State of New Mexico
Higher Education Department
Adult Education Division

Program Annual Report
Preparation Guidelines and
Reporting Template

2019-2020

Please <u>email</u> reports to:

adult.education@state.nm.us

AND

amy.anderson@state.nm.us

Adult Education Division
New Mexico Higher Education Department
2044 Galisteo, Suite 4
Santa Fe, NM 87505

Reporting Deadline
September 1, 2020

(Please email your reports to adult.education@state.nm.us and amy.anderson@state.nm.us no later than 5 p.m. on the due date.)

Annual Program Report
2019-2020

Checklist:

☒   Complete Cover Page with Signatures

☒   Complete Section I (Program Narrative)

☒   Complete Section II (Student Data)

☐   Complete Section III (Evaluation of Program Effectiveness)

☒   Complete Section IV (WIOA Partner Activities, including Integration with One-Stop Partners)

☐   Complete Section V (Career Pathways Activities)

☒   Complete Section VI (College and Career Readiness Standards).

☒   Complete Section VII (IELCE)

☒   Complete Section VIII (Staff and Professional Development).

☒   Complete Section IX (Fiscal Survey)

☒   Attach all NRS Tables

☐   Attach MOUs and IFAs

Adult Education Local Provider Annual Report   2019-2020

Introduction:

NMHED AE Division provides these guidelines for the Annual Report process for programs to supply 2019-2020 program year information. Please take this opportunity to identify areas of program improvement and request technical assistance from NMHED AE. The process also helps the NMHED AE Division to aggregate program information for reporting to OCTAE at the U.S. Department of Education. Please be sure to contact the NMHED AE Division with any questions.

General Instructions:

1. Cover Page

2. Annual Report (Sections I – IX).

   This section includes:

   - Section I (Program Narrative Report)
   - Section II (Student Data)
   - Section III (Evaluation of Program Effectiveness)
   - Section IV (WIOA Partner Activities, including Integration with One-Stop Partners)
   - Section V (Career Pathway Activities)
   - Section VI (College and Career Readiness Standards)
   - Section VII (IELCE Activities)
   - Section VIII (Staff and Professional Development)
   - Section IX (Fiscal Survey)

3. Attach all NRS Tables
4. Attach MOU and IFA

**(Please remove these instructional pages when submitting your final report.
Your submitted report should begin with the signed cover page.)**

Annual Program Report
Cover Page

Program Name: Adult Learning Center

Institution or Organization: Diné College

Address:	**1228 Yucca Street - PO Box 480**
City:	**Shiprock**
County:	**San Juan**
Zip:	**87420**
Main Phone:	**(505) 368-3629**
Fax:	**(505) 368-3620**
Website:	**www.dinecollege.edu**

Fiscal Year: 2019-2020

Submission Date:

Program Director, Manager, or
Coordinator Name: Thomas Bennett

Contact Information: Phone: **(505) 368-**

                             Email: **tbennett@dinecollege.edu**

Alternate Contact Name: Tomasina Begay

Contact Information: Phone: **(505) 368-3563**

                             Email: **tobegay@dinecollege.edu**

signature   8/31/2020

DATE

==Signature of the Chief Executive Officer or Designee==

Dr. Charles M. Roessel, President

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. Please list your program's three highest priority goals for the 2019-2020 program year. Discuss your program's progress in meeting each of these goals.

Priority Goal 1) To increase academic performance level gains, entrance into jobs and continued education while expanding the opportunity for communities, families, and individuals to participate.

Progress – Yes, Goal Accomplishment - Yes and No

a. While progress was made as we continued to expand instructional options and adjust to the new versions of TABE, a work in progress, the data indicates we did not accomplish this priority goal regarding NRS Table 4, column I, 'Percentage Achieving Measurable Skill Gains' (former 65.9% to current 39.1%) and column M the 'Percentage of Periods of Participation with Measurable Skill Gains' column M, (former 65.9% to current 38.6%) respectively. A decrease of 27% as these table columns require more time then circumstances allowed to populate appropriately to evaluate goals.

b. However, NRS Table 4A, column D 'Percentage Achieving ELA/Literacy EFL Gains' indicates a 26.7% increase (former 44.7% to current 71.4%). This is significant as we strive toward a benchmark of 80% competency. So, although monitoring a lower population, achievement for this group was accomplished in a timely manner. This was largely in response to locally produced, instructor driven methodologies at each delivery site based on an expanded vocabulary foundation. This response was a combination of instructor contact balanced with guided online engine search. The concentration for this focus developed after careful observation and discussion by all involved, including student interviews, of language assessment results as well as High School Equivalency practice and official test results (Reading, Science and Social Studies). We believe this intensive care approach toward our students experiencing language challenges* is the reason our HSE graduation number in six months (41) surpassed the previous twelve months (35). *Seven-year legal battle with a court decision agreeing with the academic neglect of rural Native students. Those K-12 students impacted most by this neglect are now our Adult Education students.

c. NRS Table 4A, column F 'Percentage Achieving Mathematics EFL Gains' indicates a decrease of 43.2% (76.5% to current 33.3%). The difference for mathematics between the competency goal of 80% and last fiscal year's 76.5% is 3.5%. The conclusion being that we almost accomplished our goal last fiscal year and with our concentration on language challenges for our general population this fiscal year we would have experienced a higher success rate with Math word problems solidifying or increasing last year's percentage.

d. Based on the data, theoretically, the percentages leave us hopeful that all percentages would not only have increased but may have reached our 80% competency for 19-20. This is data driven observation, not unfounded speculation.

Priority Goal 2) To continue to expand the use of technology and career-oriented student work incorporating both blended and career pathways methodology into all instruction.

a. Expanded Incorporation of Technology – Accomplished
All program sites developed their own methods of blended instruction while sharing and adapting some components of partnering locations.
b. Expanded exploration and participation in Career Pathways initiatives – accomplished
Contextualized Instruction (relevant to student academic and job/career goals), being holistic/ familiar to our programs for 30+ years has been legitimized, supported, and encouraged under the current state Adult Education office. This is providing our programs the opportunity to now be mainstream rather than a novelty. Members from all our partners shared participation in the statewide Career Pathways initiative. This provided all with validation of local practices while expanding these practices through current ideologies and methodologies.
c. Plans are in place to continue in these directions' FY 20 - 21

Priority Goal 3) To increase academic all numbers and percentages over the course of a three year comprehensive WIOA project.

This goal is extended for Fiscal Year '20 – '21.
The following chart illustrates current status.

The following chart is an illustration of the comparison of accomplishments between the three years of operation under the comprehensive WIOA proposal.

PROGRAM PERFORMANCE DATA COMPARATIVE 3 YEAR SUMMARY BASED ON NRS TABLES

		Total Number Enrolled	Total Attendance Hours for All Participants	Number who Achieved at Least One EFL Gain	Number who Attained a Secondary School Diploma or its Equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total Number of Periods of Participation	Total Number of Periods of Participation with Measurable	Percentage of Periods of Participation with Measurable Skill Gains
FY 2019-2020	AE Total	138	9638	15	41	63	21	**39%**	140	15 - 11%	65.9%
	ESL	0	0	0	0	0	0	**0**	0	0	0
	Grand	138	9638	15	41	63	21	**39%**	140	15 - 11%	65.9%
FY 2018-2019	AE Total	164	12821	73	35	38	18	**66%**	167	110 - 66%	54.6%
	ESL	0	0	0	0	0	0	**0**	0	0	0
	Grand	160	12821	73	35	38	18	**66%**	167	110 - 66%	54.6%
FY 2017-2018	AE Total	160	16402	58	31	18	53	**56%**	163	89 - 55%	
	ESL	0	0	0	0	0	0	**0**	0	0	
	Grand Total	160	16402	58	31	18	53	**56%**	163	89 - 55%	

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?

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)

    a. Career Pathways – Members from all our FY 19 – 20 instructional delivery partners shared participation in the statewide Career Pathways Initiative.

    b. Justice Initiative (JI) – With the support of NMHED AE a comprehensive effort was implemented by one of our partners with all data, academic and student count reported in this document. Working well beyond the typical challenges encountered in this area successes above expectation were achieved. The project was limited to a controlled area to establish a base model. Previously, part-time AE instruction was offered to the JI population. This was as successful as most programs. However, the ability to hire a full-time individual with a position description to include JI community liaison with equal time shared with instruction provided the advantage to make a huge difference in the operation. From the exploratory meeting in the community after a JI project was first presented to HED AE the key players were right there, anxious to get started. This was different than years of experience with JI's. A solid foundation was quickly formed not only to support, but to physically be there. Cooperation was evident: from probation officer, public defenders, judges, child support supervisor to community division head for public safety to the best detention warden and staff for which one could hope. Both JI women and men were included equally including High School Equivalency official testing with instruction available separately. Release transition was planned from the detention facility incorporating the JI program employee into the local Adult Learning Center. This was to assist in the smooth continuation of instruction utilizing familiar personnel serving the same purpose in relation to JI individuals. This program had its typical challenges; however, multiple agency support and extensive networking were successes, not challenges.

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.

The COVID pandemic had an overwhelming impact on the program. All learning centers were shut down effective March 16th. Without shut down at this time the impact of the pandemic would have been more devasting to the majority of our population served, enrolled members of the Navajo Nation and Pueblo of Zuni. Most students live on these reservations. The pandemic impact to Native Nations within the United States and world indigenous populations in general has been internationally documented with numerous reports focusing on the Navajo Nation.

Goals, timelines and collaborative arrangements were and are affected as with all school, business, work and healthcare operations. Virtual meetings, email, phone calls and text are available. In person visitations among staff with precautions in designated areas has been successful with the cooperation and supervision of border guards. Virtual meetings are not available where hot spot areas are closed, and people are under home lock down and not allowed to go to their work site and do not have internet access at home.

The use of technology has been available to our program locations since computers were introduced on Campuses through a special Adult Education grant. Online instruction, commercial and locally developed, has been available to our program locations over the past five years.

Substantial changes:

- Over a weekend, Friday to Monday, online instruction could become the best delivery method available. Instructors and students who were previously hesitant to adjust to technology and online instruction were immediately at a disadvantage and fell by the wayside. During the week of March 9th to the 13th, seeing what was coming, instructors feverously worked with students to instill as a necessity what previously many considered a luxury or option. The training that had been repeated on a daily basis was no longer an attempt to try to convince students of the benefits of technology and online coursework. This was it. We would no longer be there to guide them in person through their lessons. We worked with students while holding back the panic of visualizing where we could be in the future, where we have been these last three months, where we are now, fearing for the potential impact of this novel virus on the people and families of those sitting in our classrooms.
- During the week of March 9th – 13th an exercise book, a survival compilation of materials including various levels of writing, reading and math skills was prepared for distribution to students without internet access. As these were being distributed to those without internet access, one by one those with internet access requested and were given a copy.
- Students in the testing cycle were given a commercially produced High School Equivalency text – there was no time to continue the anticipated guidance moving through the text.
- Students who were not in attendance that week in March had home deliveries of material. There was a rush before the situation got worse.
- Additional inexpensive phones were purchased for instructors in remote areas including for the Justice Initiative program so instructors could keep contact with students. These were passed on to instructors in COVID hot spot areas along with text materials at reservation 'residents only' border check points. These phones complimented two instruction and one Tech Support hotlines already in use for many years.
- At one hot spot program location student appointments were made in the learning center parking lot with materials laid out ahead of time with the instructor standing on the raised entrance balcony giving directions from a distance for material use as people arrived for their appointment.
- Staff meetings have been held in backyards, driveways, college breezeways and at reservation checkpoints.
- Production and distribution of written material is ongoing and continues to date at border check points.
- All testing of any kind stopped abruptly. Slowly publishers are adapting in unproven delivery methods.
- Policies and procedures became irrelevant (intake, assessment, HSE testing prep, HSE testing, in person instruction). Trial and error methods to establish a new norm started the end of FY '19-'20.

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: DC Shiprock	Site: DC Crownpoint	Site: Sage XL	Site: Zuni Adobe Center	Site: Zuni Justice Initiative
Total count of students with fewer than 12 hours (Table 2A)	36	36	-0-	-0-	-0-	-0-
Total count of students with 12 + hours	140	54	12	35	21	18
Total contact hours for students with 12 + hours	9687.5	4210.5	871.25	1765	2395.5	445.25
Average contact hours for students with 12 + hours	69	78	73	50	114	25
Average contact hours for students with 12 + hours experiencing level gains	61	157	150	85	162	-0-
Count of all HSE graduates with 12 + hours	41	16	0	15	9	1
Count of HSE en Español graduates with 12 + hours	N/A	N/A	N/A	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)	45%	46%	42%	19%	62%	17%
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	N/A	N/A	N/A	N/A	N/A	N/A
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)	46%	54%	42%	29%	14%	94%
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)	N/A	N/A	N/A	N/A	N/A	N/A
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)	62%	62%	67%	74%	90%	6%
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)	N/A	N/A	N/A	N/A	N/A	N/A
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	40	11	11	13	5	0
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	25	6	4	9	6	0

Adult Education Local Provider Annual Report   **2019-2020**

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested

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?

   Essentially, the key to improving performance is communication with students and immediate feedback. Maintaining consistency when communicating with students through phone calls, emails and a text messaging app. Multiple resources are utilized such as common core textbooks, TABE practice workbooks, and Number textbooks. Other resources include online resources such as Khan Academy, Youtube, free practice test prep, and personally created worksheets and assessments. Instructors implement different skills to help students build life skills in different ways. For instance, the instructor will go over test anxiety skills, financial literacy and other various topics. On a weekly basis the instructors will discuss in detail proven instructional practices learned from webinars or practices from other sites. Those relevant to our student populations are implemented and assessed. During the end of the fiscal year, the program transition fully to online virtual classes due to the pandemic. We are monitoring to ensure student engagement and success.

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.

   With the pandemic, comparing our overall data to past performance shows decreases; however, we were able to increase the number of graduates. We were making strides in our performance leading up to the pandemic. Each site provided effective approaches to help reach outcomes which resulted in the program reaching its target goals for the fiscal year. Communication with other sites was key. Reaching out to the students consistently was effective.

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.

   Despite the pandemic, our enrollment and the number of graduates increased steadily each month as a Consortia. According to the instructional hours, level gains were demonstrated in less than 100 hours of instruction. Engaging students in the classrooms and encouraging students to take the HISET when ready contributed to this positive outcome. The tables provided do illustrate demonstrated effectiveness by the Consortia.
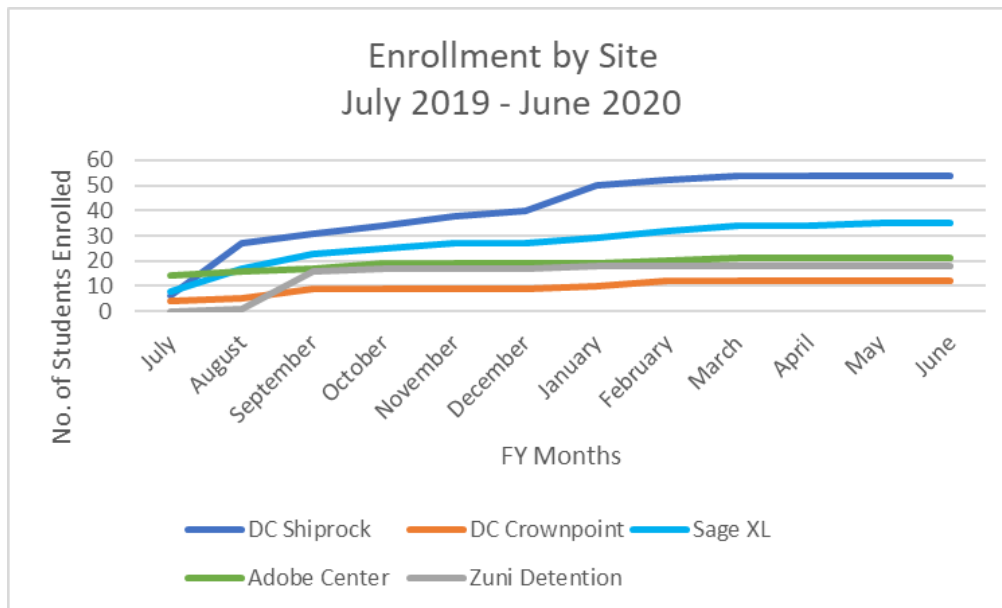
4. Describe any program improvement initiatives you plan to pursue that were not already discussed in question #3 above.
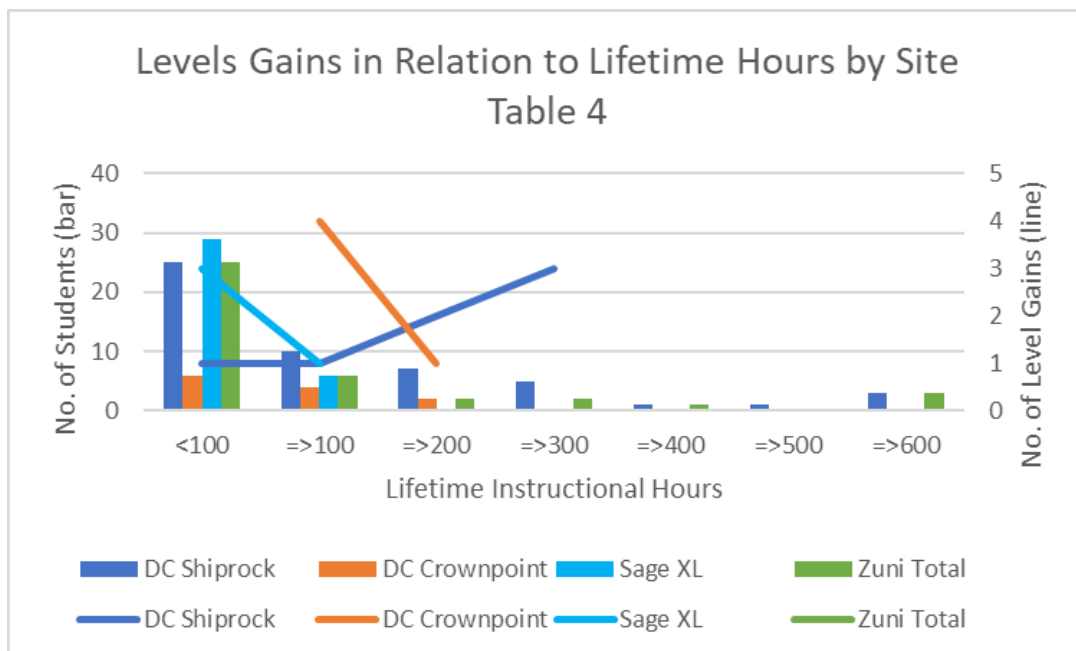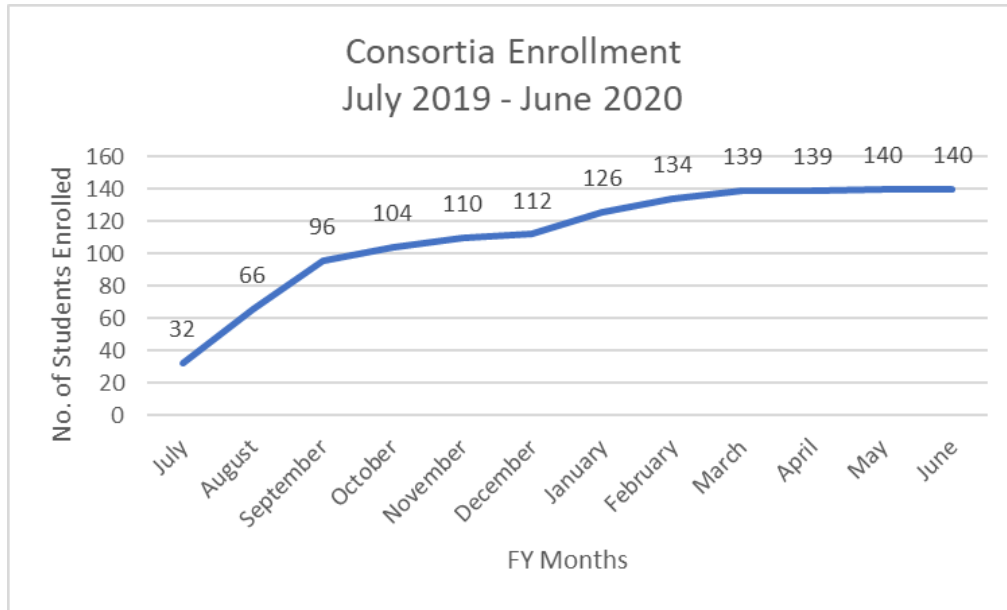
Transition from the hybrid learning method as students become more technology savvy and increase to 100% online courses for students. This give students the opportunity to gain computer knowledge for employment and/or postsecondary as they move forward after they complete our program and pass the HSE.
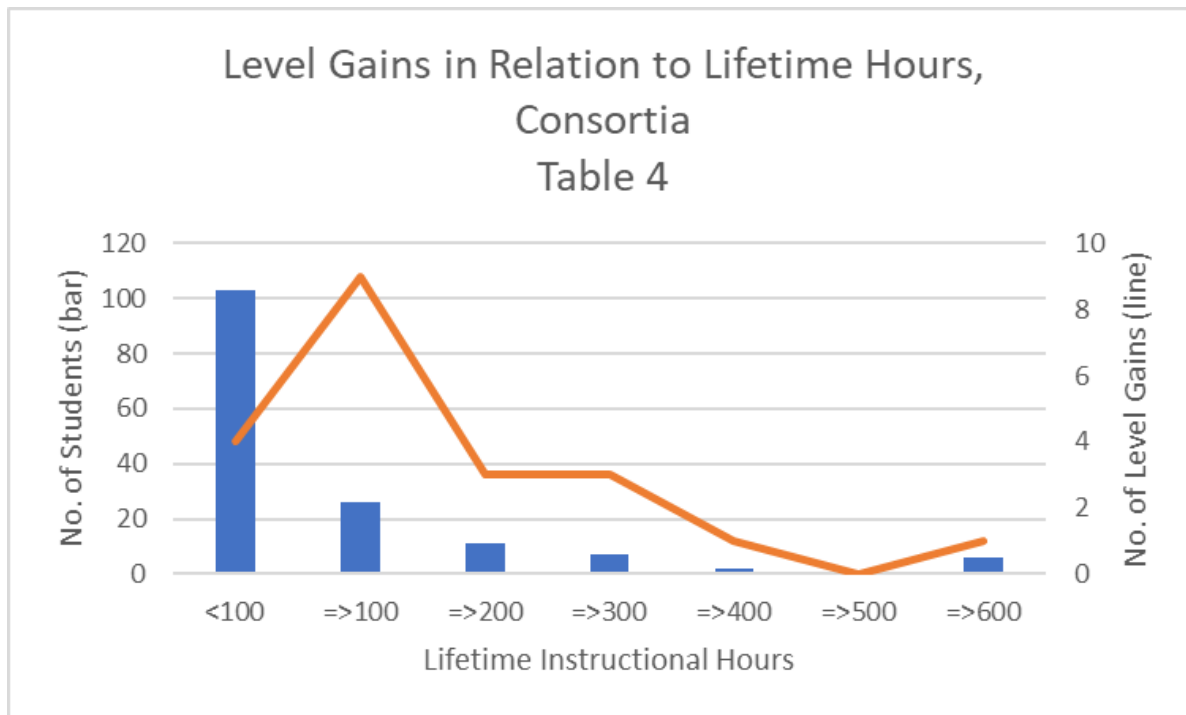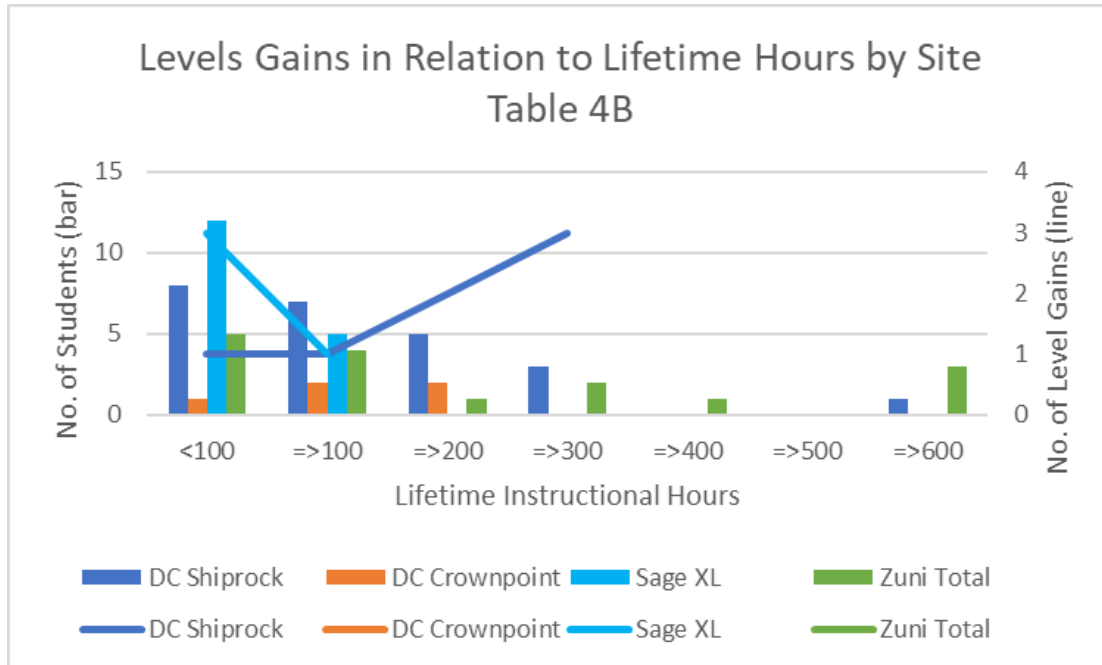
5. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.
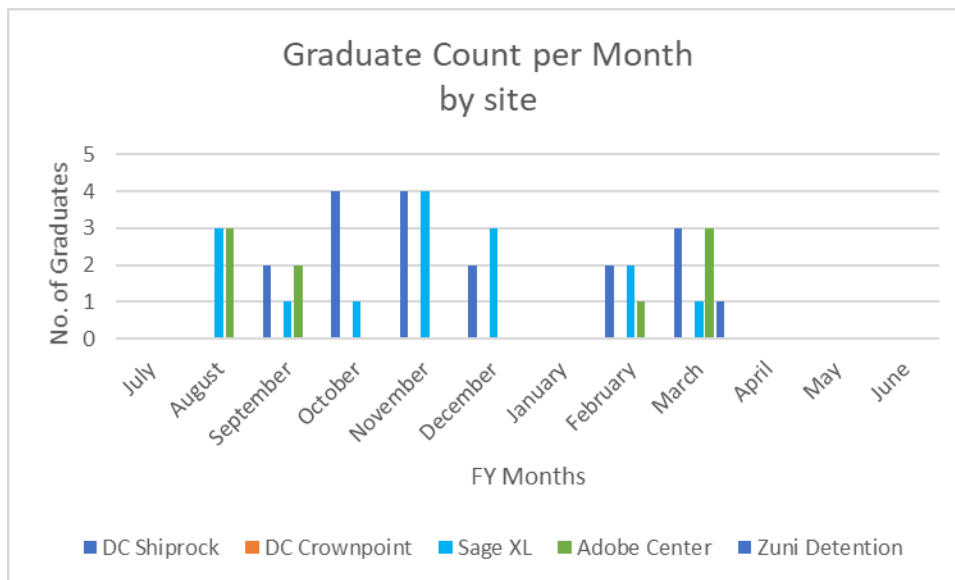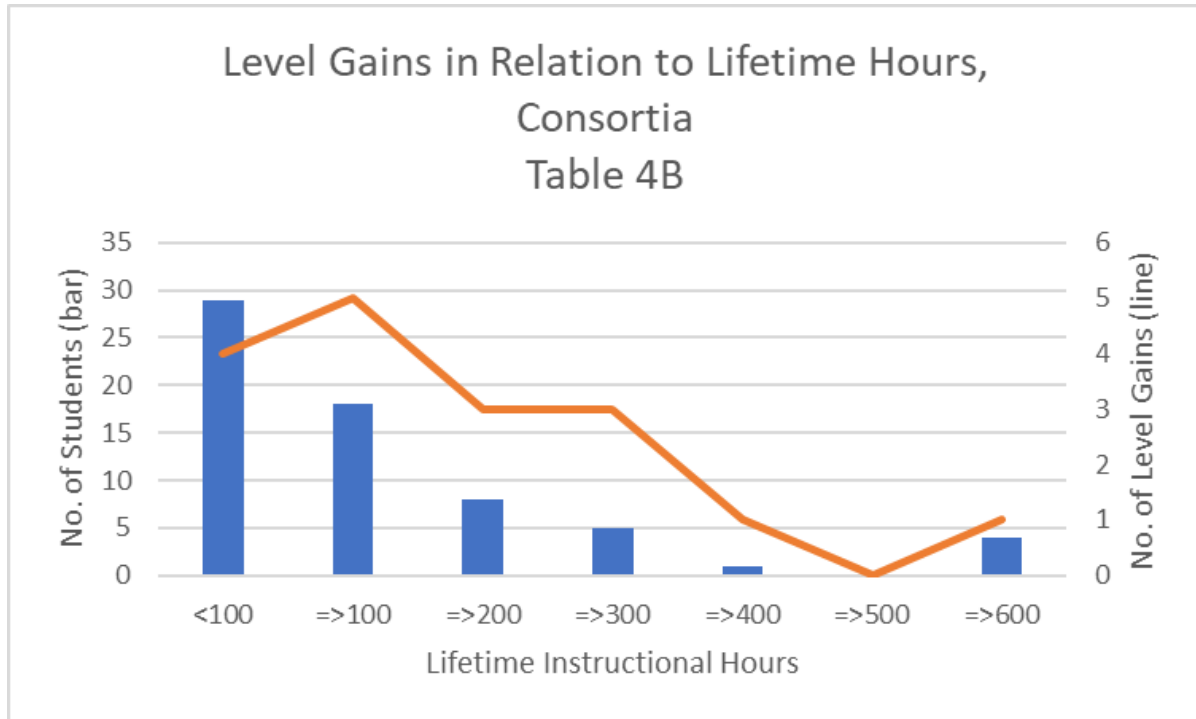
   Student hours decreased tremendously. Several program sites were shut down and did not allow the public into the building for several months. Some of our sites were using other facilities and could not enter the building for instruction. Student hours did not accumulate as quickly as when students attended in class sessions.

Charts based on data to illustrate program effectiveness

Consortia Enrollment
July 2019 - June 2020

No. of Students Enrolled (y-axis)

32, 66, 96, 104, 110, 112, 126, 134, 139, 139, 140, 140

FY Months: July, August, September, October, November, December, January, February, March, April, May, June

Levels Gains in Relation to Lifetime Hours by Site
Table 4

No. of Students (bar) — left axis
No. of Level Gains (line) — right axis

Lifetime Instructional Hours: <100, =>100, =>200, =>300, =>400, =>500, =>600

Legend (bars): DC Shiprock, DC Crownpoint, Sage XL, Zuni Total
Legend (lines): DC Shiprock, DC Crownpoint, Sage XL, Zuni Total

Levels Gains in Relation to Lifetime Hours by Site
Table 4B

Level Gains in Relation to Lifetime Hours, Consortia
Table 4

Level Gains in Relation to Lifetime Hours, Consortia
Table 4B

Graduate Count per Month by site

Consortia Graduate Count per Month

No. of Graduates vs FY Months bar chart:
- August: 6
- September: 5
- October: 5
- November: 8
- December: 5
- February: 5
- March: 8

Level Gains per Subject Area

No. of Level Gains per Subject — No. of Level Gains between pre- and post- tests:
- Math: 7
- Reading: 6
- Language: 4

Legend: Math, Reading, Language

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.

   > 45,000

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.

   - academic instruction is provided for workforce program enrolled participants working toward:
     - language and math skills improvement aimed at performance level gains
     - a high school equivalency credential
     - preparation for college entrance
     - preparation for entrance into the military
     - preparation for entrance into specific career degree programs
   - academic assessment screening is provided for workforce participants with appropriate level instruction available aimed at accomplishing workforce academic goals
   - workforce program participants of our WIOA partners needing specific academic improvement, goal accomplishment and career pathway advisement and preparation are required to concurrent enrollment with our Adult Education program

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.
   - an additional curriculum has been developed to address specific language development needs to assist concurrent workforce – Adult Education participants as they achieve their job, career and educational goals
   - all items listed in number 2 of this section will be resumed for FY 20 – 21 activities

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.

   Attached at the end of this document

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.

    See attached plan

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)

    We provide presentations from local employment agencies and our college personnel, and the instructors incorporate real life scenarios in instruction especially those pertaining to employment and life skills.

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.

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.

    We continue our collaboration with programs such as Navajo Nation Workforce Development, Navajo Nation Self-Reliance, and the National Indian Youth Council**.**

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.

   Websites and relevant books are used to help students obtain the information regarding what is expected to achieve reading readiness. Lessons are worked on together during daily discussions. Implementing daily discussions helps students think about their goals and how to achieve those goals. Students benefit by hearing their peers' experiences in the work field. A beneficial website used is the Career One Stop website. This website identifies the students' talents and interests based on how they answer questions. The Labor report for New Mexico is also helpful to show students what the economy is like. Students are presented with research questions about the workplace. Lessons relate to what is relevant to the current news. Some researchers do have controversial topics. However, this helps students become aware and be more prepared to handle uncomfortable situations as they will arise in the workplace and life in general.

   Vocabulary development in content and context is stressed with students. This is used at all EFL's with emphasis on how unfamiliar words and terms are used in preparation for the High School Equivalency Exam, transition into specific post-secondary and workforce situations. The Transition – course available to all Consortia students offers the opportunity for each student to expand their vocabulary as it relates to their individual job, vocational or academic interests. Widening Horizons: Vocabulary Development is a course which focuses on the language necessary in preparation for successfully understanding what is being read on each of the HSE competency exams. Both courses are open-ended, allowing the Adult Learner the freedom to take their experience as far as they can. With all courses both have a foundation in utilizing investigative research.

   The common denominator for all Consortia instruction, which we view as a best practice, is providing students the opportunity to discover and explore critical thinking and transferable skills. The degree to which students accept and take advantage of what facilitators present is purely individual. As AE practitioners we owe it to our students to present the challenges allowing them to interpret, practice and process to their best ability. We aim to mentor and transform each of our students into a lifelong learner as it will relate to their talents and choices in life.

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.

   Programs excel in the use of technology and were rapidly expanding distance learning through Edmentum and Google Classroom. All students have access to laptops and iPads and facilitators encourage cell phone use in the classroom to conduct research activities.

   Another useful tool is the website www.typing.com. AE instructors can create a free account and set up classroom typing lessons for students. This website is added to our 24/7 offerings as students can access it anytime, anywhere internet/WiFi is available. Student typing speed is recorded and can be added it to their skills section in their resume. As a common practice we should be helping students beef up their resumes and this is another example of technology helping us help them.

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
Begay	Tomasina	Data Tech	FT	BA	5	NMHED Conference Career Pathways COABE Webinars Blended Instruction	Sept Dec	ABQ ABQ Shiprock
Garfield	Jervis	Instructor	FT	BA	10	NMHED Conference Career Pathways COABE Webinars Blended Instruction	Sept	ABQ online
Wagner	Alice	Instructor	FT	BA	20+	NMHED Conference COABE Webinars Blended Instruction		online Shiprock

IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

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

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

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

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

Total hours contributed	Fair Market Value per Hour	Total
50	$50	2500

4. Please indicate total fair market value of donated supplies and materials. (e.g., books)   -0-

5. Please indicate total fair market value of donated equipment.   -0-

6. Please indicate total fair market value of donated IT infrastructure and support.   -0-

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
5000	1.25	6500

Alternate option:

Please indicate institution's building renewal and replacement allocation   -0-

(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
sponsors	1000

B. Program Income Activities

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

-0-

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	-0-

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.

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

NRS FY 19-20

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	1	3	0	0	0	0	0	0	0	0	0	0	0	0	4
ABE Level 2	16	24	0	0	0	0	0	0	0	0	0	0	1	1	42
ABE Level 3	37	25	0	0	0	0	1	1	0	0	0	0	0	0	64
ABE Level 4	12	7	0	0	0	0	2	1	0	0	1	0	0	0	23
ABE Level 5	3	2	0	0	0	0	0	0	0	0	0	0	0	0	5
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	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	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	0	0	0
ESL Level 4	0	0	0	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	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	69	61	0	0	0	0	3	2	0	0	1	0	1	1	138

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

NRS FY 19-20

Age Group (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)
16-18	8	9	0	0	0	0	0	1	0	0	0	0	1	0	19
19-24	17	15	0	0	0	0	3	1	0	0	1	0	0	0	37
25-44	36	35	0	0	0	0	0	0	0	0	0	0	0	1	72
45-54	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7
55-59	1	2	0	0	0	0	0	0	0	0	0	0	0	0	3
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	69	61	0	0	0	0	3	2	0	0	1	0	1	1	138

NRS Table 2A: Reportable Individuals by Age, Ethnicity, and Sex															
NRS FY 19-20															
Enter the number of reportable individuals who have completed *fewer* than 12 contact hours by age, ethnicity, and sex.															
Age Group (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)
16-18	6	3	0	0	0	0	1	0	0	0	0	0	0	0	10
19-24	3	7	0	0	0	0	0	0	0	0	0	0	0	0	10
25-44	7	7	0	0	0	0	0	1	1	0	0	0	0	0	16
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	16	17	0	0	0	0	1	1	1	0	0	0	0	0	36

NRS Table 3: Participants by Program Type and Age							
NRS FY 19-20							
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	19	36	68	7	3	0	133
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education	0	1	4	0	0	0	5
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition	0	0	0	0	0	0	0
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	19	37	72	7	3	0	138

Adult Education Local Provider Annual Report   2019-2020

NRS Table 4: Measurable Skill Gains by Entry Level												
NRS FY 19-20												
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	450.75	3	0	1	0	75.0%	4	3	0	75.0%
ABE Level 2	42	0	3255.25	7	7	22	6	33.3%	43	7	7	32.6%
ABE Level 3	64	0	4548	3	16	34	11	29.7%	65	3	16	29.2%
ABE Level 4	23	0	1048.25	2	12	6	3	60.9%	23	2	12	60.9%
ABE Level	5	0	335.75	0	4	0	1	80.0%	5	0	4	80.0%

5											
ABE Level 6	0	0	0	0	0	0	0.0%	0	0	0	0.0%
ABE Total	138	0	9638	15	39	63	21	39.1%	140	15	39	38.6%
ESL Level 1	0	0	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	0.0%
ESL Level 3	0	0	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	0.0%
ESL Level 5	0	0	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	0.0%
ESL Total	0	0	0	0	0	0	0	0.0%	0	0	0	0.0%
Grand Total	138	0	9638	15	39	63	21	39.1%	140	15	39	38.6%

NRS Table 4A: Educational Functioning Level Gain						

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Adult Education Local Provider Annual Report   2019-2020

NRS FY 19-20									
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 Carnegie 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	3	2	66.7%	1	33.3%	0	0.0%	0	0.0%
ABE Level 2	11	8	72.7%	5	45.5%	0	0.0%	0	0.0%
ABE Level 3	5	5	100.0%	0	0.0%	0	0.0%	0	0.0%
ABE Level 4	2	0	0.0%	1	50.0%	0	0.0%	1	50.0%
ABE Level 5	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%
ABE Total	21	15	71.4%	7	33.3%	0	0.0%	1	4.8%
ESL Level 1	0	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	0.0%
ESL Level 3	0	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	0.0%
ESL Level 5	0	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	0.0%
ESL Total	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Grand Total	21	15	71.4%	7	33.3%	0	0.0%	1	4.8%

NRS Table 4B: EFL Gain and Attendance for Pre- and Post-tested Participants

NRS FY 19-20

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Seperated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL GAIN (G)
ABE Level 1	3	431.25	3	0	0	100.0%
ABE Level 2	16	2254.5	11	4	1	68.8%
ABE Level 3	32	3397.25	5	20	7	15.6%
ABE Level 4	8	587	1	6	1	12.5%
ABE Level 5	3	243	0	2	1	0.0%
ABE Total	62	6913	20	32	10	32.3%
ESL Level 1	0	0	0	0	0	0.0%
ESL Level 2	0	0	0	0	0	0.0%
ESL Level 3	0	0	0	0	0	0.0%
ESL Level 4	0	0	0	0	0	0.0%
ESL Level 5	0	0	0	0	0	0.0%
ESL Level 6	0	0	0	0	0	0.0%
ESL Total	0	0	0	0	0	0.0%
Grand Total	62	6913	20	32	10	32.3%

NRS Table 5: Core Follow-up Outcome Achievement						
NRS FY 19-20						
First Period of Participation				All Periods of Participation		
Primary Indicators of Performance (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for all Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Employment Second Quarter afer Exit	11	0	0.0%	11	0	0.0%
Employment Fourth Quarter after Exit	12	2	16.7%	12	2	16.7%
Median Earnings Second Quarter after exit	0	0	0.0%	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	0.0%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0.0%	0	0	0.0%
Attained a Postsecondary Credential while	0	0	0.0%	0	0	0.0%

enrolled or within one year of exit						
Attained any Credential (undiplicated)	23	2	8.7%	0	0	0.0%

NRS Table 6: Participant Status and Program Enrollment		
NRS FY 19-20		
Participant Status on Entry into the Program (A)	**Number (B)**	
Employed	14	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	31	
Not in the Labor Force	93	
TOTAL	138	
Highest Degree Level of School Completed	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	0	0
Grades 6-8	10	0
Grades 9-12 (no diploma)	109	0
Secondary School Diploma or alternate credential	16	0
Secondary School Equivalent	2	0
Some Postsecondary education, no degree	0	0
Postsecondary or professional degree	0	0
Unknown	0	0
TOTAL (both US Based and Non-US Based)	137	
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	18	

In Other Institutional Setting	0
TOTAL Institutional	18

NRS Table 10: Outcome Achievement for Participants in Correctional Education Programs						
NRS FY 19-20						
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	18	2	11.1%	18	2	11.1%
Employment Second Quarter after exit			0.0%	0		0.0%
Employment Fourth Quarter after exit			0.0%	0		0.0%
Median Earnings Second Quarter after Exit			0.0%	59		0.0%
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit			0.0%	68		0.0%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit			0.0%	0		0.0%

Attained a Postsecondary Credential while enrolled or within one year of exit			0.0%	0	0.0%

New Mexico Higher Education Department
Statewide Career Pathways Initiative
Career Pathways Planning System FY20

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

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

Career Pathways:
➢ WIOA defines career pathways to mean a series of rigorous and high-quality education and training strategies and other services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Elements of career pathways will:
A. align with the skill needs of industries in the economy of the State or regional economy involved;

B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;

C. include advising to support an individual in achieving the individual's education and career goals;

D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

E. organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;

F. enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and

G. help an individual enter or advance within a specific occupation or occupational cluster.

Integrated Education and Training (IET):

➢ Defined in WIOA Section 203(11) as: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

➢ Required IET Components as specified in C34 CFR 463.36:

1. Adult Education and literacy activities as described in 463.30

2. Workforce preparation activities as described in 463.34, and

3. Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section 134(c)(3)(D) of WIOA.

DEFINITION OF JUSTICE-INVOLVED INDIVIDUALS:

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

PURPOSE OF CAREER PATHWAYS PLANNING SYSTEM:

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

Please identify members of the team who developed this plan:

Thomas Bennett,
Nick Evangelista

Name of Program: <u>Diné College – ARK</u>   Date Submitted: <u>December 04, 2019</u>

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

                  XX ■   Final Plan (Due **December 16, 2019**)

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.

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.

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

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.**

Current Partnerships
 	
 • Zuni Education and Career Development Center (one-stop-shop, Pueblo of Zuni), ARK Consortia partner sponsoring Adobe Center – full-time instructional HUB Site, HSE test center
 	
 • Diné College Shiprock & Crownpoint Campuses – ARK Consortia partner – full-time instructional HUB Sites, HSE test centers
 	
 • Tepeyac Consortium, Inc. sponsoring Sage Xtreme Learning
 	
 • Chee Dodge Elementary School (Yah-Ta-Hey) – full-time instructional HUB Site, HSE test center
 	
 • HOST Site partners (providing rotating instructional facilities to accommodate Adult Learner clusters), offer advice to our program: JL Gray Cliffside Apartment Complex, Community Room, Gallup Community Pantry Conference Room, and Gallup Children's Library Study Rooms, various restaurants
 	
 • San Juan College, Kirtland Campus - Diné College Shiprock AE program use of instructional facility, availability of campus student success resources for DC AE students, feeder source for San Juan College at the Kirtland Campus
 	
 • Navajo Department Workforce Development (NDWD) and Department for Self-Reliance (DSR) ARK Consortia providing:
     ▪ WIOA, Chapter II foundation training as requested by both NN departments (intake, assessment, goal setting) both departments request to refer to ARK AE services
 	
 • NM Workforce Connections (San Juan & McKinley County offices):
	Potential Partnerships
	
	 • various vocational and academic post-secondary locations with acceptable completion success % rates to complement our Transitions – (specific area) Investigative Research course as continuing educational locations for Ark students in addition to
	   Diné College
	
	 • various businesses (to be explored and contacted) and employers to assist with jobs and Career Pathways for the purpose of referring current students and graduates
	
	 Strengthen
	
	 ARK team facilitators– intensify Career Pathways training
	
	 the role of Community Learning Resource Liaisons (CLRL's) to work with Navajo Nation Chapter and Pueblo of Zuni Leadership in addressing identified community needs

▪ exchange of services and participants offered between NMWFC and the ARK Consortia ▪ request from NMWFC for the ARK Consortia to provide vocational certification testing • National Indian Youth Council (NIYC) – exchange of services and participant referrals • Good Will, Gallup, Career Services – exchange of services and participant referrals • Native Nations CDL – mutually beneficial to our students • The UPS Store – excellent working relationship for office support services, monthly UPS package service HSE test sites, student referrals from the UPS Store to ARK instruction sites • Multiple Pueblo of Zuni departments – support services to AE program, refer students, advise • Multiple Navajo Nation Chapter Houses – allow ARK Consortia to speak at leadership planning and regular community governance meetings, explain programs and recruit students	

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:**
Strengthen the following partnerships: • Native Nations CDL to assist their students with needed skills we can offer while referring our HSE graduates to this vocational training program • Navajo Nation Regional Chapter officials and staff by offering leadership and business skills as previously discussed • Navajo Nation Workforce Development and Department of Self-Reliance by offering instruction in person and distance learning at their community locations • NM Workforce Connections to follow up on previous discussions • additional Navajo Nation Chapter communities to offer instructional services and community needs • additional community school district locations to offer instructional service • explore with partners re-implementing academic/work programs including apprenticeships and entrepreneurship • identify and chart out appropriate businesses to approach with a goal of notification of vacant positions, ways we can prepare students for regular vacancies while studying with our programs, possibility of apprenticeships • continue training facilitators to enroll and support students with Transition – course through comprehensive investigative research in relation to identifying post-secondary partner options that offer the best possible completion success rate for our students	January, February, March 2020 ongoing with set benchmarks once businesses are identified

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.

Considerations -
- The program's vision and mission statements should align with the local workforce development system and should reflect a workforce focus.
- Does the program name effectively communicate career pathways services? If not, the program might need a new name or a career pathways tagline.
- A program's promotional materials should emphasize the future beyond the program rather than the endpoint (i.e., college, career and life success over getting a HSE certificate).
- Programs should create an environment that inspires students toward college and career opportunities (i.e., the language that is used, the visuals seen around the facility, the attitudes toward and expectations of students).

Current Activities:	Planned New Activities:
Include a list of what the program already does to create a career pathways culture.	**Include a list of what the program could do to enhance a career pathways culture.**

Promotional Materials

all program marketing has been and is aimed at 'Gainful Employment' while offering examples of the steps offered to obtain 'Gainful Employment', over the last few years the term Career Pathways has been added to correspond with the language of WIOA

Atmosphere
- ongoing advisement and discussion imbedded in instruction aimed at 'what next'
- students offered and enrolled in a detailed day by day Workforce course (2006-2009)
- students enrolled in course - Transition – (specific career interest)

  aspects of a career culture are explored through an Investigative Research approach

  this helps both individuals who have a career interest and those who need further exploration
- language matters – encouraging & supportive language is essential in developing an open-ended Career Culture, one that is not restricted by what a student is accustomed to while neglecting their hopes and dreams, using terms in our coursework like: expanding boundaries, widening horizons, without limitations, Make a Difference (MAD) etc. might be helpful to some students

Designer Courses – with assistance from people in a career field
- assistance from people in specific careers as stated by students on the 'Goal Sheet',

  people in specific careers work with facilitators to develop presentations that they give to students in person & online with question & answer exchange throughout

Strengthen
- closer working relation with Workforce Connection offices
- Revise 'Goal Sheet' to include registration with Workforce Connection site: **https://www.jobs.state.nm.us/vosnet/Default.aspx**
- expand designer courses based on student career interest
- use of appropriate career culture & HSE language at all Consortia locations
- revisit Workforce Course offering from '06-'09 marketing item below

New
- our one-stop Consortia partner was founded on a Career Culture mentality, however, other partners need to revisit vision, mission etc., and determine whether or not to abandon the 'culture learning' label and environment and replace with a workforce culture or find an acceptable compromise
- restructure a portable classroom for 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.	

Strengthen • revisit Workforce Connection offices, San Juan & McKinley Counties in relation to the program Career Pathways Plan • revise 'Goal Sheet' beginning December to include Workforce Connection site • as part of intake process - glean from students' career interests for continued expansion of Transition offerings • language of a career culture & HSE - discuss with all team workers **New** • rebranding & philosophical change in direction - January Consortia partner Leadership Group meetings • explore additional space to move from a 'classroom' environment to a Career Culture environment • accessibility to a variety of materials relating to a variety of jobs and careers • be open and receptive to Career Culture ideas not thought of yet that should be sparked by the development of this document	January, February, March 2020

Creating a Comprehensive Career Pathways Model
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Essential Component 3: Labor Market Information (LMI)
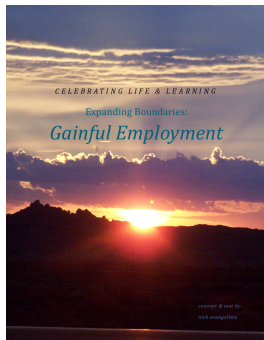
Description: Career Pathways systems are driven by local labor market information. Labor market information describes current and projected local workforce needs. This information can be helpful when guiding students with career planning as well as with planning instructional services and IET programs. 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/ .

Considerations –
• Engage employers that align with local workforce needs.

- Share labor market information with students to help inform their career goal-setting and planning.
- Develop contextualized instruction and IET programs in in-demand industries.

Current Activities:	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).

LMI and student job and career interest are in sync for this area: tourism, food service, and the standards: education, health care, construction, plumbing, electrical, welding and automotive jobs are the fields most in need and are what students express most interest – and the fields conventionally providing employment for their families	**Strengthen** • facilitators will mention LMI more often, it will be included in the Transition course • facilitators need to emphasis and provide more investigative research activities for students to explore their job and career option choices
our Consortia currently uses LMI as a starting point while exploring with students other career interests that they have dreamt about and maybe never thought possible, this is the challenging part of our 'what next?' with students – helping students sort out possibilities including others than what they are accustomed to within families and friends – we observe this developing as they achieve benchmark successes within the program, students start with what they grew up being familiar with and then some explore and expand options as they experience success in the program	
time for open discussions about LMI, job and career interest within the classroom where students can compare ideas and hear experiences from their peers are beneficial exchange throughout.	*CELEBRATING LIFE & LEARNING* Expanding Boundaries: *Gainful Employment*
TC Publications Expanding Boundaries Gainful Employment and Self-Employed exercise books were developed to familiarize students with Core Math (four major operations, relationship between decimals, fractions, percent in respect to salaries, federal and state payroll deductions) specific to numerous LMI jobs in New Mexico and as expressed by student career interest.	*concept & text by rick compolieta*

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

• more specific training for facilitators in respect to:
    ▪ utilizing LMI as a tool
    ▪ investigative research activities for students to explore their job and career options
    ▪ inclusion of career interest in coursework
	January, February, March 2020

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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.

Considerations -
- Have students register with Workforce Connection**: https://www.jobs.state.nm.us/vosnet/Default.aspx**

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

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.

Intake

1) Enrollment
   - both managed and open enrollment (time or task oriented) approaches are utilized depending on the Consortia partnering location

2) Assessment & Advisement

   advisement after assessment with some Consortia partners includes deciding on the closest study location, utilizing the 24/7 schedule including study by appointment accommodating those who work or have other special accommodation needs

3) Goal Sheet

   Career Pathways section – career-related activity as part of the intake process

   Career Pathways - Core Goals
   Date Goals Set:
   ☐ Occupation – employment, ASAP possibilities,
   places to apply (get a job, earn an income):
   ☐ Career Interest – what careers interest you:
   ☐ Attend Career Interest Training or College
   to achieve career interest
   Where:
   When:

Intake
- Revise 'Goal Sheet' to include registration with Workforce Connection site:
  https://www.jobs.state.nm.us/vosnet/Default.aspx
- list and discuss local support services
- think out additional items to make 'Goal Sheet' part of the Career Culture
- explore additional space for career oriented information : maps/visuals, activities, other items to be determined

Area of Study:

Certification/Degree to be earned:

Entrepreneurship

☐   Small Business Start-up/ownership:

☐   Retain current employment at:

Behavior Awareness - Stabilize/Change

☐   Dedication, Commitment, Momentum

☐   Organizational Skills

4) Time Sheet

5) Schedule - as developed with student, 24/7 utilizing technology and replacing the need for an attendance policy (on-the-job and post-secondary structured)

6) CareerScope (career survey online program) - as available per location

7) Orientation including instruction locations & options, on-going as relevant throughout the student's time with program, encouraging students to continue with program after completion of initial goals while job hunting and preparing for vocational training or academic coursework.

Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	Timeline:
Intake Revise 'Goal Sheet' to include registration with Workforce Connections: **https://www.jobs.state.nm.us/vosnet/Default.aspx** facilitators will be trained in the use of revised 'Goal Sheet'	January, February, March 2020

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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.

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

Current Activities:	Planned New Activities:
If the program currently uses an Individual Learning Plan or Individual Education and Career Plan, list the elements included in the template. Include how the plan is developed and used, and how students are involved in the process.	**Indicate if the program will use (create new or revise existing) an Individual Education, Career and Life Plan for every student? Include a list of the elements that will be included in the template, how it will be created and used for each student, and how students will be involved in the process.**
Consortia partners use the intake procedure to gather information from the student to assist them in the manner in which we facilitate their stated goals. Another starting point for an Individual Learning etc. guide during the intake process is the 24/7 schedule guide, the student working on this chart assists with organizational skills while providing the opportunity to form a foundation for their Individual Learning guide with the facilitator including study location, inclusion of technology and distance learning, get a job, earn an income, career interest, entrepreneurship	**Strengthen** - expand items on the Goal Sheet currently used into an 'Individual Education, Career and Life Guide' - more emphasis on the importance of the 24/7 schedule guide - explore a change in our philosophical direction of assisting students

Plan:	Timeline:
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.	
- revise the intake Goal Sheet to include written Individual Learning Guide - revisit the 24/7 schedule guide, revise as needed - 'Individual Education, Career and Life Plan' discuss this topic with Consortia respective Leadership Groups	January, February, March 2020

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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.

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

Current Activities:	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.**
'Individual Education and Career Planning is done during the advising of students. This is done informally during the intake process. Some planning is discussed during case management so more experienced staff can assist and advise - professional advising is available at partnering locations: - Diné College and Zuni Education and Career Development Center have career advising services available for Consortia partner program students - Good Will Career Specialist has proven a good local resource for our Yah-Ta-Hey and surrounding area students	- expanded services will depend on qualifications and abilities of existing staff, availability of services within partnering locations - Good Will Career Specialist – re-visit with ARK offering fact sheet, and specific plan for referrals between organizations

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	
review and extend of current available services will be conducted, to date what our programs are doing and services we are utilizing is working well	January, February, March 2020

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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.

Name of Program: Diné College – ARK   Date Submitted: December 04, 2019

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

Current Activities:	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.**
College and Career Readiness Standards Instruction offered by Consortia partners is aligned to College and Career Readiness standards with support from Consortia partners Diné College Student Success Center and the Zuni Education and Career Development Center (as a one-stop-shop) complimenting with various work training and post-secondary components. Partner Tepeyac sponsored Sage community learning centers and the Pueblo of Zuni's Adobe Center (now sponsored by ZECDC & Tepeyac) began offering culturally relevant Gainful Employment focused academic scenarios in the late eighties. In 2009 TC Publications was initiated to address the need of Navajo students further from border towns who for whatever reasons appeared to have acceptable reading levels, however, had more difficulty than town students with reading comprehension in respect to a deliverable academic product including the HSE. TC Publications provides locally copyrighted (use by written permission only) option or compliment to commercial products serving as a bridge to a better understanding of commercial products. below is an introductory page to locally developed coursework:	**Employer Design & Delivery** Strengthen – • Native Nations CDL – in addition to reciprocal referrals, strengthen partnership by assisting CDL participants with contextualized reading/comprehension assessments and licensure testing • revisit material and apprenticeships including on the job shadowing from late nineties to help explore employer partnerships • as requested by Workforce Connections at local college, in addition to reciprocal referrals, the ARK project will continue exploring providing certification testing for vocational programs **College and Career Readiness Standards** • expand available accessibility to ARK service with assistance of Diné and Ashiwi College • explore commercial products in step with College and Career Readiness Standards while encouraging Consortia partners to continue developing in-house and local relevant and appropriate materials, presentations and activities for student use

holistic learning experiences for individuals & families the development of Critical Thinking & Transferable Skills through interegenerational & interdisciplinary activities aimed at increasing the 'Knowledge Base' as a foundation for progressive life success and quality of life enhancement

Additional workforce preparation contextualized coursework (soft skills, career and life) years ago were transposed into a graphic novel media class presentation PowerPoint or distance learning format i.e. the 'Keeping up with Cheii' series (lessons written in 2002 for a specific Navajo Nation Chapter area, tee shirts where available for participating students) and the 'Viajera de Alejandra' series (with a female version Indiana Jones character) targeting vocabulary development with open-ended scenarios prompting relevant on the job discussions.

Locally developed coursework is available to ARK Consortia partnering locations including the Zuni Correctional Center in text form and Google Classroom. Live-stream presentations are available for all Ark Consortia member instructional locations. CoolPad hotspots were purchased to better accommodate remote-rural Navajo Chapter areas to expand online instructional service were previously unavailable. Locally hired facilitators assist students at these sites.

Workforce Preparation & Contextualization

Career Specific work and entrepreneurship training with assistance from people working in fields of interest has been available to Consortia partner students for many years. People in specific careers work with facilitators to develop presentations that have been given to students in person & online with question & answer exchange throughout. Examples of designer courses with assistance from people working in the field that have been available to work with students based on student specific career interest are: First Responder Firefighter, Audio Productions and Graphic Design. A student interested in a designer course while in the program may not pursue their career this field.

However, while in our programs this career exposure helps in retention, word of mouth marketing and the opportunity to gather more information to assist in career selection. TC Publications Expanding Boundaries and Self-Employment exercise books were developed to familiarize students with Core Math (four major operations, relationship between decimals, fractions, and percent) specific to numerous LMI jobs in New Mexico and as expressed by student career interest.

IET programs (align to LMI & program/area specific)

the Tepeyac Concept (since 1969)

Diné College (since 1988)

the Tepeyac Consortium, Inc. (since 1996)

Zuni Education and Career Development Center (since 2001)

Workforce Connections

Coordinate with San Juan & McKinley County offices

Technology in Support of Career Pathways

In addition to Edmentum practice former and new coursework has been transposed to Google Classroom college style coursework with the goal of training for job and post-secondary vocational and academic independent work skills and time limitations to meet task completion and accomplishment.

Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	Timeline:
• representatives of ARK will meet with representatives of Native Nations CDL and potential employers to detail and develop program mate • material used from the late nineties that defines Career Pathways will be revisited and considered for current use	January, February, March 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**.

Considerations –
- Offer a curriculum that covers all of the College and Career Readiness Standards.
- Intentionally integrate workforce preparation (soft skills) into the instruction as these are skills employers demand.

- Determine the content of remedial courses offered by local post-secondary programs and ensure students acquire and master those skills.
- Identify the skills needed for many entry level positions and ensure the program helps students acquire and master those skills.
- Use LMI to inform career pathways efforts.

Current Activities: **List what strategies the program currently uses to ensure alignment of services.**	**Planned New Activities:** **List what new strategies the program will use to ensure alignment of services.**
- College and Career Readiness Standards are covered in the curriculum and incorporated in instruction. In addition to commercial texts and online programs developed coursework is available and evaluated regularly through use and upgraded as needed. - Coursework mentioned in this document intentionally and seamlessly integrates workforce preparation: soft skills, career & life - Consortia partners have been purchasing remedial education textbooks for years for use at our program locations - ARK Consortia partner leadership have supervised college developmental departments for many years and are familiar with what is expected of college students and how to prepare students to avoid the remedial system - skills necessary for jobs and career interests are presented and discussed in class, we are attempting to enroll all students in the Transition – (specific job/career interest) course - LMI is used to inform career pathways efforts	**Strengthen** - facilitators are being identified and trained based on abilities to review student google classroom courses with respect to contextualized questions and student responses - goal – enroll all students in Transition – course as they are assigned Google Classroom usernames and passwords - continue all current activities

Plan: **Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.**	**Timeline:**
develop a calendar January through June 2020 for rigorous training for all ARK Consortia partner AE facilitators, to include live- stream training to all program locations in the service area	January, February, March 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.

Considerations -

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

Current Activities:	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.**
- Screening for employment barriers – - lowest-skilled adults ✓ Consortia partners will continue to assess and provide service to all EFL's and develop appropriate materials if necessary to accommodate lower EFL's to assist in transition from in-house developed material to commercial material focusing on vocabulary development as this is a major area of concern for this population ✓ The locally developed NPR© (Natural Progressive Rotation) of a program is the fluid movement of learners with the program acknowledging and accepting performance range. A program that strives to be comprehensive, consisting of learners' at all academic levels, may have a performance range as diverse as 80 to 20. A breakdown of this range may indicate 80% of the enrolled learners assessing in the category 'hardest to serve' and 'most in need'. Individuals comprising the 80% come to programs with more barriers to overcome and often less skills to do so and therefore more challenging for programs to identify and address. - adults with disabilities ✓ The state AE office intake enrollment form contains a section on disabilities offering the opportunity for program enrollees to self-select appropriate categories, as of July 2018 Consortia partners included an additional item to the enrollment form, TBI (Traumatic Brain Injury) after observing the possible effects of a TBI as limitations to learning ✓ Diné College Student Success Center offers all appropriate services to Consortia partner locations - justice-involved ✓ Partners of the Consortia have been providing service to justice-involved individuals for many years including the first partnership agreement for Tepeyac in 1998 with the Northwest New Mexico Regional Juvenile Services Authority Federal Resident Program, housed at the McKinley County Juvenile Detention Facility in Gallup. While working with this federal justice partner in helping their trustees gain social work skills, improve their academics, job skills & search and assist with family members for trustees to reenter their reservation communities Tepeyac engaged in what might now be termed an IET experience hiring an individual from the resident program after release. For many years Tepeyac also sent AE instructors into the McKinley County Adult Detention Center and the substance abuse center, NCI (Na'Nizhoozhi) in Gallup. Consortia partner added the McKinley County Adult Detention Center as an addendum official HSE test site	- develop a support services check list - explore facility space to better accommodate justice-involved students - continue to explore ways to include the Navajo Nation Eastern, Shiprock and Fort Defiance Agencies judicial system in the Consortia's Justice Initiative - continue to explore ways to expand services through business marketing for vulnerable populations - continue the on-going discussion with Leadership Groups and instructional facilitators on the 'culture of poverty' (the primary barrier to employment for our population is economic inequity)

with the examiner administering the test within the facility. ✓ FY 18-19, Consortia partners entered an MOU with the Zuni Public Safety Department Correctional Center with AE facilitators assisting residents within the facility and working to follow up with them in the ZECDC one-stop AE Adobe Center after release. ✓ FY 19-20, Consortia member awarded a NMHED Justice Initiative grant with a focus on expanding services with the Zuni Correctional Center. This expansion includes a full-time Community Learning Resource Liaison (CLRL) and part-time Special Projects Coordinator, a former judge with a law degree from UNM. The CLRL facilitates learning within the detention center for both male and female residents utilizing distance learning coursework including the Transition course. After release residents are encouraged to continue their study program, enter the ZECDC work training program at the Adobe Center with their same CLRL facilitator from the detention center at the Adobe Center (for familiarity and program continuity). This CLRL communicates with all aspects of the judicial system in the Pueblo in respect to the residents/students. Early-release conditions may include continuation of a residents study program. The CLRL may attend hearings involving offenders/students. ✓ Consortia partners worked together and with the state AE office HSE coordinator, the Gallup-McKinley County School District, Pueblo of Zuni Governor and Council, DC/Crownpoint Campus and ETS HiSET to establish three official HSE test locations: Zuni Administrative Building Conference Room, Chee Dodge School portable #28B in Yah-Ta-Hey and Diné College Crownpoint Conference Room to assist in eliminating the barrier of travel and other expenses for HSE ready students to take their official tests. An additional HSE examiner has been certified and administers the HiSET exam in the Pueblo of Zuni and at Chee Dodge School in Yah-Ta-Hey. HSE official test center opened October, 2018. ✓ The Special Projects Coordinator is establishing a network involving all aspects of the McKinley and Cibola County judicial systems – as Consortia students either are or become justice-involved and as time permits. As an AE liaison the Special Projects Coordinator works to establish and maintain communication (i.e. justice-involved Consortia student progress reports) via email to probation officers	

Plan: **Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.**	**Timeline:**
continue to explore ways to expand services through business marketing through standard on-going review process	January, February, March 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.

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

Current Activities:	**Planned New Activities:**
Include a list of support services the program currently offers. Describe how these services are identified and accessed.	Include a list of support services the program will offer (include what will be added or strengthened). Describe how these services will be identified and accessed.
Pueblo of Zuni (since 2011, ARK Consortia member 2017): Zuni Education & Career Development Center - One-Stop-Shop including Adult Learning Center cost & staff shared with Tepeyac Consortium, TANF, Workforce Development, internships, soft skills, work projects, job and life skills workshops, job placement and Higher Education Department assisting and supporting post-secondary vocational training and academic coursework leading toward certifications and degrees, Zuni Corrections Facility **Diné College (since 1988, ARK Consortia member 2017):**	new • explore collaboration with Hozho substance abuse support services Northside Gallup as requested • continue to approach vocational rehabilitation programs in the ARK service area • explore mentoring, internships, job shadowing, apprenticeships with the our instructional HOST location the Gallup Community Pantry

Student Success Center, all services available to Adult Education students	**strengthen**
Tepeyac Concept (since 1969, Tepeyac Consortium, Inc. since 1996, Consortia member 2017)	• review and strengthen all current activities
job skills & search assistance, housing search, preparation and entrance into post-secondary	• brainstorm session with partner leadership groups to develop 'wish list' of new additional support service improvements
Navajo Nation:	
Department of Workforce Development (NDWD) & Department for Self-Reliance (DSR) job search workshops, academic assessment & advisement, financial support for childcare & transportation, Indian Health Services Crownpoint, Shiprock & Gallup – Behavioral Health	
Workforce Services:	
New Mexico Workforce Connections – San Juan & McKinley Counties	
Good Will, Gallup	
workforce services - job skills & search assistance, housing search, career advisement	

Plan:	**Timeline:**
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	
new	January, February, March 2020
• Hozho support group, Gallup	
visit with program manager to exchange: 1) current offerings that may be of mutual support 2) ideas on collaboration and mutual support	
• vocational rehabilitation programs	
visit with program managers exchange: 1) current offerings that may be of mutual support 2) ideas on collaboration and mutual support	
strengthen	
• existing support services	
meet and evaluate, gap analysis, develop action plan to address gaps	
• Consortia leadership groups	
schedule a one item agenda, Career Pathways, to discuss new 'Support Services' to include expansion	

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Sustainability

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

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

Plan:	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 specific professional development needs the program anticipates for its staff in the coming year to support the success of this Career Pathways Plan.	
The following will be adapted specifically for Career Pathways to embed in program and ensure sustainability **Data Collection** – student intake with weekly case management review - student current employment status information as standard procedure will continue to be collected on the intake enrollment form - attached – from the program 'Goal Sheet' career pathways interview section, information as part of each students assessment portfolio – as revised 2017 **Career Pathways - Core Goals** Date Goals Set: ☐ Occupation – employment, ASAP possibilities, places to apply (get a job, earn an income): ☐ Career Interest – what careers interest you: ☐ Attend Career Interest Training or College to achieve career interest Where:	January, February, March 2020 January – June 2020 – as a standard procedure review/reminder

When: Area of Study: Certificate/Degree to be earned: Entrepreneurship ☐ Small Business Start-up/ownership: ☐ Retain current employment at: Behavior Awareness - Stabilize/Change ☐ Dedication, Commitment, Momentum ☐ Organizational Skills **Data Base** - in addition to the state data base an internal Career Pathways data base will be developed to track all students with the same fields matching the 'Gainful Employment' section of the intake 'Goal Sheet' and other accountability fields as deemed appropriate **Data Monitoring** - a monthly report will be prepared and submitted to the program manager by each Consortia partner per operation site location - reports will be included as information to Consortia supervisors & Leadership Groups **Policies & Procedures** – adapt existing procedures to place more emphasis on all students in regards to Career Pathways - develop a Career Pathways Monthly Accountability Form (adapted from cumulative & monthly active enrollment-performance accountability form) - Career Pathways will become a primary item during case management discussions **Career Pathways Plan review** - a review of the plan at the monthly team gathering with emphasis on gaps to be addressed with action plan/timeline **Professional Development** - at monthly team gathering - discuss PD relevant to Career Pathways both participation and potential for participation **Operation & Fiscal** - Within the first quarter of 2020 components of this Career Pathways Plan will either be reinforced or implemented and become embedded standard operational procedures including contextualized instruction. This alignment and merging of the intent of Adult Education during the 20th century has the potential of addressing 21st needs. - A compromise between the primary goal and focus of Gainful Employment through vocational and career training and the AEA of 1966 which included an emphasis on the academics is an achievable balance. Moving toward June, 2020 members of the program will have the opportunity to morph into the face of Adult Ed of the future. With the cooperation of all sustainability can be accomplished within funding allocations.	

Memorandum of Understanding (MOU)

Between

Northern Area Local Workforce Development Board (NALWDB)

And

American Job Center Partners

"Equal Opportunity Program"

COMMON WORKFORCE INNOVATION AND OPPORTUNITY ACT ACRONYMS

A

ABE	Adult Basic Education
AEL	Adult Education & Literacy
ASE	Adult Secondary Education

B

BLS	Bureau of Labor Statistics
BSU	Business Service Unit
BSR	Business Service Representative

C

CBO	Community-Based Organization
CCS	Child Care Services
CEO	Chief Elected Official Chief Executive Officer
CLF	Civilian Labor Force
CRT	Classroom Training
CTE	Career and Technical Education
CY	Calendar Year

D

DADS	Department of Aging and Disability Services
DFPS	Department of Family and Protective Services
DOE	Department of Education
DOL	Department of Labor (U.S. and Federal)
DOT	Department of Transportation
DVOP	Disabled Veterans Outreach Program
DW	Dislocated Worker

E

E&T	Education and Training
EA	Emergency Assistance
EAP	Employee Assistance Program
EGC	Executive and Governance Committee
EDC	Economic Development Corporation
EEO	Equal Employment Opportunity
EEOC	Equal Employment Opportunity Commission
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESP	Employment Services Program
ETA	Employment & Training Administration
ETPS	Eligible Training Provider System

F

FA	Fiscal Agent
FBO	Faith-Based Organization
FLSSA	Fair Labor Standards Act
FR	Federal Register
FY	Fiscal Year

G

GAAP

GED	General Equivalency Diploma

H

HB-5	House Bill 5
HDJT	High Demand Job Training
HHS	U.S. Department of Health & Human Services
HS	High School

I

IEP   Individual Employment Plan
ITA   Individual Training Account

J

JET   Jobs and Education for Texas

K

K-12   Kindergarten through 12th grade
KPI   Key Performance Indicator
KSI   Key Strategic Imperative

L

LEP   Limited English Proficiency
LMI   Labor Market Information
LNG   Liquid Nitrogen Gas
LRGVDC Lower Rio Grande Valley Development Council
LWDB   Local Workforce Development Board

M

MET   Migrant Education and Training
MOU   Memorandum of Understanding
MPR   Monthly Performance Report
MSFW   Migrant Seasonal Farm Worker

N

NAICS   North American Industry Classification System
NAWB   National Association of Workforce Boards
NCP   Non-Custodial Parent
NEG   National Emergency Grant

NBRI   National Business Research Institute
NFA   Notice of Fund Availability

O

OJT   On-The-Job Training
OMB   Office of Management and Budget
O*NET   Occupational Information Network

P

PA   Public Assistance
PY   Program Year

R

RESTEC Rio South Texas Economic Council
RFP   Request for Proposal
RFI   Request for Information
RFQ   Request for Qualifications
RGV
LEAD   Rio Grande Valley Linking Economic and Academic Development
RR   Rapid Response
RTAP   Regional Transportation Advisory Panel

S

SDF   Skill Development Fund
SEAL   Summer Earn and Learn
SSF   Self Sufficiency Fund
SNAP
E&T   Supplemental Nutrition Assistant Program Employment and Training
SOC   Standard Occupation Classification
STEM   Science, Technology, Engineering and Math

T

TA	Technical Assistance
TAA	Trade Adjustment Assistance
TANF	Temporary Assistance for Needy Families
TEA	Texas Education Agency
TEGL	Training & Employment Guidance Letter
TIP	Texas Industry Partnership
TRS	Texas Rising Star
TSR	Texas School Ready
TWC	Texas Workforce Commission
TWIST	The Workforce Information System of Texas

U

UC	Unemployment Compensation
UI	Unemployment Insurance
USDOL	United States Department of Labor

V

VA	Veterans Administration
VRS	Vocational Rehabilitation Services

W

WARN	Worker Adjustment and Retraining Notification Act
WCCT	Workforce Career Center Traffic
WD	Workforce Development
W/E	Work Experience
WFS	Workforce Solutions
WIOA	Workforce Innovation and Opportunity Act Title I Adult Program Title I Dislocated Workers Title I Youth (age 14-24, in-out of school)
WIA	Workforce Investment Area
WIT	Work In Texas
WOTC	Work Opportunity Tax Credit

Y

YCE   Youth Career Expo

Memorandum of Understanding (MOU)
Between
Northern Area Local Workforce Development Board (NALWDB)
And
American Job Center Partners

Legal Authority

The Workforce Innovation and Opportunity Act (WIOA) sec. 121(c)(1) requires the Local Board, with this agreement of the Chief Elected Officials (CEO's), to develop and enter into a Memorandum of Understanding (MOU) and the One-Stop Partners consistent with WIOA Sec. 121(c)(2) concerning the operation of the one-stop delivery system in a local area. This requirement is further described in the WIOA; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions: Final Rule at 20 CFR 678.500, 34 CFR 361.500 and 34 CFR 463.500 and in Federal guidance.

Additionally, the sharing and allocation of infrastructure costs among one-stop partners is governed by WIOA sec. 121(h), it is implementing regulations, and the Federal Cost Principles contained in the Uniform Administrative requirement, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) ant 2 CFR part 200,

Purpose

The primary purpose of this Memorandum of Understanding (MOU) is to create a partnership between the Northern Area Local Workforce Development Board (NALWDB) and the American Job Center Partners (Partners) within the counties of Santa Fe, Taos, Rio Arriba, Los Alamos, Colfax, San Miguel, Mora, McKinley, San Juan and Cibola.

The development and implementation of a comprehensive Workforce System requires teamwork between the Partners and the NALWDB. The Partners and the NALWDB agree to work together to establish shared goals, operating strategies, and procedures for effective integration of workforce services.

The NALWDB collaborates with a wide variety of individuals, businesses, and organizations. The NALWDB views its mission as guiding a regionally-recognized workforce development system that aligns with the economic and educational goals of the State of New Mexico resulting in a qualified workforce available to businesses across counties; our mission directly supports economic business growth. The vision is for a New Mexico where every person maximizes his or her career potential, and businesses have access to the human capital they need to be successful. The collaborative development of this local plan is intended to create a foundational blueprint for local chief elected officials, economic development organizations, state agencies, community organizations, labor unions, local businesses, and WIOA adult and youth service

providers to utilize in coordinating services for businesses, job training, and placement activities to meet the diverse, unique needs of both the mostly rural and also urban areas within the NALWDB service delivery area.

System Structure

NALWDB American Job Centers

Within the Northern Region there is Two WIOA comprehensive One-Stops (Santa Fe County and San Juan County) and six affiliate American Job Centers. These centers were established under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act. All centers offer WIOA Adult, Dislocated and Youth Services, and provide for both staff assisted and self-directed services and access to Unemployment Services via the telephone or through the resource center facilities. Resources available at each NALWDB AJC One-Stop includes, but are not limited to: computers with internet access and the New Mexico Job Service System, fax and copy machines, online job search and career exploration resources, online filing for Unemployment Insurance benefits, labor market information and literature pertaining to careers, job search and training. Staff assisted career services are available to customers who require some staff assistance to include job referral, job development, workshops, resume review, and other reemployment services support.

Office hours for Comprehensive sites within the Northern Area are Monday through Friday 8:00 AM to 5:00 PM.
Itinerate office hours in Colfax County Tuesday through Thursday 8:00 AM to 5:00 PM
Itinerate office hours in Cibola County Monday, Wednesday, Friday 8:00 AM-5:00 PM

One-Stop Operator

The NALWDB has hired Barney Trujillo as the one-stop operator. The NALWDB was designated as the one-stop operator by NMDWS, after an attempt to procure an operator through a competitive process in accordance with the Uniform Guidance, and Local procurement laws and regulations, however there were no responses to the RFP. The State requires that the one-stop operator is re-competed at least every three years and no later than every four years. Functional details are outlined in the Roles and Responsibilities of Partners section, under One-Stop Operator.

Partners

Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information
Co-Located Partners at One-Stop America's Job Centers				
Wagner-Peyser Employment Services	NM Dept. of Workforce Solutions	Wagner-Peyser Employment Services (ES) program, authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as amended by title III of WIOA, also providing the state's public labor exchange	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us
Jobs for Veterans State Grants	NM Dept. of Workforce Solutions	Jobs for Veterans State Grants (JVSG), authorized under chapter 41 of title 38, U.S.C.	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us
Trade Adjustment Assistance	NM Dept. of Workforce Solutions	Trade Adjustment Assistance (TAA), authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us
WIOA Adult, Dislocated Worker, and Youth Programs	SER Jobs for Progress	WIOA title I Adult, Dislocated Worker, and Youth Programs – WIOA Act of 2014	Alex Martinez	1596 Pacheco St Ste 109 Santa Fe NM 87505

Partners Not Co-located at One-Stop - America's Job Centers				
NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services	State Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C.720 et seq.), as amended by title IV of WIOA	NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services 2541 Camino Ortiz B Santa Fe NM 87505 505-827-3526
Unemployment Insurance Reemployment Services and Eligibility Assessment	NM Dept. of Workforce Solutions	Budget Control Act, 2016, WIOA Act of 2014,	Unemployment Insurance Reemployment Services and Eligibility Assessment	NM Dept. of Workforce Solutions
Temporary Assistance for Needy Families (TANF)	NM Human Services Dept,	Temporary Assistance for Needy Families (TANF)	NM Human Services Dept,	Temporary Assistance for Needy Families (TANF)
Title V- Senior Community Service Employment	NM Aging and Long Term Services	Senior Community Service Employment Program		2550 Cerrillos Rd Santa Fe NM 87505
Senior Community Service Employment Program SCSEP	NM Goodwill	Senior Community Service Employment Program (SCSEP), authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.)	Jeff Medina, Director	
National Farmworker Jobs Program Employment and Training Grants	Help – New Mexico	National Farmworker Job Program (NFJP) WIOA Sec. 167	Michael Gutierrez, Chief Executive Officer	5101 Copper Ave NE Albuquerque, NM 87124 505-766-4918 Mike.Gutierrez@helpnm.com
Adult Basic Education		WIOA title II Adult Education and Family Literacy Act (AEFLA) Program		
	Dine College Consortium		Nick Evangelista	nick@sagell.org
	Luna Community College		Rock Ulibarri	rulibarri@luna.edu
	NMSU Grants		Tom McGaghie	tjmcgagh@ad.nmsu.edu

	Northern New Mexico College		Liz Abeyta	liz.abeyta@nnmc.edu
	San Juan College		Jenny Lambert Beaty	lambertbeatyj@sanjuancollege.edu
	Santa Fe Community College		Letty Naranjo	letty.naranjo@sfcc.edu
	UNM - Los Alamos		Gabe Baca	gbaca@unm.edu
	UNM –Gallup		Laura Jijon	lbjijon@unm.edu
	UNM Taos		Judy Hofer	Judy@unm.edu

Terms and Conditions

Partner Services

Partners will make the services below available, as applicable to the program, consistent with and coordinated via the NALWDB's American Job Centers. Additional services may be provided on a case by case basis and with the approval of the NALWDB.

Business Services		
Serve as a single point of contact for businesses, responding to all requests in a timely manner	Provide information and services related to Unemployment Insurance taxes and claims	Assist with disability and communication accommodations, including job coaches
Conduct outreach regarding Local workforce systems 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 issues	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 skill 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 career 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

Roles Responsibilities of the Partners

All Parties to this agreement shall 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);
- Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38);
- 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 in the development of necessary service delivery protocols for the services outlined in the Partner Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of

customers, maintenance of records, and other confidential information relating to customers; and

- Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of this agreement.

Chief Elected Official

CEO'S for the NALWDB will:

- In Partnership with the NALWDB and other applicable Partners within the planning region, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by the NALWDB and their Partners, and that incorporates plans for each of the Local areas in the planning region,

- Approve the NALWDB's budget and workforce center cost allocation plan,

- Approve the selection of the one-stop operator following the competitive procurement process, and

- Coordinate with the NALWDB to oversee the operations of the Northern Region's Area's American Job Center network.

NALWDB

The Northern Area Local Workforce Development Board ensures the workforce-related needs of employers, workers, and job seekers in the Northern Area are met, to the maximum extent possible with available resources. The NALWDB will:

- In Partnership with the CEO's and other applicable Partners within the Northern Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by NALWDB and their Partners;

- In collaboration and Partnership with the CEO's and other applicable Partners within the planning region, develop the strategic regional vision, goals, objectives, and workforce-related policies;

- In cooperation with the Local CEO's design and approve the NALWDB - American Job Center network structure. This includes, but is not limited to:
    - o Adequate, sufficient, and accessible one-stop center locations and facilities

- Sufficient numbers and types of providers of career and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities)
  - A holistic system of supporting services
  - A competitively procured one-stop operator
- In collaboration with the CEO's, designee through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the one-stop operator(s)
- Determine the role and day-to-day duties of the one-stop operator
- Approve annual budget allocations for operation of the American Job Center network
- Help the one-stop operator recruit operational Partners and negotiate MOUs with new Partners
- Leverage additional funding for the NALWDB's American Job Center network to operate and expand one-stop customer activities and resources
- Review and evaluate performance of the NALWDB and one-stop operator

One-Stop Operator

- The Northern Area Local Workforce Development Board One-Stop Operations Manager will designate from Partner staff a Site Manager who will act as "functional leaders" for their designated office. As such, they will have the authority to organize and supervise Partner staff, to optimize and streamline service delivery efforts. Formal leadership, supervision, and performance responsibilities will remain with each staff member's employer of record. The one-stop operator, through the Center Managers, will, at a minimum:
- Manage daily operations, including but not limited to:
- Managing and coordinating Partner responsibilities, as defined in this MOU
- Managing hours of operation, including the once weekly extended hours of operation
- Coordinate daily work schedules and work flow based upon operational needs

- Coordinate staff vacations/unscheduled absences with the formal leader to ensure service coverage by center staff. Assist the NALWDB in establishing and maintaining the American Job Center network structure.
  This includes but is not limited to:
    o Ensuring that State requirements for center certification are met and maintained
    o Ensuring that career services such the ones outlined in WIOA sec. 134(c)(2) are available and accessible
    o Ensuring that NALWDB policies are implemented and adhered to
    o Adhering to the provisions outlined in the contract with the NALWDB and the NALWDB's Business Plan
    o Reinforcing strategic objectives of the NALWDB to Partners
    o Ensuring staff are properly trained by their formal leadership organizations and provided technical assistance as needed

- Integrate systems and coordinate services for the center and its Partners, placing priority on customer service
- Integrated Workforce Service Delivery, as defined by WIOA, means organizing and implementing services by function (rather than by program), when permitted by a program's authorizing statute and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts
- Functional alignment includes having one-stop center staff who perform similar tasks serve on relevant functional teams, e.g. Skills Development Team or Business Services Team
- Service integration focuses on serving all customers seamlessly (including targeted populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each program
- The services are seamless to the customer, meaning the services are free of cumbersome transitions or duplicative registrations from one program service to another and there is a smooth customer flow to access the array of services available in the workforce center
- Oversee and coordinate partner, program, and NALWDB's American Job Center network performance.
  This includes but is not limited to:
    o Providing and/or contributing to reports of center activities, as requested by the NALWDB
    o Providing input to the formal leader (partner program official) on the work performance of staff under their review
    o Notifying the formal leader immediately of any staff leave requests or unexcused absences, disciplinary needs, or changes in employee status
    o Identifying and facilitating the timely resolution of complaints, problems, and other issues
    o Collaborating with the NALWDB on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the

case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603)

- o Ensuring open communication with the formal leader(s) in order to facilitate efficient and effective center operations
- o Evaluating customer satisfaction data and propose service strategy changes to the NALWDB based on findings

- Manage fiscal responsibilities and records for the center. This includes assisting the NALWDB with cost allocations and the maintenance and reconciliation of one-stop center operation budgets.

The One-Stop 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 services providers, or Youth providers. The operator cannot negotiate local performance accountability measures or develop and submit budgets for activities. NALWDB is responsible for the negotiated performance measures, strategic planning, budgets, and one-stop operator oversight (including monitoring).

Partners

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement and to pursue acquiring Certified Workforce Development Professional (CWDP) certification for partner staff.

Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the one-stop operator
- Joint planning, policy development, and system design processes
- Commitment to the joint mission, vision, goals, strategies, and performance measures
- The design assessment, referral, and case management processes
- The use of data sharing methods, as appropriate
- Leveraging of resources, including other public agency and non-profit organization services
- Participation in a continuous improvement process designed to enhance outcomes and increase customer satisfaction
- Participation in regularly scheduled Partner and coordination meetings to exchange information in support of the above and promote program and staff integration

Data Sharing

Partners agree that the use of high-quality, integrated data is essential to inform decisions made by policymakers, employers, and job seekers.

Partners further agree that the collection, use, and disclosure of customers' personally identifiable information (PII) is subject to various requirements set forth in Federal and State privacy laws. Partners acknowledge that the execution of this MOU, by itself, does not function to satisfy these requirements.

All data, including customer PII, collected, used, and disclosed by Partners will be subject to the following:

- Customer PII will be properly secured in accordance with the Local WDB's policies and procedures regarding the safeguarding of PII
- The collection, use, and disclosure of customer education records, and the PII contained therein, as defined under FERPA, shall comply with FERPA and applicable State privacy laws
- All confidential data contained in UI wage records must be protected in accordance with the requirements set forth in 20 CFR part 603
- All personal information contained in Vocational Rehabilitation records must be protected in accordance with the requirements set forth in 34 CFR 361.38
- Customer data may be shared with other programs, for those programs' purposes, within the NALWDB's American Job Center network only after the informed written consent of the individual has been obtained.
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations
- All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d))
- Release of information/referral forms for WIOA Adult programs (attached)

All one-stop center and Partner staff will be trained in the protection, use, and disclosure requirements governing 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.

Confidentiality

All Parties expressly agree to abide by all applicable Federal, State, and local laws and regulations regarding confidential information, including PII from educational records, such as but not limited to 20 CFR Part 603, 45 CFR Section 205.50, 20 USC 1232g and

34 CFR part 99, and 34 CFR 361.38, as well as any applicable State and local laws and regulations. In addition, in carrying out their respective responsibilities, each Party shall respect and abide by the confidentiality policies and legal requirements of the other Parties.

Each Party will ensure that the collection and use of any information, systems, or records that contain PII and other personal or confidential information will be limited to purposes that support the programs and activities described in this MOU and will comply with applicable law.

Each Party will ensure that access to software systems and files under its control that contain PII or other personal or confidential information will be limited to authorized staff members who are assigned responsibilities in support of the services and activities described herein and will comply with applicable law. Each Party expressly agrees to take measures to ensure that no PII or other personal or confidential information is accessible by unauthorized individuals.

To the extent that confidential, private, or otherwise protected information needs to be shared amongst the Parties for the Parties' performance of their obligations under this MOU, and to the extent that such sharing is permitted by applicable law, the appropriate data sharing agreements will be created and required confidentiality and ethical certifications will be signed by authorized individuals. With respect to confidential unemployment insurance information, any such data sharing must comply with all of the requirements in 20 CFR Part 603, including but not limited to requirements for an agreement consistent with 20 CFR 603.10, payments of costs, and permissible disclosures.

With respect to the use and disclosure of FERPA-protected customer education records and the PII contained therein, any such data sharing agreement must comply with all of the requirements set forth in 20 U.S.C. § 1232g and 34 CFR Part 99.

With respect to the use and disclosure of personal information contained in VR records, any such data sharing agreement must comply with all of the requirements set forth in 34 CFR 361.38.

Referrals

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

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the NALWDB American Job Center network

- Develop materials summarizing their program requirements and making them available for Partners and customers
- Develop and utilize eligibility determination, assessment, and registration forms / processes
- Provide substantive referrals – in accordance with the NALWDB Referral Policy – 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 on the results of referrals and assuring that Partner resources are being leveraged at an optimal level

Accessibility

Accessibility to the services provided by the NALWDB American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the NALWDB American Job Center network. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

Physical Accessibility

One-stop centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will meet the latest standards of accessible design. Services are available in a convenient and accessible location, and include adequate parking (including parking clearly marked for individuals with disabilities). Indoor space is designed in an "equal and meaningful" manner providing access for individuals with disabilities.

Virtual Accessibility

The NALWDB will work with all appropriate parties to ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires that federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually will be updated regularly to ensure dissemination of correct information.

Partners should either have their own web presence via a website and/or the use of social media, or collaborate with the NALWDB to post content through its website.

Communication Accessibility

Communications access, for purposes of this MOU, means that individuals with sensory disabilities can communicate (and be communicated with) on an equal footing with those who do not have such disabilities. All Partners agree that they will provide accommodations for individuals who have communication challenges, including but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments.

Programmatic Accessibility

All Partners agree that they will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law. Partners must assure that they have policies and procedures in place to address these issues, and that such policy and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues. All Partners will cooperate with compliance monitoring that is conducted at the Local level to ensure that all NALWDB's American Job Center programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs and assistive listening devices must be available to ensure physical and programmatic accessibility within NALWDB's American Job Centers. The NALWDB utilizes the Governor's Commission on Disability for recommendations and assistance to define the best methods and products regarding assistive technology and compliance.

Outreach

The NALWDB and its Partners will develop and implement a strategic outreach plan that will include, at a minimum:

- Specific steps to be taken by each partner
- An outreach plan to the region's human resources professionals
- An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need
- An outreach and recruitment plan for out-of-school youth
- Sector strategies and career pathway
- Connections to registered apprenticeship

- A plan for messaging to internal audiences
- An outreach tool kit for Partners
- Regular use of social media
- Clear objectives and expected outcomes
- Leveraging of any statewide outreach materials relevant to the region

Dispute Resolution

The following section details the dispute resolution process designed for use by the Partners when unable to successfully reach an agreement necessary to execute the MOU. A disagreement is considered to have reached the level of dispute resolution when an issue arises out of the development and negotiation of an MOU that is not easily coming to a point of resolution. It is the responsibility of the NALWDB Board Chair (or designee) to coordinate the MOU dispute resolution to ensure that issues are being resolved appropriately. Any party to the MOU may seek resolution under this process.

- All Parties are advised to actively participate in Local negotiations in a good faith effort to reach agreement. Any disputes shall first be attempted to be resolved informally
- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the NALWDB Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days
- The NALWDB Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee which is comprised of the Chair of each NALWDB committee – (1) Executive Committee, (2) Workforce Connection Performance Committee, (3) Youth Committee, (4) Finance Committee, and (5) Rules Committee, for a total of five (5) indivivudals. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a two-thirds majority consent of the Executive Committee members present
- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties to the MOU
- The NALWDB Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution
- By law, third party disputes will be handled by the Governor's office.

Monitoring

The NALWDB, or its designated staff, officials from the State and Local administrative entities, the U.S. Departments of Labor, Education, and Health and Human Services have the authority to conduct fiscal and programmatic monitoring to ensure that:

- Federal awards are used for authorized purposes in compliance with law regulations, and State policies
- Those laws, regulations, and policies are enforced properly
- Performance data are recorded, tracked, and reviewed for quality to ensure accuracy and completeness
- Outcomes are assessed and analyzed periodically to ensure that performance goals are met
- Appropriate procedures and internal controls are maintained, and record retention policies are followed
- All MOU terms and conditions are fulfilled

All Parties to this MOU should expect regular fiscal and programmatic monitoring to be conducted by each of the above entities, as appropriate.

Non-Discrimination and Equal Opportunity

All Parties to this MOU certify that they prohibit, and will continue to prohibit, discrimination, and they certify that no person, otherwise qualified, is denied employment, services, or other benefits on the basis of: (i) political or religious opinion or affiliation, marital status, sexual orientation, gender, gender identification and/or expression, race, color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bona fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with a disability.

The Parties specifically agree that they will comply with Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule December 2, 2016), the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the Non-traditional Employment for Women Act of 1991, titles VI and VII of the Civil Rights of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Age Discrimination Act of 1967, as amended, title IX of the Education Amendments of 1972, as amended, and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR Part 37 and 38.

Indemnification

All Parties to this MOU recognize the Partnership consists of various levels of government, not-for-profit, and for-profit entities. Each party to this agreement shall be responsible for injury to persons or damage to property resulting from negligence on the part of itself, its employees, its agents, or its officers. No Partner assumes any responsibility for any other party, State or non-State, for the consequences of any act or omission of any third party. The Parties acknowledge the NALWDB and the one-stop operator have no responsibility and/or liability for any actions of the one-stop center employees, agents, and/or assignees. Likewise, the Parties have no responsibility and/or liability for any actions of the NALWDB or the one-stop operator.

EXCEPTION CLAUSE: Indemnification does not apply to Adult Education partners who are prohibited from contractually creating a general obligation against such university(ies).

Severability

If any part of this MOU is found to be null and void or is otherwise stricken, the rest of this MOU shall remain in force.

Drug and Alcohol-Free Workplace

All Parties to this MOU certify they will comply with the Drug-Free Workplace Act of 1988, 41 U.S.C. 702 et seq., and 2 CFR part 182 which require that all organizations receiving grants from any Federal agency maintain a drug-free workplace. The recipient must notify the awarding office if an employee of the recipient is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for suspension or debarment under 2 CFR part 180, as adopted by the U.S. Department of Education at 2 CFR 3485, and the U.S. Department of Labor regulations at 29 CFR part 94.

Certification Regarding Lobbying

All Parties shall comply with the Byrd Anti-Lobbying Amendment (31 U.S.C. Section1352), 29 C.F.R. Part 93, and 34 CFR part 82, as well as the requirements in the Uniform Guidance at 2 CFR 200.450. The Parties shall not lobby federal entities using federal funds and will disclose lobbying activities as required by law and regulations.

Debarment and Suspension

All Parties shall comply with the debarment and suspension requirements (E.0.12549 and12689) and 2 CFR part 180 and as adopted by the U.S. Department of Labor at 29 CFR part 2998 and by the U.S. Department of Education at 2 CFR 3485.

Priority of Service

All Parties certify that they will adhere to all statutes, regulations, policies, and plans regarding priority of service, including, but not limited to, priority of service for veterans and their eligible spouses, and priority of service for the WIOA title I Adult program, as required by 38 U.S.C. sec. 4215 and its implementing regulations and guidance, and WIOA sec. 134(c)(3)(E) and its implementing regulations and guidance. Partners will target recruitment of special populations that receive a focus for services under WIOA, such as individuals with disabilities, low-income individuals, basic skills deficient youth, and English language learners.

Buy American Provision

Each Party that receives funds made available under title I or II of WIOA or under the Wagner-Peyser Act (29 U.S.C. Section 49, et. seq.) certifies that it will comply with Sections 8301 through 8303 of title 41 of the United States Code (commonly known as the "Buy American Act.") and as referenced in WIOA Section 502 and 20 CFR 683.200(f).

Salary Compensation and Bonus Limitations

Each Party certifies that, when operating grants funded by the U.S. Department of Labor, it complies with TEGL 05-06, Implementing the Salary and Bonus Limitations in Public Law 109-234, TEGL 17-15, Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker and Youth Activities Program Allotments for Program Year (PY) 2016; Final PY 2016 Allotments for the Wagner-Peyser Act Employment Service (ES) Program Allotments; and Workforce Information Grants to States Allotments for PY 2016, Public Laws 114-113 (Division H, title I, Section 105) and 114-223, and WIOA section 194(15)(A), restricting the use of federal grant funds for compensation and bonuses of an individual, whether charged to either direct or indirect, at a rate in excess of the Federal Office of Personnel Management Executive Level II.

Non-Assignment

Except as otherwise indicated herein, no Party may, during the term of this MOU or any renewals or extensions of this MOU, assign or subcontract all or any part of the MOU without prior written consent of all other Parties.

Governing Law

This MOU will be construed, interpreted, and enforced according to the laws of the State of Any State. 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.

Steps to Reach Consensus

1. Notification of Partners

The NALWDB Board Chair (or designee) must notify all Parties in writing that it is necessary to renew and execute the MOU and provide all applicable policies and preceding MOU documents, as applicable.

2. Negotiations

Over the course of the four (4) weeks following the formal kickoff meeting, Partners must submit all relevant documents to the NALWDB Board Chair (or designee) to begin the drafting of the MOU. During this time period, additional formal or informal meetings (informational and negotiation sessions) may take place, so long as they are conducted in an open and transparent manner, with pertinent information provided to all Parties.

3. Draft MOU

Within six (6) weeks of the kickoff meeting, the NALWDB Board Chair (or designee) must email a complete draft of the MOU to all Parties.

4. Review and Comment

Within three (3) weeks of receipt of the draft MOU, all Parties must review and return feedback to the NALWDB Board Chair (or designee). It is advised that each Party also use this time to allow their respective Legal Departments to review the MOU for legal sufficiency. It is the responsibility of the NALWDB Board Chair (or designee) to ensure all American Job Center Partners to the MOU are aware of the comments and revisions that are needed.

5. Finalized Draft

The NALWDB Board Chair (or designee) must circulate the finalized MOU and secure Partner signatures within four (4) weeks of receipt of feedback. The WIOA MOU will be considered fully executed once all signatories have reviewed and signed, and a signed copy has been returned to all Parties.

If determined that a Partner is unwilling to sign the MOU, then the NALWDB Board Chair (or designee) must ensure that the dispute resolution process is followed.

MOU Modification Process

1. Notification

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. Discussion/Negotiation

Upon notification, the NALWDB 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 upon 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 NALWDB Board Chair (or designee) may 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 NALWDB, wherein the new party assumes all of the rights and obligations of the original party. Upon execution, the NALWDB Board Chair (or designee) presents the agreement as a proposed modification to the MOU, and the remaining steps are followed.

If determined that a Partner is unwilling to agree to the MOU modification, the NALWDB Board Chair (or designee) must ensure that the process in the Dispute Resolution section is followed.

3. Signatures

The NALWDB Board Chair (or designee) must immediately circulate the MOU modification and secure Partner signatures within four (4) weeks. 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 NALWDB Board Chair (or designee) acquires signatures of each party and provides a complete copy of the modification with each party's signature to all the other Parties.

Termination

This MOU will remain in effect until the end date specified in the *Effective Period* section below, 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
- A party breaches any provision of this MOU and such breach is not cured within thirty (30) days after receiving written notice from the NALWDB Board Chair (or designee) specifying such breach in reasonable detail. In such event, the non-breaching party(s) shall have the right to terminate this MOU by giving written notice thereof to the party in breach, upon which termination will go into effect immediately

In the event of termination, the Parties to the MOU must convene within thirty (30) days after the breach of the MOU to discuss the formation of the successor MOU. At that time, allocated costs must be addressed.

Any party may request to terminate its inclusion in this MOU by following the modification process identified in the *Modification Process* section above.

All Parties agree that this MOU shall be reviewed and renewed not less than once every 3-year period to ensure appropriate funding and delivery of services.

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.

One-Stop Operating Budget

The purpose of this section is to establish a financial plan, including terms and conditions, to fund the services and operating costs of the NALWDB's American Job Center network. The Parties to this MOU agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:

- Establishes and maintains the Local workforce delivery system at a level that meets the needs of the job seekers and businesses in the Local area

- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness)
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs
- Ensures that costs are appropriately shared by NALWDB's American Job Center Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received, and requiring that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this one-stop operating budget the master budget that is necessary to maintain the NALWDB's American Job Center network. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Career services
- Shared services

All costs must be included in the MOU, allocated according to Partners' proportionate use and relative benefits received, and reconciled on a quarterly basis against actual costs incurred and adjusted accordingly. The one-stop operating budget is expected to be transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately. All Partners must negotiate in good faith and seek to establish outcomes that are reasonable and fair.

FERPA

Permission to Release Student Information

I, _____, hereby give my permission for the

_____Adult Learning Center to release any

information contained in my student records (i.e. class attendance, progress, etc.), according to

the terms of the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment), to the

following person(s) and/or organizations listed below. If I leave it blank it must be assumed that

I do not want my information released to anyone.

_____

_____

_____

_____

I understand that this authorization takes effect the day that I sign and never expires until I
notify the Adult Learning Center of any changes. I have the right to make changes at any time.

Signature _____

Date_____

IN WITNESS WHEREOF, the parties have executed this Memoranda of Understanding as of the date of execution below and shall supersede all prior memoranda of understanding among the parties.

Partner Agency Name ___Diné College Adult Education___

Authorized Signatory _____

Position Title ___President, Diné College___

Date ___4/25/18___

Northern Area Local Workforce Development Board

NALWDB Board Chair Floyd E. Archuleta_____

Board Chair Signature _____

Date _____

IN WITNESS WHEREOF, the parties have executed this Memoranda of Understanding as of the date of execution below and shall supersede all prior memoranda of understanding among the parties.

New Mexico Department of Workforce Solutions

By:_____   _____

Celina Bussey, Cabinet Secretary   **Date**

Approved for Legal Sufficiency

By:_____
         Attorney
         Office of General Counsel
         Department of Workforce Solutions