	2094	16	0	12	0	57.1	28	16	0	57.1
ESL Level 3	30	0	1544.25	10	0	18	2	33.3	32	10	0	31.3
ESL Level 4	11	0	656	6	0	5	0	54.5	11	6	0	54.5
ESL Level 5	8	0	534	0	0	7	1	0	9	0	0	0
ESL Level 6	1	0	62	0	0	1	0	0	1	0	0	0
ESL Total	141	0	7906.25	50	0	87	4	35.5	146	50	0	34.2
Grand Total	303	0	16317.25	69	16	194	24	28.1	313	69	17	27.5

Student:

NRS Table 4B

Select Reporting System: [NRS FY 19-20 ▼]   Agency: Clovis Community College

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	78.5	1	0	0	100
ABE Level 2	28	2924.75	15	6	7	53.6
ABE Level 3	26	1931.5	6	17	3	23.1
ABE Level 4	9	667.25	1	6	2	11.1
ABE Level 5	0	0	0	0	0	0
ABE Total	64	5602	23	29	12	35.9
ESL Level 1	24	1992	18	5	1	75
ESL Level 2	17	1872	16	1	0	94.1
ESL Level 3	13	1072	10	1	2	76.9
ESL Level 4	7	535	6	1	0	85.7
ESL Level 5	4	381	0	3	1	0
ESL Level 6	1	62	0	1	0	0
ESL Total	66	5914	50	12	4	75.8
Total	130	11516	73	41	16	56.2

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

Student:

Portales

NRS Table 4

Select Reporting System: NRS FY 19-20 ▼   Agency: Clovis Community College

Measurable Skill Gains by Entry Level

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

	First Period of Participation									All Periods of Participation			
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 (J)	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 with Measurable Skill Gains (M)
ABE Level 1	1	0	22.5	0	0	1	0	0	1	0	0	0
ABE Level 2	3	0	76.5	0	0	2	1	0	3	0	0	0
ABE Level 3	8	0	281	0	0	6	2	0	8	0	0	0
ABE Level 4	2	0	42	0	0	2	0	0	2	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	14	0	422	0	0	11	3	0	14	0	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	14	0	422	0	0	11	3	0	14	0	0	0

Student:

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	0	0	0	0	0	0
ABE Level 2	1	45	0	1	0	0
ABE Level 3	1	93.25	0	0	1	0
ABE Level 4	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0
ABE Total	2	138.25	0	1	1	0
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0
Total	2	138.25	0	1	1	0

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

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

Student:

La Casita

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 Period of Participation									All Periods of Participation			
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 (J)	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 with Measurable Skill Gains (M)
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 3	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 4	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 1	28	0	878	3	0	23	2	10.7	28	3	0	10.7
ESL Level 2	8	0	296	1	0	7	0	12.5	8	1	0	12.5
ESL Level 3	1	0	56	1	0	0	0	100	1	1	0	100
ESL Level 4	2	0	86	0	0	2	0	0	2	0	0	0
ESL Level 5	2	0	44	0	0	1	1	0	2	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	41	0	1360	5	0	33	3	12.2	41	5	0	12.2
Grand Total	41	0	1360	5	0	33	3	12.2	41	5	0	12.2

Student:

NRS Table 4B

Select Reporting System: [NRS FY 19-20 ▼]   Agency: Clovis Community College

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	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0
ABE Level 3	0	0	0	0	0	0
ABE Level 4	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0
ABE Total	0	0	0	0	0	0
ESL Level 1	6	234	3	3	0	50
ESL Level 2	3	142	1	2	0	33.3
ESL Level 3	1	56	1	0	0	100
ESL Level 4	1	70	0	1	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	11	502	5	6	0	45.5
Total	11	502	5	6	0	45.5

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

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

Student:

NRS Table 4

Select Reporting System: [NRS FY 19-20 ▼]   Agency: Clovis Community College

Measurable Skill Gains by Entry Level

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

	First Period of Participation									All Periods of Participation			
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 (J)	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 with Measurable Skill Gains (M)
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	2	0	24	0	0	2	0	0	2	0	0	0
ABE Level 3	3	0	161.5	1	0	2	0	33.3	3	1	0	33.3
ABE Level 4	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	5	0	185.5	1	0	4	0	20	5	1	0	20
ESL Level 1	8	0	139	0	0	8	0	0	8	0	0	0
ESL Level 2	2	0	70	1	0	1	0	50	2	1	0	50
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	3	0	72	0	0	3	0	0	4	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	13	0	281	1	0	12	0	7.7	14	1	0	7.1
Grand Total	18	0	466.5	2	0	16	0	11.1	19	2	0	10.5

Desertview

Student:

NRS Table 4B

Select Reporting System: [NRS FY 19-20 ▼]   Agency: Clovis Community College

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	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0
ABE Level 3	3	161.5	1	2	0	33.3
ABE Level 4	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0
ABE Total	3	161.5	1	2	0	33.3
ESL Level 1	0	0	0	0	0	0
ESL Level 2	1	54	1	0	0	100
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	1	54	1	0	0	100
Total	4	215.5	2	2	0	50

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

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

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING is made by and between: (A) the Eastern Area Workforce Development Board (EAWDB); (B) the Workforce Board's Chief Elected Officials (CEOs); and the American Job Center (AJC) Partners.

LEGAL AUTHORITY

On July 22, 2014, President Barack Obama signed the Workforce Innovation and Opportunity Act of 2014 (WIOA), Public Law 113-128, into law. The WIOA is designed to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training and education programs in the United States. WIOA supersedes the Workforce Investment Act of 1998 and amends other federal statutes, including the Adult Education and Family Literacy Act, the Wagner-Peyser Act and the Rehabilitation Act of 1973. WIOA sec. 121(c)(1) requires local workforce development boards, with the agreement of the Chief Elected Officials to develop and enter into a Memorandum of Understanding (MOU) consistent with WIOA Sec. 121(c)(2) concerning the operation of the one-stop delivery system in the local area. It must describe the operation of the "One-Stop" delivery system as well as the sharing and allocation of infrastructure costs among the American Job Center (AJC) partners. This is further described in Final Rule at 20 CFR 678.500, 34 CFR 361.500, 34 CFR 463.500 as well as supplemental Federal guidance.

PURPOSE

The primary purpose of the Memorandum of Understanding (MOU) is to establish and build partnerships, streamline operations, minimize duplication and strengthen the impact of workforce development programs in the Eastern area counties of: Union, Harding, Quay, Guadalupe, Roosevelt, De Baca, Curry, Otero, Lea, Chaves, Lincoln and Eddy. It is also to provide information about the relationship between the required partners regarding their respective roles, obligations and responsibilities and expectations for the implementation of the provisions of section 121(c) if Title I of the WIOA of 2014. This MOU is intended to contribute to a cooperative and mutually beneficial relationship between the EAWDB and its various partners to coordinate and align resources to minimize duplication and ensure the most effective delivery of workforce services, and to establish joint processes that will enable partners to integrate the current service delivery system resulting in a seamless and comprehensive array of job matching, education, training, support and other workforce development services. Parties to this document propose to coordinate and perform the activities described herein within the scope of legislative requirements governing the parties' respective programs, services and agencies.

VISION

The vision of the EAWDB is that the employer is the primary customer of the workforce development system. By working with partners to meet the needs of employers in a system of demand driven training and talent development economic prosperity is created for all citizens in the area.

MISSION

It is the mission of the EAWDB that every employer has access to a highly skilled workforce. Further, job seekers should have access to jobs that provide an opportunity for self-sufficient employment in an environment that supports growth and increased opportunity. The EAWDB views its role as one of leadership in bringing the AJC partners, employers and job seekers together in a unified system to generate a range of high quality services to support the needs of all parties. A successful system allows communities to grow and diversify to strengthen the economic base not only within the local community but for New Mexico.

ONE STOP PARTNERS AND SERVICES PROVIDED

WIOA §121(B) sets forth the following list of programs and activities that are required to be carried out by One-Stop Partners:

- Programs authorized under WIOA title I ;
- Programs authorized under the Wagner Peyser Act (29 U.S.C 49 et seq.);
- Adult education and literacy activities authorized under WIOA title II;
- Programs authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C 72 Et.seq) other than section 112 or part C of title I of such Act;
- Activities authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.);
- Career and technical education programs at the postsecondary level authorized under the Carl D Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et.seq.);
- Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et.seq.)
- Veterans activities authorized under chapter 41 of title 38, United States Code;
- Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C 9901 et.seq.);
- Employment and training activities carried out by the Department of Housing and Urban Development (HUD);
- Programs authorized under state unemployment compensation laws (in accordance with applicable federal laws)
- Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532); and
- Programs authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et.seq), subject to WIOA §121(C).

WIOA § 121(A) further provides that each entity that carries out one of these programs or activities shall:

- Provide access through the one stop delivery system to such programs carried out by the entity;
- Enter into a MOU with the local board relating to the operation of the one stop system that meets the requirements of WIOA §121(c); and
- Participate in the operation of the One Stop Delivery system consistent with the terms of the MOU, the requirements of WIOA title I, and the requirements of the federal laws authorizing the program or activities.

CORE PARTNERS

The EAWDB system will work to bring together workforce development, employment and training, and educational services into a seamless customer focused service delivery network that enhances access to all program services and improves long-term employment outcomes for individuals receiving assistance. Workforce partners administer separately funded programs as a set of integrated streamlined services to customers.

The vision for the EAWDB's system is to align a wide range of employment, education and training programs while also providing high-quality customer service to all job seekers, workers and businesses.

To accomplish this the cooperation and collaboration of the core programs must be at its core. The core programs are the:
- Title I Adult program;
- Title I dislocated Worker program;
- Title I Youth program;
- Title II Adult Education and Literacy program;
- Employment Services program, authorized under the Wagner-Peyser Act as amended by Title III of the Workforce Innovation and Opportunity Act (WIOA); and
- Vocational Rehabilitation program, authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV.

EASTERN AREA WORKFORCE CONNECTION CENTER SERVICES AND LOCATIONS

The Eastern area's New Mexico Workforce Connection Center (NMWCC) system is comprised of one comprehensive center and six affiliate centers. The EAWDB has established the comprehensive center to be located in Clovis, Curry County, NM. The centers were established under the Workforce Investment Act of 1998 and continued through the Workforce Innovation and Opportunity Act. All centers offer WIOA title I Adult, Dislocated Worker and Youth Services, and Title III Wagner Peyser services. The centers provide for both staff assisted and self-directed services as well as access to Unemployment Services via telephones or resource room services.

The standard hours of operation for all AJCs within the Eastern area is Monday-Friday 8:00 A.M. to 5:00 P.M. except as otherwise directed by the one stop operator and in agreement with the local community partners. Offices will observe and be closed on all state holidays and during periods of inclement weather will follow the public-school schedule for the community in which the center is located. In special cases offices may be closed due to facility problems or for training purposes. In this event, it will be posted on the door with as much notice to the public as possible.

CONFIDENTIALITY OF RECORDS

The partners to the MOU shall hold and maintain all Records shared or made available to such party in confidence for the sole and exclusive use to benefit the customer and to allow for the most beneficial service delivery by the partner programs. A partner shall not publish, copy or otherwise disclose to any third party, or permit the use by any third party for its benefit or to the detriment of the State, local area or any party to this MOU.

Each party shall restrict access to confidential information to its agents, employees, assigns and subcontractors as necessary to perform such Party's obligations under this MOU. Each party shall ensure that all such agents, employees, assigns, and subcontractors who receive and/or access Confidential Information sign a copy of the nondisclosure agreement provided by the New Mexico Department of Workforce Solutions (NMDWS) or the EAWDB or its Operator. Such non-disclosure agreements remain in force at all times that the agency, employee, assign or subcontractor has access to any confidential information.

Each party shall use, hold and maintain confidential information in compliance with all applicable laws and regulations in facilities located within the United States, and shall maintain a secure environment that ensures the confidentiality of all Confidential Information wherever located.

This agreement shall be deemed to supplement and not replace any additional confidentiality requirements that a Partners' funding authority or program may be bound by.

To the extent permitted by this document and applicable law, the partners shall share Confidential Information with other partners to the extent that such sharing would help advance the purposes of the service delivery to customers of the system.

DATA SHARING

Partners agree that utilizing data to inform decisions made by policy makers, employers and job seekers is important. Additionally, it is necessary to develop and maintain an integrated collaborative case management structure as appropriate that informs customers' service throughout customers' interaction with the system and minimizes the need for customers to duplicate their efforts when seeking services across partner programs.

Customer data may be shared with other programs, for the purposes of receiving services from the programs only after written consent of the individual has been obtained where required. Partners agree to work to unify the release of information across all programs to allow for the sharing of eligibility and programmatic service delivery information in order to streamline services and minimize duplication of effort on the part of the customer or partner programs.

The partners agree to ensure all one-stop center and partner staff are trained in the protection, use and disclosure requirements governing Personally Identifiable Information (PII) and any other confidential data for all applicable programs, including FERPA-protected education records, confidential information in UI records, and personal information in VR records.

REFERRALS

The primary principle of the referral system is to provide integrated seamless delivery of services to workers, job seekers, and employers. In order to facilitate such a system, partners agree to:

- Familiarize themselves with the basic eligibility and participation requirements as well as the available services and benefits of each Partners' programs represented in the Eastern area workforce system,
- Develop materials summarizing their program requirements and making them available for partners and customers,
- Collaborate and work toward the development and use of a common intake, eligibility determination, assessment and registration forms,
- Provide substantive referrals to customers who are eligible for supplemental and complementary services and benefits under partner programs,
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys
- Commit to robust and ongoing communication required for an effective referral process,
- Commit to actively follow up the results of referrals; and
- Work to align case management services for co-enrolled referred customers.

In the Eastern area the board has invested in the development of a referral system that is accessible to all partners in the region that utilizes a SharePoint platform. The platform also provides a method for partners to communicate and share information appropriate to the referrals. Partners to the MOU agree to work with the offices and board staff to develop the procedures to make the referral process and system as beneficial to all partners and customers of the system.

EMPLOYMENT AND OTHER RELATED BENEFITS

All employees providing services pursuant to this MOU remain under the supervision and direction of their respective employing entity. If any employment or work related issues arise, such employing entity shall be solely responsible for the resolution of such issue. Each Party shall be solely responsible for providing all employment-related benefits to its employees and for complying with all employment laws and regulations, including without limitation all federal and state income tax, workers' compensation and unemployment insurance laws and regulations.

GOVERNING LAW

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

The Parties shall strictly comply with all applicable federal and state laws, rules, and regulations in effect or hereafter established, including, without limitation, laws, rules and regulations applicable to discrimination and unfair employment practices. Any changes to such laws are deemed to have been incorporated into this MOU as of the date such changes take effect. The Parties further agree that One-Stop Partner employees and One-Stop Service applicants, customers and participants shall not be discriminated against on the basis of race, color, religion, sex, national

origin, age, disability, genetics, political affiliation, belief or citizenship status.

AMENDMENTS; WITHDRAWAL; TERMINATION; SUBSTITUTION

The main body of this MOU may only by modified, revised, or amended by the mutual written consent of all Parties. Notwithstanding the foregoing:

1. Any individual one stop partner may, with the prior consent of the EAWDB and the CEOs, execute an amended Exhibit A-K as appropriate to reflect changes in the services provided by such One-Stop Partner. Upon receipt of an amended Exhibit A from a One Stop Partner, EAWDB will replace the partners' original Exhibit A-K with the amended Exhibit in the MOU and on the website.

2. Any individual One-Stop Partner may withdraw from this MOU at any time by providing notice to the Workforce Board of such One-Stop Partner's intent to withdraw. Unless otherwise agreed to by the Workforce Board and the CEOs, such withdrawal shall become effective sixty (60) days after delivery of such notice. Such withdrawal shall not (i) terminate this MOU; (ii) impact the rights and responsibilities of the remaining Parties under this MOU; (iii) relieve the withdrawing One-Stop Partner from any obligations that arise from a source outside of this MOU (including obligations that arise pursuant to the terms of a contract or grant agreement); or (iv) relieve the withdrawing One-Stop Partner from its obligations hereunder accruing prior to the effective date of its withdrawal.

3. The Workforce Board, with the agreement of the CEOs, may terminate the rights and obligations of any individual One-Stop Partner under this MOU at any time by providing notice in writing to the One-Stop Partner being terminated. Unless otherwise agreed by the Workforce Board and the CEOs, such termination shall become effective sixty (60) days after delivery of such notice. The termination of a One-Stop Partner pursuant to this section shall not (i) terminate this MOU; (ii) impact the rights and responsibilities of the remaining Parties under this MOU; (iii) relieve the terminated One-Stop Partner from any obligations that arise from a source outside of this MOU (including obligations that arise pursuant to the terms of a contract or grant agreement); or (iv) relieve the terminated One-Stop Partner from its obligations hereunder accruing prior to the effective date of its termination.

MODIFICATION PROCESS

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

2. Upon notification, the EAWDB board chair or designee must ensure that discussions and negotiations related to the proposed modification take place with Partners in a timely manner and as appropriate.

Depending on the type of modification, this can be accomplished through email communications of all the parties. If the proposed modification is extensive and is met

with opposition, the board chair (or designee) may need to call a meeting of the parties to resolve the issue. Upon agreement of all parties a modification will be processed.

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

3. The EAWDB board chair (or designee) must circulate the MOU modification and secure partner signatures. The modified MOU will be considered fully executed once all signatories have reviewed and signed.

The modification may be signed in counterparts, meaning each signatory can sign a separate document as long as the board acquires signatures of each party and provides a complete copy of the modification with each party's signatures to all other parties.

ASSIGNMENT

The One-Stop Partners' rights and obligations hereunder are personal and may not be transferred, assigned, or subcontracted without the prior written consent of the Workforce Board and the CEOs and must follow the process outlined above in the MODIFICATION PROCESS section above.

SEVERABILITY

Any provision of this MOU that is deemed invalid or unenforceable shall not affect the validity or enforceability of the remaining provisions of this MOU, provided that the Parties can continue to perform their obligations under this MOU in accordance with its intent.

CONFLICTS OF INTEREST

Each Party acknowledges that with respect to this MOU, even the appearance of a conflict of interest is harmful to the EAWDB, the workforce development system and its partners' interests. Each Party shall refrain from any practices, activities, or relationships that reasonably may appear to be in conflict with the full performance of such Party's obligations under this MOU.

DISPUTE RESOLUTION

All Parties agree that they shall attempt in good faith to resolve any disputes that arise out of or that relate to this MOU, or the Parties' rights and obligations hereunder, through informal discussions among the affected One-Stop Parties, the Workforce Board, the One Stop Operator, and the CEOs. If such Parties are unable to resolve their dispute through informal discussion, such Parties agree to submit their dispute to the New Mexico State Workforce Board or its designee for resolution.

MOU RECORDKEEPING AND ADMINISTRATIVE TASKS

The EAWDB shall be responsible for maintaining the original, copies of this MOU, the Exhibits,

and any amendments thereto. EAWDB shall be responsible for maintaining the EAWDB website and ensuring that the EAWDB Website contains (i) current copies of the MOU and the Exhibits; (ii) a current list of all active One-Stop Partners and their designated representatives and contact information; and (iii) an accurate list of all currently-operating satellite workforce centers in the Workforce Area. The EAWDB will also be responsible for the development and maintenance of a referral issuing and tracking system to provide a collaborative communication tool for partners working with each of the centers.

FINANCIAL OBLIGATIONS

All parties to this MOU agree to negotiate in good faith the requirements for support of the infrastructure funding agreement (IFA) as mentioned above and required by federal law. The IFA itself and its negotiations are a separate document to this MOU. Non-agreement or dispute of provisions of the IFA shall not constitute a Non-agreement to the terms of this MOU.

The financial plan and partner responsibilities are detailed in the EAWDB's Infrastructure Funding Agreement (IFA).

PERIODIC REVIEW

Pursuant to WIOA Sections 121 (c) (g) and 20 CFR 678.500, the parties agree to review the terms of this MOU not less than once every two (2) years following the effective date or as required by state policy, to ensure appropriate delivery of services. Should the need arise Parties may review the MOU on a more frequent basis and if substantial changes have occurred and/or amend the MOU to ensure appropriate representation of the system continues. The EAWDB shall initiate and oversee periodic or requested review(s).

ONE STOP OPERATOR

The EAWDB in accordance with Uniform Guidance, WIOA and its regulations, with the approval of the CEOs and the governor, the EAWDB has been approved to be the One Stop Operator, herein after referred to as the operator, for the area. All documentation for the procurement and selection process may be accessed by written request to the EAWDB. The State requires the one stop operator be re-competed at least every 3 years and monitored annually.

The EAWDB is the Operator for the Eastern Area and as such has hired designated personnel to fulfill this function. The Operator for the area will ensure that the NMWCC job centers provide accessible, seamless, customer-driven services to job seekers, employers and other stakeholders in a professional, courteous, timely and efficient manner. Major components of the work involve engaging and expanding the network of partners participating in the system, leading efforts to improve customer outcomes and customer satisfaction by enhancing, coordinating and integrating service delivery within the local area; and assisting with the development of innovative strategies and technologies to assist in improving the public workforce system in the local area, while ensuring such developments are not of duplicative of existing technologies and resources.

KEY TASKS AND RESPONSIBILITIES OF THE OPERATOR

Partner Collaboration and Coordination

- Develop strategies to improve coordinated service delivery and client outcomes
- Ensure roles and responsibilities of partners are well-defined, integrated and aligned
- Implement and monitor the negotiated one-stop partner MOU
- Act as an intermediary and facilitate meaningful collaboration and communication among EAWDB partners

One-stop Operations

- Develop and implement policy changes, process enhancements, customer service standards and plans for continuous improvement that reflect an integrated system, efficient use of resources and minimized duplication of efforts
- Ensure effective administration of day-to-day operations in partnership with the Site Managers
- Assess and ensure effective use of key performance indicators for service delivery that measures progress and impact of shared goals
- Assist with, identify and lead strategies for NMWCC partners to align services with and meet the needs of businesses seeking to utilize the NMWCC system.

Cross Training and Professional Development

- Develop strategies and facilitate cross-partner/program training and other professional development opportunities for NMWCC staff in coordination with partner organizations to ensure staff possess the knowledge, skills and abilities to support an integrated service delivery system

Outreach and Promotion

- Develop and implement strategies through coordination and collaboration with partners and site managers, to raise awareness of and access to NMWCC system services and resources

Data Analytics

- Utilize data and trends from customer information systems to inform coordinated service delivery and enhance partner collaboration

Compliance and Certification

- Ensure compliance with federal and state guidance, including WIOA and its implementing plans and regulations, as well as other federal, state and local policies applicable to the workforce development system.

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

10

SITE MANAGERS

The Operator will utilize site managers to support its efforts and manage the daily operations of the NMWCC offices. Functions of the site manager may include, but are not limited to:

- Provide functional supervision of NMWCC offices and staff;
- Support the Operator in coordinating service delivery across partner programs placing priority on customer service
- Oversee operations within the center, submitted timely reports as necessary
- Ensure the operation of the centers are compliant with WIOA and its related regulations, state-defined certification criteria, all applicable contracts and agreements and local policies
- Coordinate daily work schedules, staff vacations, and workflow based on operational needs; and
- Monitor, evaluate and report on performance, customer satisfaction, and other service delivery data to the Operator and the board.

GOVERNANCE

The Operator provides guidance and oversight to the NMWCC offices and their site managers. The site manager manages the day-to-day operations of the job centers. When fulfilling services in the NMWCC job centers, all co-located partners are under the functional direction of the site manager. Those partners who may be co-located but not providing services through the job center are not under the functional supervision of the site manager. At the time that a co-located partner begins to provide such services, co-located staff fall under the functional direction of the site manager.

Strategizing, planning and direction; policy development and analysis; oversight, monitoring and evaluation of workforce development activities shall be the responsibility of the EAWDB. Management of the American Job Center network (NMWCC offices) shall be the responsibility of the Operator, acting directly or through the site manager who reports to the Operator.

NMWCC ROLES AND RESPONSIBILITIES

The Job Center Network is comprised of groups of partner programs working seamlessly and collaboratively to establish system of service delivery that best meets customer needs and leverages staff resources to provide those services in the most efficient effective manner possible. Each NMWCC Center in the east has at a minimum Title 1 adult, dislocated worker and youth services co-located with the Wagner Peyser Career and employment services. As such each NMWCC center will provide access to these services:

Business Services		
Serve as a point of contact for businesses, responding to all requests in a timely manner	Provide information and services related to Unemployment Insurance taxes and claims to the limit allowable	Assist with disability and communication accommodations, including job coaches

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

Job Seeker Services		
Basic Career Services	**Individualized Career Services**	**Training**
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs)
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), provided in combination with the training services described above
Job search and placement assistance (including provision of information on in-demand industry sectors and occupations and non-traditional employment	Referral to training services	On-the-Job Training (OJT)
Access to employment opportunity and labor market information	Group counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the Local workforce system	Individual counseling and career planning	Training programs operated by the public and private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individual in and out of area job search, referral, and placement assistance	Skill upgrading and retraining

Information for Unemployment Insurance claim filing	Work experience, transitional jobs, registered apprenticeships, and internships	Entrepreneurial training
Determination of potential eligibility for workforce Partner services, programs, and referral(s)	Workforce preparation services (e.g., development of learning skills, punctuality, communication skills, interviewing skills, personal maintenance, literacy skills, financial literacy skills, and professional conduct) to prepare individuals for unsubsidized employment or training	Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
Information and assistance in applying for financial aid for training and education programs not provided under WIOA		Other training services as determined by the workforce partner's governing rules
		Post-employment follow-up services and support

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

PARTNER ROLES AND RESPONSIBILITIES

All parties to this MOU agree to comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016),

- Title VI of the Civil Rights Act of 1964 (Public Law 88-352),

- Section 504 of the Rehabilitation Act of 1973, as amended,

- The Americans with Disabilities Act of 1990 (Public Law 101-336),

- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor,

- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188,

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99),

- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603),

- all amendments to each, and

- all requirements imposed by the regulations issued pursuant to these acts.

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

Additionally, all Parties shall collaborate and reasonably assist each other and the operator in the development of necessary service delivery protocols for the services outlined in the partners and services section above, and commit to work with the operator for the cross training of AJC staff in the minimum eligibility requirements, enrollment processes and services available by each partner of this MOU. Partners commit to cross-training staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement. Partners will work to integrate a system to the maximum extent possible that includes:

- effective communication and information sharing within the system and its partners,
- joint planning and development of system design processes and the respective policy needs,
- Working with partners to unify the assessment, referral and collaborative case management processes as reasonable,
- Active involvement in joint planning, policy development and system design processes,

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- Commitment to working with the operator to cross-training of staff, as appropriate, and to providing professional learning opportunities that promote increase knowledge of all partner programs to individuals providing services in the workforce development system,
- Commitment to and active involvement in working toward development of a unified mission, vision, goals and strategies,
- Participation in the development of continuous improvement processes designed to boost outcomes and increase customer satisfaction,
- Establishing a point of contact(s) to serve as liaison between the partner program and the NMWCC office,
- Working with the board, its operator and staff to develop continuous improvement processes and benchmarks to increase customer satisfaction and partner performance, and
- Participation in regular partner meetings in their communities to promote and develop all the items noted above.

CHIEF ELECTED OFFICIALS

The CEOs of the eastern area will:
- In partnership with the EAWDB and other applicable partners within the region, develop and submit a single regional local plan that includes a description of activities that shall be undertaken by the local board and its partners, and that aligns its strategic vision, goals, objectives, and workforce related policies,
- Approve the EAWDB budget and workforce centers cost allocation plan,
- Approve the selection of the One-Stop operator following the competitive procurement process, and
- Coordinate with the EAWDB to oversee the operations of the New Mexico Workforce Connection Centers in the Eastern Area.

EASTERN AREA WORKFORCE DEVELOPMENT BOARD

The EAWDB ensures the workforce -related needs of employers, workers, and job seekers in Eastern NM are met, to the maximum extent possible with available resources. The EAWDB will, at a minimum:
- In partnership with the CEOs and other applicable partners within the local area, develop and submit a Local Plan that includes a description of the activities that shall be undertaken by the local board and its partners, and that aligns its strategic vision, goals, objectives, and workforce-related policies to the regional economy,
- In partnership with the CEOs and other applicable partners within the region, develop strategic regional vision, goals, objectives, and workforce-related policies,
- In cooperation with the local CEOs, design and approve the NMWCC system structure. This includes, but is not limited to:
    1. Adequate, sufficient, and accessible one-stop center locations and facilities,
    2. A holistic system of supporting services, and
    3. A competitively procured One-Stop Operator.
- In collaboration with the CEO, designate through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the One-Stop

Operator.

- Determine the role and day-to-day duties of the one-stop operator,
- Approve annual budget allocations for operation of the NMWCC system,
- Help the Operator recruit operational partners and negotiate MOUs with new partners,
- Review and evaluate performance of the NMWCC system and the Operator.

Specific responsibilities of the EAWDB staff include, at a minimum:

- Assist the CEO and EAWDB with the development and submission of a single local plan,
- Support the local board with the implantation and execution of the regional vision, goals, objectives, and workforce-related policies, including all duties outlined above,
- Provide operational and grant-specific guidance to the operator,
- Investigate and resolve elevated customer complaints and grievance issues,
- Prepare regular reports and recommendations for the board, and
- Oversee negotiations and maintenance of MOUs and IFAs with One-stop partners.

TERMINATION

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

- All Parties mutually agree to terminate this MOU prior to the end date.
- Federal oversight agencies charged with the administration of WIOA are unable to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this MOU succeeding the first fiscal period. Any party unable to perform pursuant to MOU due to lack of funding shall notify the other Parties as soon as the party has knowledge that funds may be unavailable for the continuation of activities under this MOU.
- WIOA is repealed or superseded by subsequent federal law.
- Local area designation is changed under WIOA.

In the event of termination, the Parties to the MOU must convene within thirty (30) to discuss the formation of the successor MOU.

EFFECTIVE PERIOD

This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 2020, unless any of the reasons in the Termination section above apply.

AUTHORIZATION

Each person signing this MOU represents and warrants that he or she is duly authoried to execute this MOU.

PARTNER SERVICES EXHIBITS

EXHIBIT A – DEPARTMENT OF WORKFORCE SOLUTIONS (DWS) AND WIOA TITLE I

The DWS administers many of the required partner programs including Wagner Peyser, Jobs for Veterans State Grants (JVSG), Unemployment Insurance (UI), and TAA. These programs along with WIOA Adult, Dislocated Worker and Youth (WIOA Title I) are co-located in all Eastern Area NMWCC offices. Services available through those programs are detailed above. Additional required partner services available under this MOU are detailed in pages of these exhibits.

EXHIBIT B – TRADE ADJUSTMENT ASSISTANCE ACTIVITIES

Trade Act programs are focused on getting customers reemployed and ensuring those individuals maintain employment. The TAA program includes but is not limited to: training, employment and case management services, job search allowances, and relocation allowances.

Individual workers who are members of a certified worker group apply for benefits and services at the NMWCC offices. Individual workers who meet the qualifying criteria may receive: job training, job-search, and relocation assistance. Addtionally, all workers covered by a certification are eligible for employment and case-management services, including basic and indivualized career services either through the TAA program or through and in coordination with the WIOA Title I and Wagner Peyser programs.

EXHIBIT C – RAPID RESPONSE ACTIVITIES

Rapid Response is an early intervention business service that assists workers and employers during the entire business cycle. Rapid Response coordinates layoff aversion and outplacement services for employers and workers affected by layoffs, plant closures, or natural disasters. It is not always event-driven; it is pro-active approach to planning for and managing economic transitions. At its best, Rapid Response assist employers with their layoffs by coordinating outplacement services prior to layoff, while supporting the business by working with other state and local stakeholders who can then assist in job expansion. Rapid Response services provide an introduction to workforce systems and helps workers and employers navigate the NMWCC system of resources and information to help transition workers into reemployment and assist businesses.

EXHIBIT D – UNEMPLOYMENT COMPENSATION PROGRAM

In accordance with the WIOA, the Unemployment Insurance Program is responsible to provide assistance to individuals seeking assistance in filing an unemployment claim in NMWCC offices. The meaningful assistance will be provided in the offices by offering claimants access to the website to file a claim and dedicated staff to be available by phone with dedicated call in numbers for participants to contact UI staff for questions or information regarding claims.

Eastern Area NMWCC offices do not have dedicated on site UI staff therefore, NMWCC staff provide some direct assistance to claimants and employers at NMWCC Centers. NMWCC staff are required to provide access to phones and computers to allow customers access to UI claim services. Staff also may provide limited assistance to help an individual file their claims or re-certify by assisting them with accessing and navigating the website or phone system.

Offices are also required to provide access to a space with a telephone for UI hearings. In the event a hearing is schedule the office will work with the customer and the UI division to coordinate the hearing and telephonic meeting if applicable.

EXHIBIT E – VOCATIONAL REHABILITATION SERVICES

As a core partner Vocational Rehabilitation (VR) provides rehabilitation services for individuals with disabilities. Eligible customers receive multiple services that include but are not limited to: diagnostic, vocational counseling and guidance, vocational evaluation, restoration, training, job placement and employment training services. These individual services are designed to prepare VR customers to become qualified members of the workforce.

VR provides multiple services to the business community designed to assist businesses with onboarding pre-screened qualified employees with disabilities. VR supports for a new hire can include; reasonable assistance accommodation consultation, and referral on tax credits or deductions. VR also offers no-cost consultation on the American with Disability Act (ADA), accessibility standards and helping a business to retain current employees following an accident, injury or disability. Business services can help identify resources to assist organizations on how to improve access compliance and steps to diversify their workforce to include individuals with disabilities.

As a Core partner VR will provide access to a staff liaison for each office that will be the lead point of contact for referrals to VR for individuals that may qualify for or be receiving services from VR.

EXHIBIT F – ADULT EDUCATION AND LITERACY

It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to:

(1)   assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self- sufficiency;

(2)   assist adults who are parents or family members to obtain the education and skills that:
    (A) are necessary to becoming full partners in the educational development of their children; and
    (B) lead to sustainable improvements in the economic opportunities for their family;

(3)   assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and

(4)   assist immigrants and other individuals who are English language learners in:
    (A) improving their:
    (i)   reading, writing, speaking, and comprehension skills in English; and
    (ii)   mathematics skills; and
    (B)   acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

EXHIBIT G – SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

The SCSEP program is administered by the Aging and Long-Term Services Department and in the Eastern area through Goodwill. SCSEP provides employment and training services to older New Mexicans. The program assists individuals, 55 or older, to obtain employment and providing community service through paid part-time training positions. Enrolled participants receive work experience and on-the-job training to develop new or improved skills; and support to overcome barriers to employment.

The SCSEP program will work with the local offices for referrals for potentially eligible individuals and for placement assistance as appropriate.

EXHIBIT I – TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)

The TANF program's core function is to serve low income families to help meet the family's ongoing basic needs such as food and clothing. One of the four goals of the TANF program is to help end the dependency of public assistance by preparing the individuals to enter the workforce. Some of these families have barriers that prevent them from obtaining employment. Referrals are provided to families to help overcome the barriers to obtaining employment. The referrals include help with child care assistance and transportation vouchers. Services that are provided include but are not limited to: access to education, training, placement, and counseling services. For those individuals who are having difficulty obtaining employment because they do not have enough experience, the program can offer work experience and on the job training assistance. They also provide technical assistance with resume building, workshops, job clubs, and access to educational services.

EXHIBIT J – CARL PERKINS CAREER AND TECHNICAL EDUCATION PROGRAM

Career Technical Education (CTE) provides students of all ages with academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. The program focuses heavily on workplace competencies and career pathways to create the opportunity for individuals to progress along career ladders to continuously improve their skills based on a National Career Clusters Framework. These services in the Eastern Area are provided in community colleges.

EXHIBIT K – MESCALERO APACHE RESERVATION

The WIOA program funded on the Mescalero Reservation provides residents access to job search and placement assistance, linkages to training, case management, career counseling, supportive services, classroom training, work experience to that are available to youth and adults as appropriate. The program refers individuals to the closest NMWCC office for additional information on local labor market information, testing as appropriate and specific job referrals as needed.

In cases of dual enrollment between Title I and the Mescalero WIOA program service delivery is coordinated, collaborative and non-duplicative.

Rebecca Rowley   9/24/18

Dr. Rebecca Rowley, President   Date

Clovis Community College

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

Eastern Area Workforce Development Board Workforce Connection
Center Operating Budget

PY 18 Infrastructure Funding Agreement

EAWDB
New Mexico Workforce Connection
P. O. Box 70503
Albuquerque, NM 87197

NMWCC ONE-STOP OPERATING BUDGET

The one-stop operating budget is used to establish estimated annual costs for the NMWCC's American Job Centers' operations. These costs are to fund services and operations, and are shared across the partners as outlined below. The parties to this MOU agree that joint funding is required for the efficient operation of an integrated service delivery system and to meet the requirements of the WIOA.

The goal of the operating budget is to establish the budgets for the operations of the American Job Center System as well as to develop a local funding mechanism for the Comprehensive Center that:

- Establishes and maintains the local workforce delivery system at a level that meets the needs of the job seekers and businesses throughout the Eastern Area;
- Reduces or eliminates duplication of services and maximizes program impact through the sharing of services, resources and technology among the 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 New Mexico Workforce Connection Center (NMWCC) American Job Center (AJC) partners by determining contributions based on the proportionate use of the centers and system and the 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 Uniform Guidance.

The NMWCC and its partners consider this one-stop operating budget the master budget that is necessary to maintain the American Job Centers including the comprehensive center in Clovis. It includes the following cost categories:

- Infrastructure/Facilities Cost
- Shared Costs

INFRASTRUCTURE/FACILITIES COSTS

Infrastructure costs will be allocated to -co-located partners primarily on a square footage basis and partner supplies that are specifically for a partner program will be charged to the appropriate partner. Infrastructure costs for each center are included as attachment A to this agreement.

Infrastructure and facilities cost categories may include any/all of the following:
- Building lease
- Utilities
- Janitorial
- Pest Control
- Security
- Maintenance
- Telephone
- Building Alteration (if required by ADA)
- Telephone and Fax
- Internet

- Postage & Mail Services
- Subscriptions and Dues
- It Maintenance and Support
- Financial/Property management
- Copier lease and supplies
- Office Supplies
- Printed Materials
- Equipment
- Receptionist

All costs included within the operational budgets for the centers are allocated according to partner's proportionate use. The estimated costs 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 quarterly. Co-located partners may request an adjustment to allocations based on permanent staff increases/decreases and changes to the square footage occupied in the centers. The request for adjustment should be made at a minimum (when possible) of 30 days before the start of the new quarter.

Required partners that are non-participating (not co-located) will contribute a proportionate share of shared costs based on relative benefit (number of potential clients served versus total individuals served).

Invoicing for the following counties will be billed by EAWDB fiscal staff as board held leases:
- Curry County – Clovis (Comprehensive center with shared costs) -Attachment A
- Chaves County – Roswell – Attachment B

Invoicing for the following offices will be billed by the Department of Workforce Solutions as state owned buildings:
- Otero County – Alamogordo – Attachment C
- Eddy County – Carlsbad – Attachment D
- Eddy County – Artesia – Attachment E
- Lea County – Hobbs – Attachment F

Invoicing for Lincoln County will be maintained by Eastern New Mexico University Ruidoso (ENMU-R) as the Workforce Connection Center is located on that campus:
- Lincoln County – Ruidoso – Attachment G

Partners identified within the Memorandum of Understanding (MOU) between the eastern area's New Mexico Workforce Connection centers and partners physically located in the American Job Center are designated as "Participating Partners". Other partners are designated as "Non-Participating Required Partners" and must contribute to the Infrastructure Funding Agreement. Partners identified as non-participating may provide access to the one-stop via automated online systems or telephone customer service with resources available within the center. Also, those partners will train center staff on basic programmatic and eligibility requirements for their respective programs in to provide better and more accurate information to the shared customer pool.

All non-participating partner programs, excluding Native American programs, must contribute to the cost of the infrastructure for the NMWCC comprehensive Job Center located in Curry County – Clovis. Non-Participating program customers utilize the Job Center network to access a variety of services such as:

- Using resource room computers to conduct work searches and access employment information;
- Using resource room staff assistance for the above-mentioned services as well as for general employment and career information;
- Assessment of skill levels, aptitudes, abilities and supportive service needs;
- Comprehensive and specialized assessments;
- Use of other center equipment such as fax lines, scanners, copiers or phone lines;
- Obtaining local labor market information;
- Employment services;
- Career Counseling;
- Referral and access to training services such as college or on the job training; and
- Access to employment events sponsored by the AJCs.

Proportionate share for non-participating partners is based on the completion rates for the most recent reporting year and an anticipated co-enrollment potential. The department of corrections numbers are reported statewide and the majority of those individuals are not served in the Eastern Area. Therefore, their proportionate share is calculated based on 10% of their numbers served.

SHARED COSTS
The Shared costs for the comprehensive center to be disturbed across all required partners include:

Site Manager – 20%	$1,600.00
One Stop Operator at 20% of Clovis portion	$1,776.00
IT Support and supplies	$2,000.00
Printed Materials	$ 750.00
	$6,126.00

The Department of Vocational Rehab will provide sign language interpreters for the job fairs conducted across the AJC system and this will be counted as an in-kind contribution. All other non-participating required partners will be charged based on the relative benefit proportions as established in attachment A.

The Unemployment Insurance (UI) program, in seeing the value of the Job Centers to the system, has elected to contribute the maximum cap of the 1.5 % to be utilized as a contribution to the shared and infrastructure costs of the centers. Their contribution was calculated based on the number of UI applicants per county to establish relative benefit to the system.
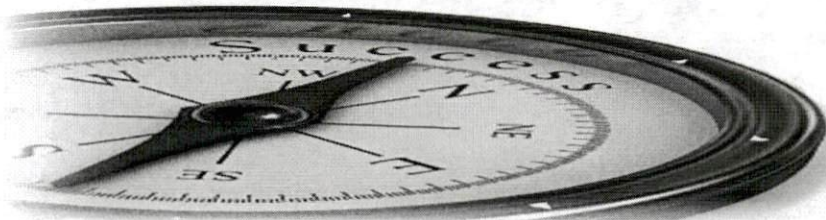
They will continue to provide additional funding to support locations where UI Employer tax reps are to be housed.

ATTACHMENT A

PY 2018

Personnel / Space / Relative Benefit

	Basis	1 Wagner-Peyser	2 WIOA Adult	3 WIOA DW	4 WIOA Youth	5 Veterans	6 Unempl Insurance	7 UI TAX	8 SCCEP	9 ABE ENMU Roswell	10 ABE NMSU Alamogordo	11 ENMU Roswell Perkins	12 ABE Corrections	13 ABE CCC	14 ABE Mescaleros	15 ABE ENMU Ruidoso	16 ABE NMJC	17 ABE LUNA College	18 NFJP	19 DVR	20 Job Corps	21 HHS	TOTAL
Personnel # of FTE	Assigned Allocation	4.00	1.50	0.50	1.00	2.00	0.00	1.00															10.0
		40.00%	15.00%	5.00%	10.00%	20.00%	0.00%	10.00%															100.00%
Space Assigned	Sq Ft	414	150	60	97	245	64	240															1,260
Common	Sq Ft	2,920	1,058	353	684	1,728	451	1,693															8,887
Total Sq Ft	Sq Ft	3,334	1,208	403	781	1,973	515	1,933															10,147
Allocation	Allocation	32.86%	11.90%	3.97%	7.70%	19.44%	5.08%	19.05%															100.00%

Relative Benefit (RB) Calculation Basis

Column basis: (1) All registrants in VOSS to include self serve; (2) All registrants in VOS5 minus self serve; (3) Rapid Response individuals; (4) Total Youth Served; (5) Total Registrant Vets; (6) Unemployed individuals; (7) UI TAX does not serve Customers — No Relative Ben.

Relative Benefit	%RB	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
Potential Benefit Population	count	7,604	5,062	200	125	400	4,147	–	16	307	44	517	207	132	22	46	121	33	–	59	46	364	
Relative Benefit	%RB	39.00%	26.02%	1.03%	0.64%	2.06%	21.31%	0.00%	0.08%	1.59%	0.23%	2.66%	1.06%	0.68%	0.11%	0.25%	0.62%	0.17%	0.00%	0.30%	0.25%	1.87%	100.00%

Shared Costs

	Basis	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
Site Manager (20%)	RB	625.33	416.28	16.45	10.28	32.89	341.04	–	1.32	25.25	3.62	42.52	17.02	10.86	1.81	3.95	9.95	2.71	–	4.85	3.95	29.93	$1,600.00
Operator (8881 @20%)	RB	694.12	462.07	18.26	11.41	36.51	378.55	–	1.46	28.02	4.02	47.19	18.90	12.05	2.01	4.38	11.05	3.01	–	5.39	4.38	33.23	$1,776.00
IT Support & supplies 25%	RB	781.66	520.35	20.56	12.85	41.12	426.30	–	1.64	31.56	4.52	53.15	21.28	13.57	2.26	4.93	12.44	3.39	–	6.06	4.93	37.42	$2,000.00
Printed Materials/supplies	RB	293.12	195.13	7.71	4.82	15.42	159.86	–	0.62	11.83	1.70	19.93	7.98	5.09	0.85	1.85	4.66	1.27	–	2.27	1.85	14.03	$750.00
Approved In-Kind Value	Contributions	1,730.89	617.69	24.41																18.56			$2,391.56
Shared Costs Total-(Billed)		$663.34	$976.15	$38.56	$39.36	$125.95	$1,305.74	–	$5.04	$96.66	$13.85	$162.78	$65.18	$41.56	$6.93	$15.11	$38.10	$10.39	–	$0.02	$15.11	$114.61	$3,734.45
Maximum Potential CAP																							

Infrastructure Costs

	Basis	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
Property Management	Sq Ft	1,971.43	714.29	238.10	461.90	1,166.67	304.76	1,142.86	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$6,000.00
Facility Lease	Sq Ft	7,587.04	2,748.93	916.31	1,777.64	4,489.92	1,172.88	4,398.29	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$23,091.00
Utilities Refuse	Sq Ft	4,452.14	1,613.10	537.70	1,043.13	2,634.72	688.25	2,580.95	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$13,550.00
Pest Control	Sq Ft	236.57	85.71	28.57	55.43	140.00	36.57	137.14	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$720.00
Chamber Dues	Sq Ft	42.71	15.48	5.16	10.01	25.28	6.60	24.76	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$130.00
Internet	Sq Ft	525.71	190.48	63.49	123.17	311.11	81.27	304.76	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$1,600.00
Telephone	Sq Ft	3,285.71	1,190.48	396.83	769.84	1,944.44	507.94	1,904.76	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$10,000.00
Copier lease and supplies	Sq Ft	3,548.57	1,285.71	428.57	831.43	2,100.00	548.57	2,057.14	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$10,800.00
Postage and Mail Services	Sq Ft	394.29	142.86	47.62	92.38	233.33	60.95	228.57	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$1,200.00
Printed Materials & Supplies	Sq Ft	246.43	89.29	29.76	57.74	145.83	38.10	142.86	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$750.00
Office supplies & Supplies	Sq Ft	575.00	208.33	69.44	134.72	340.28	88.89	333.33	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$1,750.00
IT Maintenance and support 75%+ travel	Sq Ft	1,971.43	714.29	238.10	461.90	1,166.67	304.76	1,142.86	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$6,000.00
Janitorial and Landscape Maintenance	Sq Ft	4,435.71	1,607.14	535.71	1,039.29	2,625.00	685.71	2,571.43	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$13,500.00
Office supplies billed to partners ordering	Sq Ft	492.86	178.57	59.52	115.48	291.67	76.19	285.71	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$1,500.00
Infrastructure Total		29,765.51	10,784.64	3,594.88	6,974.07	17,614.52	4,601.45	17,255.43	–	–	–	–	–	–	–	–	–	–	–	–	–	–	$90,591.00
Master Budget Total		30,428.95	11,760.80	3,633.44	7,013.43	17,740.86	5,907.19	17,255.43	5.04	96.66	13.85	162.78	65.18	41.56	6.93	15.11	38.10	10.39	–	0.02	15.11	114.61	$96,717.00
Maximum Potential CAP																							$96,717.00

Costs are for non-fixed items such as utilities and supplies are projections only and will be billed to partners based on actual costs incurred.

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.

Name of Program: Clovis Community College Adult Education   Date Submitted: 12/16/2019

Please identify members of the team who developed this plan:

Please Check: ☑ Draft Plan (Due **October 31, 2019**)

                ☑ Final Plan (Due **December 16, 2019**)

| Emily Glikas (Director) |
| Veronica Cano (Coordinator and Head Advisor) |
| Meriah Guillen (Lead Instructor) |

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 was 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.

3

Creating A Comprehensive Career Pathways Model
Gap Analysis and Plan

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.

Current Activities:	Planned New Activities:
Include a list of formal partnerships that already exist. Indicate who the partner is and the nature of the partnership.	Include a list of formal partnerships the program 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.
Institutional	**Institutional**
Tutoring – Free AE student access to college tutoring center free of charge	Transitional Ed/English Department – ESL support for HSE/college students via initiating conversations between departments and offering new Language Lab class
TRIO – Promoting program during registration & referring college-bound students during exit	Incoming President – CCC's new college president will arrive February 2020; establishing a personal relationship and making sure he is aware of AE will be our priority partnership
Career Services – Promoting services during HSE registration & offering services to AE students	
Institutional Advancement – Marketing	
WIOA	**WIOA**
WIOA Youth – Promoting program during HSE registration & exchanging referrals	Contractor Turnover/Growing Pains – Need to check in with NMWCC and WIOA Representatives in the Spring now that local staff have been hired; Rebuilding these partnerships with new staff is second priority.
WIOA Adult – Promoting program during HSE registration & referring students upon exit	
Workforce – Referrals and program promotion	
Community	**Community**
La Casita Elementary – ESL Classes; AE program provides instruction and materials, La Casita provides childcare and classroom space	Temple of Empowerment – HSE Classes; AE program provides instruction; Temple provides childcare and classroom space
Bridge to Hope (Portales) – HSE Classes; AE program provides instruction and materials; Bridge to Hope provides classroom space	Lighthouse Mission/Recovery Ranch – HSE Classes working with local half-way house/sober living shelter; We have landed a contact and begun developing a personal relationship, need to meet formally to begin planning programming in; Could use CP funds to hire HSE instructor w/ focus on contextualized HSE instruction
Desertview Dairy (Texico) – Work-Based ESL Classes; AE program provides instruction and materials; Desertview provides classroom space	

Creating A Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 1: Partnerships

Plan: 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.	Timeline:

1 – Strengthen and Formalize Institutional Partnerships.
 	
  a. Launch <u>Language Lab</u> ESL support for Transitioning and College-Level students with ESL needs
     (Partners: Tutoring, Writing Center, Transitional English Department)
 	
  b. Welcome new President and focus on developing familiarity with and fondness for AE Program
     (Partners: Administrative Channels, President's Secretary, Curriculum Council/Board, President)
 	
  c. Strengthen AE relationships with new CCC personnel in face of administrative turnover; Continue promoting AE on-campus *(Targets: Marketing – New Director, Business Office – Interim/New CFO, HR – New Director)*
 	
2 – Establish Relationships with new NMWCC/TANF personnel and Formalize Partnerships with MOUs
 	
  a. Meet with new SL Start/TANF CLCs and caseworkers to establish relationships and discuss improved referral and co-serving models
     (Contact: Leticia Apodaca, Region IV Supervisor)
 	
  b. Host new WIOA manager to speak with students during HSE onboarding; Experiment with group presentation vs. individual meetings
     (WIOA Representative: Jessica VanPelt)
 	
  c. Meet with new NMWCC/WIOA Youth personnel to establish relationships and connections
 	
  d. Develop clearly defined partnership procedures and establish MOUs to refine concepts in regional WIOA MOU
     (Partners: NMWCC, WIOA Youth, SL Start, TANF)
 	
3 – Explore New Community Partnerships to Expand Services and Accessibility, Particularly to Students with Barriers, including Justice-Involved Individuals
 	
  a. Meet with Temple of Empowerment key personnel to plan potential HSE classes on-site on the southwest side of Clovis
     (Contact: Perry Johnson)
 	
  b. Design and launch on-site HSE classes at Temple of Empowerment *(serving in-need populations as site is in low-income area and host is potentially able to offer childcare)*
 	
  c. Meet with Lighthouse Mission/Recovery Ranch (half-way house/recovery house) personnel to begin discussing and planning possible HSE partnership with recovery programming to bolster transition options for exiting and transitioning individuals *(Contact: Wendy Hendrick)*
	1 -
	  a. Pilot Fall 2019; Beta Spring 2020
	  b. Dr. Nwankwo Arrives Feb 2020
	  c. Spring – Fall 2020
	
	2 –
	  a. January 2020
	  b. Fall 2019
	  c. January 2020
	  d. (nlt) Fall 2020
	
	3 –
	  a. Fall 2019
	  b. Design Spring 2020; Pilot Fall 2020
	  c. Early Spring 2020

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 2: Career Culture

Description: 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.

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.
Onboarding A Career Culture is introducing during on-boarding with several student activities. As students walk in the door, they are asked to respond to several questions on sticky notes, one of which is, "What is your dream career?" These responses are then used to stimulate students' thinking about professionalism skills (and to review program policies and expectations) by leading students in a Socratic discussion centered around the question *What makes a good ...?* for each of the students' listed careers. HSE onboarding also includes visits from local WIOA representatives, CCC's Career Development Specialist, and CCC's TRIO program. A Career Planning worksheet that has students collect information on possible careers is often used as a time-filling activity on the last day on onboarding, as students wait for one-on-one consultations with their advisors. **Advising** Program advisors have completed CCC's coaching training and continue to practice and refine coaching methods to guide students in developing long-term goals and independent problem-solving and decision-making skills. Program's lead advisor regularly attends WIOA partner and community meetings as well as local NMWCC meetings. Advisors are connected to institutional and workforce resources in order to respond to individual student requests for information regarding job placement or assistance transitioning from college to career. **Instructional** Emphasis on applied digital literacy in all course programming through integration of NMDELT accounts and Google Classroom. Implicit connection between need for digital skills to transition to college or career. A pilot set of McGraw-Hill's Workforce Companion series has been purchased for instructors to explore and experiment with contextualized materials.	**Onboarding** Formalize early establishment of Career focus in HSE onboarding by requiring Career Planning activity and completed My Next Move worksheet on student file. Use Career Planning activity to have all HSE students declare a Cluster that can be used by advisors and instructors to tailor student experience. **Advising** Train advisors on Career Clusters and compile cluster resources for advisors to refer to when interacting with students. Establish procedures for tracking, tagging, and referring to student Cluster. **Instructional** Provide all instructors (particularly new instructors) in Career Culture and familiarize instructors with Cluster tagging concept and relating resources. Explore the option of utilizing Edmentum/Plato Online Courses to provide individuals Career Pathway exposure/instruction. **Marketing/Branding** Explore avenues for integrating AE into college's career-focused marketing. Emphasize role of AE as a critical step in college's career model for some students. Explore avenues for increasing relationships with workforce to channel and increase referrals. Increase awareness of AE programming, missions, and achievements with workforce/TANF partners.

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 2: Career Culture

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include what the program will do specifically to create or enhance a career pathways culture in the program.	

1 – Strengthen establishment of Career Culture within HSE and ESL onboarding programming
 	
    a. Formalize career planning activity to result in every HSE student declaring a <u>Cluster</u> during onboarding and having a career plan on file
    b. Introduce career dreaming and exploration elements of career culture in ESL onboarding in Spring 2020 and introduce career plan and cluster declaration after pilot with HSE population
	1 –
	
	    a. Pilot January 2020
	
	    b. Part 1 beginning Jan 2020, Part 2 beginning Aug 2020

2 – Breed advisor familiarity with career culture and existing career resources
 	
    a. Continue close advising relationship with workforce partners through Veronica Cano's participation in partner and community meetings
    b. Provide advisor training on online workforce resources, career clusters, and new <u>Cluster tagging</u> processes and impacts
    c. Establish and foster advising culture that includes career emphasis for students beginning at onboarding, rather than upon HSE completion by introducing career planning and exploration activities early in the student experience
	2 –
	
	    a. Ongoing
	    b. January 2020
	    c. Pilot tagging in Spring 2020, Refine procedures and practices in Fall 2020

3 – Increase instructor awareness of workforce terminology and resources, and develop a Career Culture among entire instructional team
 	
    a. Introduce <u>Cluster tagging</u> concept to instructors, establish procedures for communicating Cluster tags, and provide instructors time to collaboratively explore ways to utilize Cluster tagging in class at Spring 2020 Instructor Onboarding
    b. Provide paid, online training opportunities to part-time instructors utilizing webinars regarding career pathways, career culture, career clusters, and overall career awareness
	3 –
	
	    a. January 2020
	    b. Spring 2020

4 – Explore avenues to increase Career Culture in Adult Education branding and outreach
 	
    a. Update new CCC AE website and share with partners and field and include in early workforce and TANF outreach efforts in Spring 2020
    b. Integrate workforce resources and connections into CCC AE website
    c. Explore methods of partnering with institutional career culture marketing and outreach and develop conceptual visual models that include AE as a critical step in career pathways for many students
	4 –
	
	    a. December 2019
	    b. Spring 2020
	    c. ASAP/TBD upon hire of new marketing director

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 3: Labor Market Information (LMI)

Description: 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/ .

Current Activities:	Planned New 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.	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).
AE Administrators Administrative awareness of LMI bred via director and coordinator participation in workforce meetings and familiarity with online workforce resources. **AE Staff** Selected AE instructors trained in Career Pathway awareness and LMI familiarity via participation in C3 project. **AE Students** Limited student exposure to LMI and related concepts during casual career exploration activity utilized in onboarding	**AE Staff** Need to increase awareness of LMI and workforce resources among all program staff via increased communications regarding LMI, professional development opportunities, and explicit LMI training during existing advisor and instructor training periods. **AE Students** Increase student awareness of LMI and encourage students to refer to LMI when making career decisions and setting long-time goals and plans. **AE Programming** Utilize LMI to explore opportunities for IET programming

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	
1 – Increase STAFF awareness of and familiarity with LMI and encourage LMI considerations in instructional planning	**1 –**
a. Integrate LMI module into existing Instructor Training Google Classroom	a. January 2020
b. Provide opportunities for paid, online training for part-time instructor via webinars	b. Spring 2020
c. Allow LMI research as a paid professional development activity during instructor prep week	c. Spring 2020 and onward
2 – Increase STUDENT awareness of and familiarity with LMI and encourage students to consider LMI in career planning	**2 –**
a. Encourage students to reflect on LMI and Occupational Outlook when developing career plan during onboarding	a. January 2020
b. Have students research and write about LMI and Occupational Outlook in writing research project and presentation	b. December 2019
3 – Utilize LMI to explore opportunities for potential IET programming	**3 –**
a. Utilize LMI to identify significant populations of workers for potential programming	a. Summer 2020
b. Explore and expand employer partnership opportunities for work-based HSE and ESL programming (*Potential targets: Cargill, Retirement Ranch, SWC, Pepsi, Local and Corporate Dairies*)	b. Summer-Fall 2020

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 4: Onboarding: Intake, Assessment and Orientation

Description: 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.

Current Activities:	Planned New Activities:
Describe the program's current onboarding process. Provide a list of all elements of the process, including any career-related 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.

HSE Onboarding

The program's current HSE onboarding process includes a 4-day, 3-hours/day onboarding curriculum. On the first day, students complete registration forms, participate in team building and culture establishing activities, receive information regarding HSE exams and program processes, and identify dream careers that drive a professionalism discussion. On the second day, students receive brief presentations from transition and support partners (tutoring, TRIO, Career Services, WIOA, etc) before completing the Math TABE 11/12. On the third day, students complete the Reading TABE 11/12. On the fourth day, students review the CCC code of conduct as a group before entering a rotating workshop during which students take turns meeting with advisors to receive scores, schedules, and a one-on-one coaching session. While students are awaiting their turn with an advisor, they set-up online accounts (GED, NMDELT, EdReady) and (when time allows), complete a career research worksheet utilizing My Next Move.

ESL Onboarding

The program's current ESL onboarding process includes a 3-day, 2-hours/day onboarding curriculum. On the first day, students complete registration forms, review program information, and participate in team building and goal setting activities. On the second day, students complete the TABE Clas-E Assessments. On the third day, students set-up their NMDELT accounts and complete activities on Google Classroom to acclimate to program's instructional delivery style while taking turns meeting with advisors to receive scores, schedules, and a one-on-one coaching session.

HSE Onboarding

To bolster Career Pathways programming beginning at onboarding, program will formalize existing Career Research assignment utilizing My Next Move. Students will be required to complete this worksheets at onboarding and after completing will declare a Cluster. This cluster will be used to tag students so advisors and instructors can tailor student experiences.

Future HSE onboarding plans could include creating Workforce account during creation of other online accounts.

ESL Onboarding

Introduce casual career planning and research into ESL onboarding by adopting existing HSE strategies (career dreaming, professionalism overview, increase digital literacy and instructional technology use, and completion of a career research worksheet) beginning in Spring 2020. Pilot ESL Cluster tagging following pilot and revision of HSE Cluster tagging.

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 4: Onboarding: Intake, Assessment and Orientation

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

Plan	Timeline

1 – Require student Career Plan during onboarding and have all HSE students declare a Career Cluster *(Career Exploration and Career Plan worksheets attached)*
   a. Design and define Cluster tagging processes and provide staff and instructors with relevant training and information
   b. Pilot Cluster declaration in January HSE onboarding
   c. Provide staff and students with ongoing opportunities to further their understanding of career clusters
 2 – Increase ESL Career Pathway activity by adopting successful HSE CP activities
   a. Introduce career dreaming, professionalism discussion, and career planning worksheet in January ESL onboarding workshop
   b. Design Cluster tagging model for ESL following HSE pilot in Spring 2020
 3 – Continue exploring options for career and workforce exposure to students during onboarding process
   a. Expand invites for guest visits from workforce partners
   b. Explore potential opportunities to partner with employers for marketing targeted and/or expedited onboarding events
	1 –
	   a. January 2020
	   b. January 2020
	   c. Spring 2020
	 2 –
	   a. January 2020
	   b. Fall 2020
	 3 –
	   a. Ongoing
	   b. Summer 2020

Name of Program: Clovis Community College Adult Education

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 5: Individual Education, Career and Life Plans

Description: 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.

Current Activities:	Planned New Activities:
Onboarding and Advising Program onboarding processes involve assessing student skills and establishing student learning and life goals. Advisors meet one-on-one with students for a coaching session reviewing their assessment results and reflecting on and recording student goals. Advisors check-in with students individually between each session of classes to review assessments and learning progress. Focus of learning plan is program/exam completion. **Instruction** Program offers levelled instruction in a variety of academic areas including computer skills. Classes are offered at daytime and evening hours to increase student access and instructional flexibility. Some online instructional resources are utilized to deliver distance education to selected groups of students.	**Onboarding and Advising** Provide advisors with career planning training to shift advising and goal setting focus to career goals. Integrate long-term career planning and goal setting with short-term learning plans and progress monitoring. Implement Career tagging systems to further individualize advising approaches to students' goals. **Instruction** Communicate Cluster Tags to instructors to allow for the design of contextualized, individualized instruction. Increase instructional flexibility by increasing online offerings and satellite locations. Explore use of Google tools to guide students in building career portfolios and increase opportunities for independent student monitoring of progress.

Plan:

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Describe how the template will be created, what elements will be included in the template, how the program will create and use these plans for each students, and how students will be involved in creating and using their individual plan.	Timeline:
1 – Generate individual Career Plan during HSE onboarding *(see more above)*	
2 – Integrate regular review of Career Plan into advising practices *(see more below)*	**1 – January 2020**
3 – Increase individualization and flexibility of instructional programming	**2 – Spring 2020**
a. Explore online resources to expand distance education offerings	**3 –**
b. Explore satellite locations (particularly employers) to increase accessibility	a. Spring 2020
4 – Increase opportunities for independent student planning and reflection	b. Summer - Fall 2020
a. Guide students through decision-making research project in which they compare-and-contrast two careers	**4 –**
b. Explore models for student-maintained portfolios and design online procedures to implement in Fall 2020	a. December 2019
c. Explore Plato career cluster courses as potential options to provide students with individualized career pathway instruction to guide and inform decision-making	b. (nlt) Fall 2020
	c. Fall 2019 – Spring 2020

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 6: Career Advising

Description: 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.

Current Activities:	Planned New 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.	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.
AE Advising Current program advising practices include utilizing coaching methods to assist students in setting goals, monitoring progress, maintaining motivation, scheduling exams and referral appointments, and preparing for transition to college or career. **Student Exposure** Students are exposed to external career advisors through the inclusion of workforce representatives in onboarding workshop, the promotion of workforce events and job fairs among instructors and students, and referrals to workforce representatives and career coaches.	**AE Advising** Need to establish a career culture and process for AE advising that relates career planning to all aspects of advising intake, coaching, goal setting, progress monitoring, and exit procedures. Inclusion of Career Plan and Cluster Tag will help inform individualized advising approaches, but staff training is critical. Goal is to integrate career planning and preparation for transition at all stages of student advising, instead of waiting to begin career and transition efforts at exit. **Student Exposure** Increase opportunities for student one-on-one's with workforce career coaches. Increase promotion of Career Pathway events like Job Fairs.

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

1 – Integrate career planning and goal setting into all AE advising check points
  a. Utilize Career Plan and Cluster Tag to explore goals in onboarding session
  b. Provide advisors with training to engage in ongoing support; Regular reference to Career Plan, Progress monitoring, Preparation for Transition/Exit from Onboarding onward
  c. Develop Career Advising Culture among AE advisors and staff
2 – Increase opportunities for student exposure to workforce resources and career coaches
  a. Include more Career Coaches in Thursday onboarding workshop for students to meet for one-on-one consultations
  b. Improve communications with workforce for early awareness of events and increase promotion among students
	1 –
	
	  a. January 2020
	
	  b. Spring 2020
	
	  c. (nlt) Fall 2020
	2 –
	
	  a. Spring 2020
	  b. Ongoing

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

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

Description: Curricula and instructional practices in adult education programs should be rigorous, relevant and research-based (Title II, Subtitle C Sec. 231(e)(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.

Current Activities:	Planned New Activities:
Include a description of how the program currently offers career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.	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.

Contextualized Curriculum and Instruction

The program has made increased efforts to improve instructional contextualization from 2017-2019 through participation in the state-wide C3 project. These efforts include the launch of a new, CCRS-aligned HSE curriculum in Fall 2018, the launch of a new CCRS-aligned ESL curriculum in Fall 2019, and the integration of Google Classroom and Google Tools into an increasing number of classes since Fall 2018. Contextualization efforts have also included the participation of several key instructors in Career Pathway professional development and training activities via C3, COABE, NMDELT, and NMAEA.

Digital Literacy

In Fall 2018, the program identified digital literacy as a key workplace skill that could be integrated into every classroom to prepare students for a wide variety of jobs and life experiences. Google Classroom was introduced with a soft rollout in Fall 2018, in which Google Classroom was offered to instructors as an optional instructional supplement and select instructor were trained in Google Tools. In Fall 2019, Google Classroom was formally integrated as a core component in all HSE classrooms and introduced with a soft rollout in all ESL classrooms. Increasing numbers of instructors are completing Google Tools training.

Professionalism Skills

Student contracts emphasizing identified professionalism skills and program policies were implemented in all programming in Fall 2018. These contracts stimulate conversation explicitly identifying and defining professional behavior, and closely tying program policies to vital soft skills.

Contextualized Instruction

Need to increase Career Pathway and Contextualization training to all part-time instructors. Training offerings must include face-to-face and online options that instructors can choose from. Online contextualized instruction training module could be designed to be added to Instructor Google Classroom and face-to-face trainings offered during instructor prep weeks could include Career Pathway and Contextualization workshops. Need to increase Google Tools training opportunities available to part time instructors as well.

Work-Based Programming/Employer Partnerships

Explore opportunities to develop more work-based programming with large employers in the area. Possibilities include Cargill, SWC, Retirement Ranch, and local dairies. Explore local chains for participants in GED Works program and establish partnerships to combine employer and institutional supports for student completion and transition to college and career.

Creating a Comprehensive Career Pathways Model
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Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training

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

1 – Increase professional development and training opportunities to part-time instructors
  a. Design Career Pathways and Contextualized Instruction modules to be added to Instructor Google Classroom
  b. Identify Career Pathways and Contextualized Instruction webinars instructors could participate in asynchronously
  c. Invite state trainers to host face-to-face instructor trainings during instructor prep weeks
	1 –
	
	  a. January 2020
	
	  b. Spring 2020
	
	  c. Spring 2020

2 – Increase instructor use of available contextualized curriculum resources and materials, and develop resource pool of contextualized activities and assessments
  a. Promote increased use of McGraw Hill Workforce Career Companion series to provide contextualized assessment examples
  b. Promote increased Career Exploration and Awareness in academic classroom activities
  c. Promote instructor use of Cluster Tags to guide and individualize instructional delivery when possible
  d. Compensate instructors for time to prepare and design contextualized lesson plans that can be added to a share instructor resource pool in Google Drive
	2 –
	
	  a. Spring 2020
	  b. Ongoing
	
	  c. Spring 2020
	  d. Spring 2020 (Utilize college interims to allow part-time participation without exceeding contract hours)

3 – Explore opportunities for work-based HSE and ESL IET programming
  a. Contact local employers and establish relationships to discuss and plan desired programming *(Potential ESL Targets: Cargill, SWC, Retirement Ranch, Local Dairies; Potential HSE Targets: TANF, Cargill, GED Works participants)*
  b. Explore opportunities within institution to provide AE supports for targeted populations of college students *(For example, ESL students, Transitional Students, or students in occupational or certificate programs)*
	3 –
	
	  a. Spring and Summer 2020
	  b. Spring and Summer 2020

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Essential Component 8: Alignment of Services

Description: 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 **without the need for remediation.**

Current Activities:	Planned New Activities:
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.

CCRS-Aligned Curriculum Emphasizing Digital Literacy and Contextualization	**WIOA Alignment**
The Clovis Community College Adult Education program uses the TABE 11/12 and the TABE Clas-E to assess student skills at intake and respond with appropriate instructional programming with a combination of course offerings, tutoring, and online offerings. In Fall 2018, after completing a year-long C3 Curriculum, the AE program piloted a contextualized, CCRS-aligned HSE curriculum. A similar ESL curriculum, aligned with the CCRS and the English Language Proficiency standards, was piloted in Fall 2019. All course instructors are offered with supplemental Google Classroom access, and Google Classroom supplements are required for HSE instructors.	Re-establish workforce relationships following personnel change and increase efforts to maintain accurate referral materials and resources regarding WIOA partners. Provide training to connect staff to LMI and provide opportunities for students to explore LMI when career planning
	Institutional Alignment
WIOA Alignment	Foster budding relationships with transitional faculty to ensure seamless transition from AE to college classes. Examine transitional math curriculum and offer similar curriculum in HSE classes and via online tools like EdReady to provide students with a free, AE alternative to transitional education. Explore opportunities to partner with college departments to adopt Adult Education as a component in existing career pathway programs, such as occupational tech, early childcare, or STEM.
Adult Education Director and Coordinator attend WIOA Partner and Community meetings to maintain relationships with other WIOA representatives and stay up-to-date on Workforce information and programming.	

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

1 – Strengthen WIOA partner relationships to increase AE staff awareness of workforce initiatives and resources	**1 –**
a. Re-establish personal relationships with new personnel early in Spring semester	a. January 2020
b. AE Director will meet with TANF/ISD caseworkers early in Spring semester	b. January 2020
c. Continue requesting Sharepoint access and training to streamline referral process	c. Spring 2020
2 – Strengthen Adult Education resources available to assist students in successful college enrollment	**2 –**
a. Promote EdReady as a free instructional tool available to students who want to continue studying after the HSE Exam in hopes of scoring higher on the Accuplacer and avoiding transitional Math	a. January 2020
b. Continue growing relationships with transitional English department to provide ESL support	b. Spring 2020
c. Explore opportunities for AE program to partner with Career Pathway programs to co-enroll students and gather support from key institutional personnel	c. Spring – Fall 2020

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Essential Component 9: Serving Populations with Barriers to Employment

Description: 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.

Current Activities:	Planned New 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.	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.

AE Response Practices

Current program practices in serving populations with barrier, including justice-involved individuals, tend to revolve around individual responses through advising. The program screens for barriers with a survey on the student registration form and uses these responses to identify any needs for referrals at intake. These referrals could include referring a student to Workforce for employment services, referring a student to ISD services like CYFD or SNAP, referring a student to Clovis Community College's Special Services for accommodations or other disability supports, or connecting a student with community services like Matt 25 or United Way to fulfill any unmet material needs.

Partnerships

Program partnerships are key in responding to students' needs, particularly with working with populations with barriers. See referral list above.

Justice-Involved

Identify invested part-time instructor to take on role of justice-involved ambassador and conduct research regarding relevant regulations and resources. Ambassador will be responsible for establishing relationships with local justice entities, compiling a resource bank of materials to guide student decision-making in preparing for college and careers, and communicating information to other AE staff and instructors. Explore potential partnership with Lighthouse recovery programming to partner HSE instruction with existing programming. Increase satellite offering to increase accessibility, particularly to students who may have limited mobility. Increase digital literacy programming and offerings to expand services to students with limited or restricted mobility. Acquire funding to purchase additional set of Chromebook to allow for satellite use of Chromebooks.

Institutional Support

Explore opportunities to partner with law enforcement entities with new President. Identify Career Pathways options for justice-involved individuals and explore opportunities to design programming channels to approach IET and co-enrollment models with vocational programs leading to employment credentia

Creating a Comprehensive Career Pathways Model
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Essential Component 9: Serving Populations with Barriers to Employment

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

1 – Identify and train justice-involved ambassador
   a. Identify invested part-time instructor to serve as justice-involved and provide relevant guidelines and training
   b. Justice-involved ambassador will build a resource collection for guiding justice-involved career planning efforts
   c. Justice-involved ambassador will research pathways and instructional strategy for serving populations with barriers and share information with AE staff and instructors
2 – Explore opportunity for partnership with Lighthouse Recovery Ranch
   a. Meet with Lighthouse personnel early in Spring semester
   b. Design appropriate curriculum and establish class terms and scheduling
3 – Improve online offerings to increase student access
   a. Strengthen distance education offerings by establishing an online registration, assessment scheduling, and instructional delivery system and embedding in CCC website
   b. Utilize Chromebooks to provide Digital Literacy instruction and computer-based assessment at satellite locations
	1 –
	   a. January 2020
	   b. Spring 2020
	   c. Spring 2020
	2 –
	   a. January 2020
	   b. Spring 2020
	3 –
	   a. Design Spring 2020, Launch Fall 2020
	   b. Fall 2020

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Essential Component 10: Support Services

Description: 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 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.

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.
Institutional The program partners with institutional student support services to capitalize on available supports. This partnership includes hosting select support personnel during onboarding (Tutoring, TRIO, Career Services), referring students to support services (Testing, Special Services, Tutoring), and guiding students to student support services upon exit and transition (Testing, Financial Aid, Advising). **WIOA/Workforce/TANF** The program maintains close partnerships with WIOA, workforce, and TANF partners to connect students with vital support services like employment, transportation, childcare, and income support. Partnerships can also provide students with academic support by providing funds for HSE examinations, completion incentives, on-the-job training opportunities, and tuition and supplies after transitioning. **Community** Program advisors maintain accurate resources reference guides to connect students to non-academic needs like clothing, food, or other material needs. Frequent referrals/partnerships include United Way (particularly the 211 hotline), Matt 25, and La Casita elementary.	**Administrative** Increase communication of workforce events and student support resources to staff and students. Promote community and institution support services and design online module to provide all AE personnel with an overview of available resources **Instructional** Provide staff and instructors with adequate and succinct training regarding array of available student support resources. Include resource overview in Instructor Google Classroom. Compensate instructors in designing instructional activities that familiarize students with available support services, such as scavenger hunt activities, research projects, and simulation activities.

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Essential Component 10: Support Services

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

1 – Create online training module and resource overview for AE personnel
  a. Build online training module and resource overview and integrate into Instructor Google Classroom
  b. Promote instructor completion by compensating instructors for training time
2 – Increase communication and promotion of available support services and resources
  a. Establish routine procedure for administrative communication regarding available resources, upcoming events, and new opportunities to AE staff and students
  b. Incorporate support service highlights and overviews in planned program newsletter
3 – Increase instructor and student awareness of available supports through instructional activities
  a. Compensate a select team of part-time instructors to design instructional activities that connect students with support services, such as scavenger hunts, brief research projects, or simulation activities
  b. Encourage instructor to refer to support services and integrate student awareness into instruction when possible
	1 –
	  a. December 2019
	  b. January 2020
	2 –
	  a. Spring 2020
	  b. Fall 2020
	3 –
	  a. Spring 2020
	  b. Ongoing

Creating a Comprehensive Career Pathways Model
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.

Plan:	Timeline:
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 <u>specific</u> professional development needs the program anticipates for its staff in the coming year to support the success of this Career Pathways Plan.	
The Clovis Community College Adult Education program has worked to ensure that the processes implemented and projects designed during the statewide Career Pathway's initiative can be sustained in future program years. Efforts to ensure sustainability have included: creating forms and outlining processes to institutionalize changes so implementations are not dependent on personnel, focusing project funds on training and material and equipment acquisition rather than establishing unsustainable salary expenses, capitalizing on existing institutional and workforce activities to avoid duplication of services, and collaborating with institutional supports to ensure positive perceptions and shared desires for Career Pathway programming and a Career Culture. While Clovis Community College has not provided matching funds for the Career Pathways initiative, the Adult Education program has matched efforts by finding ways to integrate Career Pathways training into existing paid professional development practices. The program is committed to providing part-time instructors and staff with opportunities for professional development regarding Career Pathways, Contextualization, the CCRS, and Google Tools. Specific professional development needs include: 1. Engaging online training modules that can be accessed by part-time instructors asynchronously to allow instructor participation despite scheduling conflicts 2. Professional development resources and trainings for WIOA partners defining adult education and providing education on justice-involved initiative 3. Trainings and resources regarding state regulations for employment for justice-involved individuals 4. Continued professional development and training opportunities for ongoing program roles: data entry, data analysis, leadership, advising, instruction, etc.	1. ASAP 2. (nlt) Summer 2020 3. Spring 2020 4. Ongoing

Career Pathways Progress and Sustainability Plan for New Mexico

PROGRAM NAME: <u>Clovis Community College Adult Education</u>

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?

Adult education staff initiated a partnership with our college English department to support ELL and ESL students in successful transition to college. Outcomes of this partnership include the language lab we piloted this year and the inclusion of some of our ESL students being published in CCC's student magazine, Palabras. This project was by far one of the most successful pieces of our Career Pathways efforts this year.

This year, we also bolstered our career pathway efforts during student onboarding. We adjusted our schedule to provide students with time to meet one-on-one with an academic student advisor, a WIOA Youth career coach (if applicable), a TRIO representative, and/or an Armed Forces recruiter (for those interested). We brought all of these people in to our center so they were immediately available for face-to-face contact with interested students. We also piloted our Career Cluster Declaration plan during our January onboarding, and while we did not achieve the plan we had laid out, we learned a lot about how to make our plan better.

After the COVID-19 closures, most "action" items on our Career Pathways plans were put on hold. Our focus switched instead back to planning items: continuing to build a Justice-Involved resource collection on Google drive, researching online programs and instructional content imbibed with career pathway content, and constructing new systems for student advising, communication, and referrals.

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:

Many elements of our Career Pathways plan were delayed or displaced by the pandemic. These elements include some of the relationship building projects we had initiated with institutional and workforce partners, the launch of more satellite classes with new community partners, increasing career connections in onboarding, cluster tagging, and face-to-face connections with students and "next step" partners like TRIO or WIOA. We are currently reviewing the elements we lost to revise our plans. Face-to-face meetings for relationship building and new satellite classes will likely remain on hold until the "new normal" is established.

Sustainability Plan

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

Our sustainability plans fall into two categories:

(1) Creating online/digital versions of face-to-face Career Pathways activities and effort to sustain through COVID-19 closures. Some examples are:

- A team of teachers is creating English and Spanish versions of SEL materials, such as a student contracts, study habits, and netiquette documents, to be included in a standard "introduction" module across all of our Google Classrooms.
- Advising and administrative staff are working on designing a remote onboarding Google Classroom that includes the Career Pathways elements we had introduced to our face-to-face onboarding, such as career exploration and cluster declaration.
- Adult education staff and students are exchanging increased emails and contact info with WIOA partners to continue referring and connecting students to needed resources.
- Developing contextualized and career-infused assignments for Google Classroom (as some teachers are already doing), and developing more training materials and opportunities to support all teachers in enhancing their online lessons

(2) Creating plans for resuming face-to-face Career Pathways efforts as allowed. For example:

- Identifying satellite programs that are still valid and valuable post-COVID and revising original planning and launch agenda.
- Resuming face-to-face meetings with new partners as early as possible to continue fostering relationships and functional partnership
- Exploring IET and co-enrollment opportunities for AE students as college returns to normal operation