

Annual Program Report
Cover Page

Program Name: NMSU-Grants Adult Education

Institution or Organization: NMSU-Grants

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Fiscal Year: 2019-2020

Submission Date: 8/13/2020

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Signature of the Chief Executive Officer or Designee

08/13/2020
DATE

Dr. Mickey Best, President NMSU-Grants

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.

Goal One: Refocus and Restructure the Program

The highest priorities for the 2019-2020 program year focused on reimagining the daily operations of the center from the ground up. In the past, the program has been HSE certificate-centric, viewing both college and career exploration and preparation as next steps rather than an embedded co-requisite. The culture shift began with the collaboration of all staff and instructors in rewriting the program's mission statement to reflect the expansion of the program's charter. It took some time to gain full buy-in regarding this broader approach to adult education, but by March of 2020, all parties seemed to be embracing the new concept. While there was insufficient time to collect data that might support the success of this program shift, anecdotal comments by staff and instructors as well as observations by the program manager support the idea that where there was once resistance, a newfound excitement surrounding increased possibilities and opportunities had emerged. The classrooms and learning lab were modified to reflect this shift and materials that felt more K-12 in nature were replaced with college and career readiness information. The website was also updated to reflect the shift, as well as all promotional material.

Goal Two: Move to a Managed Enrollment System

Until January 2020, orientation sessions were held every Monday and the administering of TABE diagnostics was not part of the process. At times, this resulted in the delay of the completion of the full TABE battery by weeks, and the program was faced with a constant struggle to get students into the lab to complete the pretests.

Beginning in January 2020, orientations were held every six weeks, and were expanded from one day to three. The new onboarding process included college and career readiness exercises and exploration, TABE diagnostics, goal setting exercises, and the creation of a student-centered, student-guided learning plan. The program felt it was very important to involve students directly in the planning and evaluation of their learning. During a collaboration between the program manager and each student, individualized learning plans were developed that included a visual roadmap incorporating students' personal goals along with realistic timelines for program completion based upon the amount of curriculum to be reviewed. While plans were being developed to have our College and Career Pathways Advisor conduct follow-up meetings with students every two-weeks, this initiative was cut short when the Coronavirus entered the picture. In 2020-2021, we fully expect to incorporate a process of focused, steady student engagement, albeit fully online.

With the managed orientation and enrolment process, came structured classes focused on curriculum aligned with CCRS.

Goal Three: Create Structured Classes with Curriculum Emphasizing College and Career Readiness

Prior to January 2020, while there were “classes” that students attended with instructors, the classes were really an extension of the individualized, non-guided learning that took place in the lab. And while there were scheduled times when an instructor was in the classroom, students could come and go as they pleased and there were no attendance requirements. Most of the time, the instructors did not see TABE results and did not have access to student TABE profiles. Within the classroom, there were no lesson plans, no alignment of instruction to College and Career Readiness Standards, and no use of Bloom’s or Webb’s DOK when choosing resources for students. There was also a lack of direction regarding where students were in relation to their current knowledge base, where they needed to be in order to have success on the GED, HiSET, and beyond, and how long it would take them to reach short-term milestones and long-term goals.

Students were completing work as they were told with no concept of how a singular assignment fit into an overall broader picture within a learning plan, and there was no process to track progress toward any stated goals. This resulted in student frustration and left most of those interviewed with a lack of motivation and a feeling of floating around in the adult education program with no ability to visualize when and how a high-school credential might be reached. Interview after interview with students resulted in shoulder shrugs when asked why they thought they were being asked to complete an assignment and when they thought they would reach a point where they would be able to successfully complete the program.

In an effort to remedy this, the program instituted seven-week classes focused on math, reading, and language. Instructors were required to create a syllabus for each course outlining what was to be covered and why. Individualized student learning plans were created in collaboration with the student and both short-term and long-term goals were created.

Classes were held on either Monday and Wednesday or Tuesday and Thursday at scheduled times. Students were now expected to show up at the beginning of the scheduled class time and stay until the end. A weekly attendance policy was put into place. At first, instructors were very skeptical of the new approach and felt that the stricter requirements and set curriculum would hurt the average weekly class study time and discourage students from studying. However, this turned out not to be the case. We took two random seven-week attendance samplings from the fall before the structured courses were implemented and compared them with the one seven-week managed session that we were able to complete before our center closed in mid-march. While the number of individual students served remained steady (another concern was that enrollment would decline), the number instructional hours rose approximately 25%.

Sample Dates	Number of Individual Students Served	Number of Study Hours
July 22 nd – September 6 th	35	655
September 9 th – October 25 th	38	685
January 27 th – March 12 th	38	891

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?

In November of 2019, our program began to examine current cooperative agreements in place and analyze whether these agreements needed strengthening, formalizing, or modifying. We also began to look at additional community agencies with which we had no cooperative agreements, but with whom it might be beneficial to have one.

Current cooperative agreements exist between NSMU-Adult Education and the following entities:

- 13th Judicial Treatment Court
- Department of Workforce Solutions
- TANF
- Navajo Nation
- Acoma Pueblo

Of these agreements, the 13th Judicial Treatment Court is the most formal. The program managers for the treatment court and the adult education program met in mid-November to begin the process of creating a formalized MOU for referring treatment court clients to the adult education program. While the draft was completed in February, we were awaiting signatures from higher administrative authorities when the pandemic hit. Please find an attached copy of the draft included with this report.

The adult education program manager also worked with the other agencies listed above to create less formal process and procedure documents for referral into the program. At the time of our center closure, we were working with the Student Support Coordinator from the Acoma Department of Education to leverage computer and internet resources housed within educational buildings throughout the Pueblo for use by our students. Referral and enrollment procedures had been finalized, curriculum resources shared, and methods for tracking attendance had been created when all physical locations shuttered in March. While it is understood that this is a report of the 2019-2020 grant year, it should be noted that we are currently working with the Acoma Department of Education and the Acoma Detention Facility to provide adult education services to detainees. Currently, two students are enrolled in this program. It is felt that this is important to note because, with this small cohort, we hope to formalize a process for providing educational services to the detention facility and increase the number of students served.

Negotiations had just begun with Navajo officials in Thoreau, Prewitt, and Crownpoint to leverage computer resources in community centers and chapter houses for the benefit of adult education students. When these community gathering spaces reopen, we hope to be able to continue the collaborative process and establish remote learning centers in these areas.

Future cooperative agreements between NSMU-Adult Education and the following entities are planned for 2020-2021:

- Laguna Pueblo
- Zuni Pueblo

In March of 2020, the warden of the Laguna Pueblo Detention Facility reached out to us to begin a conversation regarding how to provide services for inmates. With the aforementioned partnership with the Acoma Detention Facility, we hope to create a process for the delivery of adult educational services that can be replicated in Laguna.

It has been reported through several channels that the Zuni Pueblo has received funding to increase broadband access to its citizens. It is our plan to develop a cooperative agreement with their education department in order to deliver distance learning once internet access/availability has been upgraded.

While perhaps not technically considered cooperative agreements, we also hope to form alliances with the Cibola County Chamber of Commerce, the Grant's Mainstreet Project, and the NMSU Small Business Development Center in order to provide additional opportunities and resources for our students.

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)

NMSU-Grants participated fully in both the initial Career Pathways Initiative and the Career Pathways Challenge Grant. The Career Pathways Initiative was the cornerstone for the reimagining of our program and served as our North Star. The creation of our Career Pathways Plan was the foundation for our program's five-year strategic plan and provided the focus needed to jumpstart our program's highest priorities. Changes noted under question 1 were given focus and direction because of the Career Pathways Initiative. The ability to focus on a concentrated Gap Analysis and subsequent detailed plan for addressing those gaps gave our program permission to create a more aggressive timeline for the implementation of our three highest priorities. Many of the central components of the Career Pathways Plan (Career Culture, Onboarding, Individual Education Career and Life Plans, and Career Advising) aligned perfectly with our program's 2019-2020 priorities and working toward the completion of milestones for Career Pathways, in turn, helped us address gaps within the scope of said priorities.

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.

In March, it was the overall consensus of our program that we could sustain a few weeks of pandemic disruption but if that disruption stretched on for months, it could very well create a situation from which it would be difficult to recover. In retrospect, that thinking now seems quite doomsday in nature. However, it was the prevailing thought at the time that closing our physical location for an extended period would decimate our program. At the time of our center's closing in mid-March, we not only had no distance learning program in place, we did not have a plan for creating one. In the past, it was believed that distance learning could not find success among the students we serve. This belief was not entirely unfounded as, according to a 2019 Cibola County assessment, 76.% of residents had a home computer and 55.3% subscribed to broadband internet. It is safe to assume that the percentage among the students we serve was/is probably much lower. Like many other educational entities across the nation, it is not an understatement that we were not at all prepared for the prospect of moving our program online in rapid fashion.

Prior to the pandemic, changes made surrounding our program priorities were in the earliest stages of implementation, collaborative agreements were being hammered out, and well over 90% of the Career Pathways milestones laid out in our program plan were being completed on time. Our first set of structured classes were showing promise. Twenty-eight students completed our March 10th-12th orientation and forty-one had signed up for our orientation scheduled for April. In mid-March, it felt as if all of the momentum that had been building since January came to a halt as we shifted our focus to creating and implementing a distance learning plan.

As with other entities on campus as well as adult education programs throughout the state, we were faced with the challenge of moving both our program operation and instruction online in a very short amount of time. Because we did not have any distance learning options in place, we worked to implement distance learning in a phased approach.

Phase I: During this phase, we worked to move all existing students to a distance learning platform. Because of the quick turn-around time, we utilized two third-party vendors (Essential Education and Edmentum) and helped students with internet access, appropriate device acquisition, and enrollment in the online programs. We also worked with students without internet access and mailed instructional packets on a weekly basis.

Phase II: While we continued to work with current students, we redesigned our orientation and enrollment process so that we could enroll new students and by mid-May we were enrolling new students and helping them work through the distance learning platform. In June, we began remote diagnostic testing. The remote diagnostics proved quite challenging. Even for students who had appropriate devices and internet access, the process was very cumbersome. Technical difficulties plagued our initial attempts and a 45-minute TABE Locator could easily turn into a two-hour Zoom session. We took the advice of TABE webinars and administered the follow-up diagnostics one subject at a time and this helped tremendously. It was our experience that once we conquered all of the technical glitches during the locator, most subsequent testing sessions went more smoothly.

However, we are still struggling with remote testing. Fully 40% of students who go to the TABE website and try to login receive some type of error message. We now know that is it usually because either the operating system or the browser is not up to date and we can walk students through the updating process. However, for some, no remedy seems to work. For those students, we deliver a laptop to their home. Those without internet service have been utilizing our laptop (singular) and the campus WIFI to take the TABE in the parking lot.

Even with these challenges, we have been able to complete the battery of diagnostics for most students prior to any learning. Only 5% of our new students began a course of study before pretests had been completed.

Although we cannot be certain, the cumbersome post-testing process may have cost the program some Measured Skills Gains. We had seven students who were ready to post-test but were unable to after several failed attempts.

While we cannot speculate on the outcome of these post-tests, seven students in a program of our size is significant.

Phase III: During this period of time, we continued working with current students, enrolling new students, and developing a more robust online curriculum via Google Classrooms in preparation for remaining a 100% distance learning program throughout the first half of 2020-2021.

2020-20201 Implementation:

Phase IV (July 1st – December 30th): Our first round of online courses developed in-house will begin on July 13th and we have scheduled four, six-week sessions through December. We will continue to enroll and onboard new students virtually, and plan on delivering all summer and fall courses through either an asynchronous online platform or via a correspondence course approach for those without access to the adequate technology.

The pandemic has also slowed our implementation of Career Pathways initiatives. Prior to the pandemic, the majority of our initial timelines and milestone completions were on or ahead of schedule. With the arrival of the pandemic, all attention turned to creating a distance learning platform, attempting to keep existing students engaged, and working to recruit and enroll new students. We plan on picking up where we left off when the 2020-2021 grant year begins and are hopeful that we can make up for lost time and get back on track. We plan on retaining our College and Career Pathways Advisor and she will be tasked with helping in this effort.

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:	Site:	Site:	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	71					
Total count of students with 12 + hours	109					
Total contact hours for students with 12 + hours	5448.88					
Average contact hours for students with 12 + hours	49.99					
Average contact hours for students with 12 + hours experiencing level gains	158.75					
Count of all HSE graduates with 12 + hours	13					
Count of HSE en Español graduates with 12 + hours	0					
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	31%					
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	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)	53%					
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					
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)	35.7%					
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					
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	31					
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	21					

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
Acoma Pueblo Department of Education	AE Instruction
Acoma Pueblo Detention Facility	AE Instruction
Laguna Pueblo Detention Facility	AE Instruction

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?

Our primary focus on improved performance was the re-design of our onboarding process and the overhaul of the way instruction was delivered. We believe a managed enrollment system, enhanced onboarding, student-centered goal setting, structured classes, and well-thought out, intentional curriculum will all lead to better outcomes. While this year did not provide adequate time to determine this quantitatively, we believe the limited data we could gather between January and March shows promise. It is our hope that the work done in the second half of the 2019-2020 grant year will begin to bear fruit in 2020-2021.

For our program, the Mountain Plains Adult Education Conference was a spring board for our staff and instructors to begin thinking seriously about regional adult education best practices and how to incorporate them into our program. All were also encouraged to take advantage of the many free professional development opportunities available online.

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.

The 2019-2020 grant year was a disappointing one for our program. We experienced a 37% decrease in students with 12+ hours and a 54% decrease in total contact hours for students with 12+ hours. The percentage of students achieving a Measurable Skills Gain also decreased from 37.2% to 28.4%. These numbers are not acceptable and suggest our overall program performance was not as effective as the year prior. In analyzing the reasons for this, two primary events come to the forefront.

The first was the resignation/retirement of the previous program manager. The previous program manager retired at the end of July 2019, and a new program manager did not come on board until November, 2019. Once the new program manager arrived, there was a period of onboarding and a learning curve. True analysis of program data and outreach to current and former students did not begin until January, 2020 and by March, 2020 the second event was unfolding.

The pandemic certainly affected our momentum when it came to recruiting new students and encouraging current students to participate in a more active manner. It also seriously hampered our two main ways of achieving Measurable Skills Gains as remote TABE, GED and HiSET testing were not available until June. Even when remote options became available, our students could not take full advantage of the opportunity for reasons noted in previous sections. The fact that we did not have the mechanisms in place to adequately enroll new students hurt our participant numbers as well.

When comparing January-March data to that of April-June, we found that the number of individual students served declined 58% and the total hours served declined 44%.

However, we were surprised to find that the number of contact hours per student during April-June actually increased 38% when compared with January-March. It seems that the students who were able to transition to distance learning were active and engaged.

While it is acknowledged that over half of the students who were actively studying in January-March did not continue that study during April, May, and June, we did retain more students than we initially expected.

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.

Fifty-eight percent of previously active students did not log any distance learning instructional hours. Because we offered lessons via mail, lack of technology access is more than likely not the only reason for this drop. Follow-up interviews and a deeper dive into the data is needed to parse out all of the mitigating factors.

As we are discovering in the beginning of the 2020-2021 grant year, the distance learning option appears to have broad appeal (see table) and bodes well for continuing to provide distance learning options once face-to-face classes resume.

	Number of Individuals Served	Number of Instructional Hours
July 1 st – 30 th 2019 (All Face-to-Face)	28	226
July 1 st – 30 th 2020 (All Distance)	49	1,104

The challenge will be to provide outreach and engagement in the interim to those students without technology access. While we have had success in promoting our online courses, we also offer robust correspondence courses and need to do a better job of getting that message out to former students and the community at large.

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

- Continued professional development for online instructors
- Use of active college and career advising and the assignment of Success Coaches to individual students
- Creation of a Career Pathways Advisory Group: We would like to engage the community partners listed below through the creation of a formal advisory group where we can collaborate to conduct a county wide gap-analysis to determine not only employment areas in high-demand, but also survey community partners to identify skills gaps that can be addressed through our Career Pathways initiatives. We also envision working with these partners to create apprenticeships, internships, certificate programs, and concurrent enrollment programs.
- Establish/partner with support services and create a plan for transitioning out of the adult education program
- Incorporate contextualized instruction into our curriculum
- Strengthen WIOA partner activities

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

Documented in questions two and three.

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. **\$0.00**
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.

NMSU Grants does not currently have any concurrent enrollment programs. However, based on the Career Pathways Plan established this year, we now provide the following activities and services to our students:

- 1) Share labor market information with students to help inform their career goal-setting and planning
 - a) Add this information to new student orientation
 - b) Have new students register with Workforce Connections
 - c) Have students complete the Why I Work assessment and relate results back to LMI and career clusters
- 2) Use LMI data to inform career pathways efforts
 - a) Encourage students to select a career pathway during the onboarding process
 - b) Work with instructors to create lesson plans that incorporate specific career pathways and create career pathway clusters of instruction within the classroom
- 3) Create a new Individual Education Career and Life Plan for every student
 Model programs such as Ontario, Canada's Education and Career/Life Planning Program which asks students the following:
 - Who am I?
 - Who do I want to become?
 - What are my opportunities?
 - What is my plan for achieving my goals?

- 4) Implement career exploration into Individual Education, Career, and Life Plan by having students research the following for specific occupations:
 - What is the typical starting salary?
 - What is the employment outlook locally, regionally, and nationally?
 - What education and training are required?
 - What are the working conditions?
 - Are there opportunities for advancement?
 - 5) Create a visual roadmap for individual pathways
-
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.

In partnership with other adult education programs in the Northern Region, we have been working to develop an updated MOU. NMSU Grants will be using a draft created by SFCC as a template for our own agreement. It is hoped that this agreement will be finalized in early fall. However, changes to the administrative structure on the NMSU Grants campus may push that timeline back.
 4. Include a copy of your program's MOU and IFA with the Local Workforce Board(s) in the area(s) in which you provide service. In the event that the MOU or IFA are not complete, please discuss.

Section V. Career Pathways Activities

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

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

In the past, the extent of contextualized learning has been what was covered in workbooks such as Reading Basics, but there was not a concerted effort to actively incorporate contextualized learning into the curriculum. This year, we purchased classroom sets of Essential Education workbooks that do include contextualized learning and developed courses around the content of these workbooks. We were also hoping to incorporate the Ready to Learn curriculum from Mockingbird which places an emphasis on career exploration and workforce development. However, this was delayed due to the pandemic. We are currently working with Mockingbird to figure out how to incorporate the curriculum designed for face-to-face instruction into our distance learning offerings.

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.

While we do not currently have any IET programs, the incorporation of them into our program is part of our five-year strategic plan.

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.

Like IET programs, this is an acknowledged gap in our program and we hope to close that gap in the next 2-5 years through systematic and strategic community outreach.

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.

Throughout November and December, we worked to create structured classes with defined curriculum. When selecting material for use in the classroom, we worked to ensure resources were properly aligned to CCRS and used Bloom's Taxonomy and Webb's DOK to determine whether those resources had the appropriate rigor. Given the timeframe, this was a cursory assessment and plans were being made to conduct a more formal unpacking of the curriculum to ensure alignment and rigor. These unpacking exercises were to culminate in lesson plans for each class session outlining the CCRS to be covered during class and the level of rigor of the instructional materials. It was hoped that this exercise would be completed by June 30th, but the timeline was affected by the pandemic. Now that we have moved our instruction online, we will be completing the same exercises throughout the fall semester to ensure our online instruction is effective and adequate.

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.

Every aspect of our program is now remote. In the fall, we hope to create a more robust online onboarding process that more closely mirrors the face-to-face iterations. We also hope to enhance our distance learning onboarding to include technology training. Because our use of technology, services, and delivery systems were only introduced in the fourth quarter of the grant year, it is difficult to discern how and if this implementation lead to improved performance. However, initial data from the 2020-2021 grant year provide some optimism that the addition of these services and delivery systems will have a positive effect on our program outcomes.

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).

N/A

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

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

VIII. Staff and Professional Development

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

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Archuleta	Sonya	Data Tech	Full-Time	Bachelor's	2	<ul style="list-style-type: none"> MPAEA Conference Essential Education Webinars Career Pathways Workshops LACES TABE Remote Proctoring 	Feb Apr-June Oct-June Ongoing April	ABQ Online ABQ and Online ABQ and Online Online
Bennett								
	Michelle	Admin Assistant	Part-Time	HSE	2	<ul style="list-style-type: none"> MPAEA Conference Essential Education Webinars Career Pathways Workshops Growing and sustaining IET and IBEST Programs TABE Remote Proctoring 	Feb Apr-June Oct-June March April	ABQ Online ABQ and Online Online Online Online
Boyden	Joan	Instructor	Part-Time	MFA	2	MPAEA Conference	Feb 2020	ABQ
Green	Christy	Program Manager	Full-Time	M.S.	13	<ul style="list-style-type: none"> MPAEA Conference Essential Education Webinars Career Pathways Workshops LACES TABE Remote Proctoring Skillblox Essential Education 	Feb Apr-June Oct-June Ongoing April April April-June	ABQ Online ABQ and Online Online ABQ and Online Online Online

IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

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

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

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

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

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

4. Please indicate total fair market value of donated supplies and materials.
(e.g., books) **\$0.00**

5. Please indicate total fair market value of donated equipment.
\$0.00

6. Please indicate total fair market value of donated IT infrastructure and support. **\$ 800.00**

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
1900 sq ft	\$1.19	\$1,139.77

Alternate option:

Please indicate institution's building renewal and replacement allocation

(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
N/A	

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2019-2020 fiscal year.
\$0.00

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
	.000

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.

New Mexico Statewide Career Pathways Initiative (CPI)
CHALLENGE GRANT APPLICATION – NMSU Grants

In order to receive an additional \$15,000 in funding to support your CPI Phase 2 participation, which will emphasize the implementation of and sustainability planning for your Career Pathways Plan, you will need to complete this Challenge Grant Application and submit it with your final Career Pathways Plan by December 16, 2019.

APPLICATION	
1	<p>How has your program used the base \$13,000 funding allocated to each program for the Statewide Career Pathways Initiative? Please include a specific budget breakdown.</p> <p>RESPONSE: While we have not yet spent all of our allocation, the breakdown of expenditures is as follows:</p> <p>\$3,300.03 – Expand the hours of our current part-time administrative assistant to have her dedicate 10 hours per week to working in the role of our College and Career Pathways Advisor.</p> <p>\$3,758.00 – Funds to enable our instructors to attend NMAEA and to receive training on incorporating contextualized instruction into class lessons.</p> <p>\$4,291.97 – Career Pathways classroom resources including career-specific instructional materials.</p> <p>\$1,000.00 – Career Pathways administrative resources</p> <p>\$650.00 – Indirect costs</p>
2	<p>How would your program use the additional \$15,000 Challenge Grant funding to support the implementation of and sustainability planning for your customized Career Pathways Plan? Please include a specific budget breakdown and explain how this additional funding will support an effort(s) that you would not be able to do otherwise.</p> <p>RESPONSE: We would like to continue to have a dedicated college and career pathways advisor. We would also like to have all members team participate in robust career pathways training and other professional development in order to fully understand the concept of career pathways and why they are vital to our program. We also hope to expand classroom and lab career pathways resources available to our students.</p> <p>\$6,600.00 - Continuation of College and Career Pathways advisement services</p> <p>\$4,650.00 – College and Career Pathways professional development for the program manager, staff, and instructors</p> <p>\$3,000.00– Career Pathways classroom resources including career-specific instructional materials.</p>

APPLICATION

\$750.00 – Indirect Costs

- 3 Will you secure matching funds from your institution or an agency partner(s) to support this effort, or any other form of resource investment?**

RESPONSE: We will not be seeking matching funds from our institution or agency partners. However, throughout this year and next, we plan to conduct a large and focused outreach campaign to create partnerships with community employers and workforce development resources to help us focus our career pathways development efforts and to both determine what resources are available to our students and how to create new career development and on the job training opportunities.

- 4 Will your Phase 2 implementation support more effective services to justice-involved individuals? If so, how?**

RESPONSE: We currently attend staff meetings and court proceedings for both adults and juveniles who have been referred to drug treatment court. The court then mandates those without a high school credential to attend our program. We would like to create a formal written agreement between our AE program and the treatment court to improve communication regarding justice-involved individuals who are enrolled in both programs. We have also recognized a need to create a retention strategy that encourages these program participants to continue their course of study with us once they have left the drug treatment program. We would also like to partner with programs beyond the 13th Judicial Court who work with justice-involved individuals. In addition, we would like to work directly with local employers in an effort to reduce barriers to not only initial employment, but also advancement within the company. We are finding that the national guides to careers for those with felony convictions do not always address local employment issues at a micro level. Finally, we would like to provide resources to those with felony convictions to ensure they know their rights and what steps can be taken if they feel those rights have been violated.

- 5 How will your program sustain and continue to advance your Career Pathways planning and implementation after June 30, 2020? Please include the five key areas of sustainability: (1) program evaluation and continuous improvement, (2) performance measures, (3) funding, (4) professional development, and (5) policies and procedures.**

RESPONSE:

Program Evaluation and Continuous Improvement:

We will be incorporating and Assessment by Design continuous cycle of improvement as outlined by Johnson County Community College's Office of Assessment, Evaluation, and Institutional outcomes. The process is based on a cyclical process that includes the following: Question, Plan, Collect, Analyze, Act, repeat.

The assessment process strives to: Document and improve student learning, expand staff and instructor involvement and control in assessment, align assessment objectives with program goals, encourage, support, and recognize innovation in staff and instructor-driven

APPLICATION

assessment, analyze and support numerous approaches to meaningful assessment, and conduct assessments that are focused on improving student learning provide data about how well specific initiatives are performing. The goal is to encourage students, instructors, staff and, administration to examine and collaborate ways to improve our teaching and services to students.

Assessment will occur no less than quarterly and incorporate the following principles:

1. Assessment is a vehicle for improvement, not an end in itself.
2. Assessment works best when it is ongoing, not episodic, and when it is multi- dimensional, employing multiple methods. Assessment is a process that power is cumulative. Improvement in student learning is a long-range process.
3. Assessment works best when it has clear, shared, implementable goals.
4. Successful assessment requires institutional support and resources.

Performance Measures:

- 1) Based on the program changes outlined in our Career Pathways document, we hope to incrementally improve our level gain outcomes over the next five years. Level gain outcome percentage goals are as follows:

19/20: 42%

20/21: 47%

20/22: 53%

22/23: 60%

23/24: 65%

We have a stated goal of Top Five in Five - that is to be one of the top five programs in the state for percentage of level gains by the end of the 23/24 grant year.

- 2) Goal of increasing our overall participant rate by 10% each year for five years: 19/20: 213 participants

20/21: 234

21/22: 287

22/23: 316

24/25: 348

- 3) Goal of increasing contact hours by 15% each year for five years: 19/20: 13,660 contact hours

APPLICATION

20/21: 15,709

21/22: 18,065

22/23: 20,775

24/25: 23,891

Continuation of Services (Funding)

It is our belief that the best way to ensure continuation of programs and services beyond the terms of this initiative is through the following:

- 1) Have strong, effective programs in place that have the support of the greater NMSU Grants campus and the community at large. By utilizing the time we have while the initiative is in place to create strong, mutually beneficial partnerships, we have a better chance of ensuring the continuation of programs piloted during the Career Pathways initiative timeframe.
- 2) It is also crucial to get buy-in from those helping to establish new initiatives and those who are affected by them – namely staff, instructors, and students.
- 3) Data collection is also imperative to be able to determine which pilot projects had success and to encourage continuing community and post-secondary support.
- 4) Budget line items will also need to be carefully tracked and reviewed to ensure funds are available to continue the position of the College and Career Pathways advisor once the initiative has come to an end.

Professional Development:

- 1) Provide professional development for instructors regarding how to create lesson plans that align to CCRS and incorporate contextualized instruction. Although the development of a full complement of lesson plans will happen over a period of months, professional development will take place prior to the first class in January.
- 2) Provide professional development for the new College and Career Pathways Advisor covering the use of LMI, helping students in career planning and goal setting, and gain a knowledge of the overall Career Pathways philosophy.
- 3) Provide professional development for staff members covering the overall Career Pathways philosophy and the movement toward a career-focused program. Professional development will include an effort to get buy-in for the new approach and will include language to be used with students, the incorporation of contextualized learning in all spaces, the revamping and expansion of the onboarding process, and the set-up of classrooms and lab spaces.

APPLICATION

Policies and Procedures:

By June 30th 2020, the overall look, feel, and approach to student learning within our program will look dramatically different. With that will come the need to work with current staff members and instructors to update policies and procedures and create new ones if applicable. These include updates to:

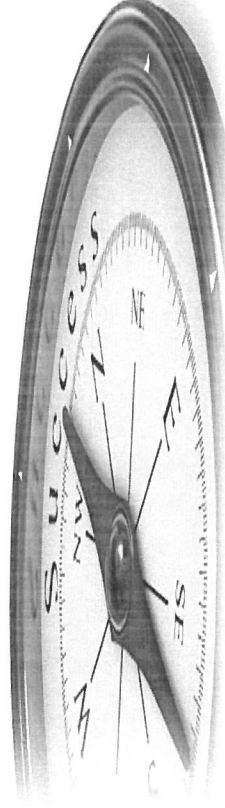
- 1) When students begin the onboarding process and what that process looks like
- 2) Classroom placement and attendance policies
- 3) Policies regarding post-tests and practice tests
- 4) College and Career Pathways policies and procedures including a College and Career Transition Plan
- 5) Policies and procedures for engaging with specific community workforce partners.
- 6) Policies and procedures for post-secondary referrals.



New Mexico Higher Education Department

Statewide Career Pathways Initiative

Career Pathways Planning System FY20



PURPOSE OF STATEWIDE INITIATIVE:

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

RELEVANT DEFINITIONS FROM THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

Adult Education Services:

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

Career Pathways:

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

- B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- C. include advising to support an individual in achieving the individual's education and career goals;
- D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- E. organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;
- F. enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and
- G. help an individual enter or advance within a specific occupation or occupational cluster.

Integrated Education and Training (IET):

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

DEFINITION OF JUSTICE-INVOLVED INDIVIDUALS:

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

PURPOSE OF CAREER PATHWAYS PLANNING SYSTEM:

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

Name of Program: ___ New Mexico State University -GRANTS ___

Date Submitted: _12/13/19_

Please identify members of the team who developed this plan:

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

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

Christy Green, Sonya Archuleta, Michelle Bennett

CAREER PATHWAYS PLAN:

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

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

3-Step Process:

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

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

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

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:

Include a list of formal partnerships that already exist. Indicate who the partner is and the nature of the partnership.

Informal Partnerships

1. SL-Start: AE-Grants provides TABE Testing and classroom space for TANF Students.
2. New Mexico Workforce Solutions refers students to our program and we informally discuss the services available as the need arises.
3. 13th Judicial Treatment Courts: AE-Grants attends staff meetings and court proceedings for both adults and juveniles. The court then mandates those without a high school credential to attend our program.
4. NMSU-Grants: Currently we have an informal referral process for getting our students in contact with NMSU-Grants staff who can help them with the post-secondary enrollment and advising process. We would like to strengthen and formalize this process.

Planned New Activities:

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.

- Creation of a Career Pathways Advisory Group: We would like to engage the community partners listed below through the creation of a formal advisory group where we can collaborate to conduct a county wide gap-analysis to determine not only employment areas in high-demand, but also survey community partners to identify skills gaps that can be addressed through our Career Pathways initiatives. We also envision working with these partners to create apprenticeships, internships, certificate programs, and concurrent enrollment programs.
 - 1) **NMSU-Grants:** We would like to create a formal process to get students who chose college as their next step enrolled in classes at NMSU-Grants. We would also like to explore the possibility of having some of our students concurrently enrolled in credit bearing courses or certificate programs while they are studying with us. Additionally, we would like to work with faculty members in high need certificate programs such as CNA Certification to develop a strategy for providing a seamless transition into this program by ensuring that our students are academically prepared for the rigor of the required courses.
 - 2) **SL-Start:** Expand and formalize the relationship with SL-Start. SL-Start has reached out to us with interest in creating a more formal referral and communication system that incorporates more fully shared knowledge and resources.

Creating A Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 1: Partnerships

- 3) **New Mexico Workforce Solutions:** Establish formal working relationship. Currently, our local NM Workforce Solutions office refers clients to our program and we discuss NM Works programs and services with our students. However, both parties would like to establish policies and procedures for a formal referral system. The local NM Workforce Solutions office would also like to have a more established face-to-face presence within our program.
- 4) **Cibola County Chamber of Commerce:** We would like to develop a formal relationship with the Cibola County Chamber of Commerce, and, by extension, local employers. Members of the Chamber would be asked to join the Career Pathways Advisory Group where we can discuss both areas of high employment needs and skills gaps within the current labor force in order to ensure our students are prepared in both specific workplace skills and soft skills. The Chamber also offers Spirit of Cibola Customer Service training. This is a free training tool available to all area businesses, organizations, and school groups with the goal of instilling sense of ownership on behalf of all the residents in our area and give representatives the tools to speak to visitors about the many incredible things to see and do in Cibola County. We would like to integrate this training into our curriculum as many of our students are lifelong residents and are looking to remain in the area. We also feel it would help promote communication and soft skills.
- 5) **Grants MainStreet Project, Inc.:** We see a partnership with this organization as a means of getting our students engaged in community improvement while, at the same time, providing real-world experience in many of the 16 career clusters. This organization has four committees that focus on specific areas of Main Street revitalization. Within these four areas, there are opportunities for workplace learning experiences in Hospitality and Tourism, Arts and Communications, Business Management, Marketing and Sales, Architecture and Construction, and much more. We envision an in-house certificate of competition for students who actively engage with this organization and participate in revitalization efforts.
- 6) **NMSU-Grants Small Business Development Center:** The NMSU SBDC offers a variety of workshops including Budget & Cash Flow Analysis, Marketing & Sales Planning, Computer & MIS Systems, Accounting & Taxes and Customer Service – all of which could be integrated into our

Creating A Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 1: Partnerships

	<p>curriculum. We also envision a course where teams of students create a business plan that is based on assignments related their specific career cluster interests.</p> <p>7) Wells Fargo: The local Wells Fargo branch has reached out to our program with a desire to present budgeting and financial literacy workshops to our students. We are currently exploring ways to either integrate these workshops into current classes or offer them as separate entities.</p> <p>8) National Farmworkers Job Program: The National Farmworkers Job Program provides on the job training an employment assistance. They also offer stipends that allow program participants to be compensated for time spent working on an HSE. We would like to formalize a partnership with the program and have a means of both referring our students to the program and utilizing some of their curriculum.</p> <p>9) 13th Judicial Treatment Court: Create a formal written agreement between our AE program and the treatment court to improve communication regarding justice-involved individuals who are enrolled in both programs.</p>
Plan:	Timeline:
<p>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.</p> <p>Year 1 (Through June 30th, 2020)</p> <ol style="list-style-type: none"> 1) <u>Create a formal process to get applicable students enrolled in courses at NMSU-Grants</u> <ol style="list-style-type: none"> a) Meet with VP of Academic Affairs and VP of Student Services b) Draft a process and procedures outline c) Formalize an orientation and enrollment process d) Discuss ways to get AE students more integrated into the campus environment 2) <u>Expand and formalize the relationship with SL-Start</u> <ol style="list-style-type: none"> a) Meet with the Wendy Brown of the SL-Start program to discuss a formal written agreement and referral system b) Meet with the Wendy Brown of the SL-Start program to develop a formal written agreement and referral system 	<ol style="list-style-type: none"> a) 2/14/20 b) 3/6/20 c) 3/20/20 d) 3/27/20 <ol style="list-style-type: none"> a) 1/7/20 b) 1/21/20

Creating A Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 1: Partnerships

<ul style="list-style-type: none"> c) Receive sign-off from all applicable parties on formal agreement d) Discuss ways to work with each other in the development of curriculum that aligns with CCRS standards 	<ul style="list-style-type: none"> c) 2/18/20 d) 3/10/20
<ul style="list-style-type: none"> 3) <u>Expand and formalize the relationship with New Mexico Workforce Solutions</u> <ul style="list-style-type: none"> a) Meet with Lynette Gurule at the local office to discuss a formal written agreement and referral system b) Meet with Lynette Gurule at the local office to develop a formal written agreement and referral system c) Receive sign-off from all applicable parties on formal agreement d) Discuss ways to incorporate Workforce Solutions resource information into the onboarding process, the classroom curriculum, Career Pathways workshops, or a combination of all three 	<ul style="list-style-type: none"> a) Completed b) 1/30/20 c) 3/12/20 d) 2/21/20
<ul style="list-style-type: none"> 4) <u>Expand and formalize the 13th Judicial Treatment Courts</u> <ul style="list-style-type: none"> a) Meet with Tasia Martinez at the local office to discuss a formal written agreement and referral system b) Meet with Tasia Martinez at the local office to develop a formal written agreement and referral system c) Receive sign-off from all applicable parties on formal agreement 	<ul style="list-style-type: none"> a) Completed b) Completed c) 1/30/20
<ul style="list-style-type: none"> 5) <u>Formalize the relationship with Wells Fargo</u> <ul style="list-style-type: none"> a) Meet with Sonya Sperling at the local branch office to discuss budgeting and financial literacy presentations available for students. b) Discuss ways to incorporate budgeting and financial literacy information into the onboarding process, the classroom curriculum, Career Pathways workshops, or a combination of all three. 	<ul style="list-style-type: none"> a) Completed b) Completed
<ul style="list-style-type: none"> 6) <u>Conduct a county wide gap-analysis (or utilize data from already completed analyses) to determine local, high-demand areas of employment as well as local employment needs.</u> 	<ul style="list-style-type: none"> Completed

Year 2 (July 1st, 2020-June 30th 2021)

- 1) Create a Career Pathways Advisory Group
 - a) Reach out to community partners noted in the planned new activities section to gauge interest in participating
 - b) Once participants are onboard, discuss the mission, scope, and goals of the advisory group
 - c) Determine a time, date, location, and agenda for first meeting

Creating A Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 1: Partnerships

- d) Meet regularly to ensure progress toward mission, scope, and goals
- e) Survey community partners to identify skills gaps that can be addressed through Career Pathways initiatives
- 2) Develop a formal relationship with the Cibola County Chamber of Commerce
 - a) Ask members to join the Career Pathways Advisory Group
 - b) Work with members to determine soft skills gaps and ensure, through curriculum development, that our students are adequately prepared for the soft skills required in the workplace
- 3) Develop a formal relationship with Grants Main Street Project, Inc
 - a) Reach out to the organization to determine how to join specific committees or participate in community volunteer opportunities
 - b) Align participation in one of the four committees to specific career clusters
 - c) Develop an in-house certificate of completion for students who actively engage with this organization and participate in revitalization efforts.

Year 3 (July 1st, 2021-June 30th 2022)

- 1) Work with Career Pathways Advisory Group members to create apprenticeships, internships, job shadowing and certificates of completion focusing on the following employment sectors:
 - a) Government Services
 - b) Hospitality
 - c) Transportation
 - d) Healthcare
 - e) Corrections
 - f) Entrepreneurship
 - g) Mining
- 2) Work with NMSU-Grants and NM Workforce Solutions to develop as program where AE students are dually enrolled in a CNA certification program offered on campus.
 - a) Meet with members of the administration, NMSU applicable faculty, and Workforce Solutions to discuss the possibility of the creation of the program
 - b) If approved, discuss implementation steps and timelines

Name of Program: ___New Mexico State University -GRANTS___

Date Submitted: 12/13/19

Creating A Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 1: Partnerships

- c) If approved, discuss Workforce Solutions covering the cost of attendance
- d) If approved, working with faculty members to ensure AE students are academically prepared for the rigors of the CNA program.
- 3) Develop a formal relationship with NMSU's Small Business Development Center
 - a) Discuss ways to incorporate SBDC resources into classroom curriculum and Career Pathways advising and workshops.
 - b) Create a referral program for students interested in utilizing SBDC resources
 - c) Develop a formal written agreement

Year 4 (July 1st, 2022-June 30th 2023)

- 1) Work with NMSU-Grants to explore the possibility of dual enrollment for AE students:
 - a) Meet with members of the NMSU's administration faculty, and staff to discuss the possibility of the creation of the program
 - b) If approved, discuss implementation steps and timelines
 - c) If approved, working with faculty members to ensure AE students are academically prepared for the rigors of credit-bearing courses
- 2) Develop a formal relationship with the National Farmworkers Jobs Program
 - a) Meet with Kerry Begay to discuss a formal two-way referral process
 - b) Establish guidelines and program requirements
 - c) Develop a formal written agreement

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:

Include a list of what the program already does to create a career pathways culture.

WorkKeys Instruction

Planned New Activities:

Include a list of what the program could do to enhance a career pathways culture.

1. Update vision and mission statements to reflect emphasis on career pathways
2. Create promotional materials that align with reflect focus on career pathways
3. Update lab and classrooms to reflect focus on career pathways
4. Revise our website to reflect career culture updates

Plan:

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

- 1) Update vision and mission statements to reflect emphasis on career pathway
 - a) Review current vision and mission statements with staff and ask for input regarding updates
 - b) Draft revised vision and mission statements
 - c) Finalize vision and mission statements, post in classrooms, and include in promotional materials.
- 2) Create promotional materials that align with reflect focus on career pathways
 - a) Work with faculty, staff, and state resources to come up with a comprehensive marketing plan

Timeline:

Update vision and mission statements to reflect emphasis on career pathway

- a) Completed
- b) Completed
- c) 01/03/20
- d) 03/03/20

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 2: Career Culture

<ul style="list-style-type: none"> b) Display branding and promotional materials in the classrooms c) Publicize new branding through local media outlets 	<ul style="list-style-type: none"> e) 05/04/20 f) 05/25/20
<ul style="list-style-type: none"> 3) Update classrooms to reflect focus on career pathways <ul style="list-style-type: none"> a) Work with faculty and staff to develop ideas for moving from an educational-only focus in the classroom to the addition of career focused resources b) Remove items that reflect a k-12environment c) Add career focused resources 4) Revise website to reflect career culture updates <ul style="list-style-type: none"> a) Meet with NMSU web developer for initial consultation b) Review other programs' web pages to glean best practices c) Follow-up with NMSU web developer to incorporate changes 	<ul style="list-style-type: none"> a) Completed b) Completed c) 04/03/20 a) Completed b) Completed c) 01/21/20

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 3: Labor Market Information (LMI)

<p>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/.</p> <p>Considerations –</p> <ul style="list-style-type: none"> • 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. 	
<p>Current Activities:</p>	<p>Planned New Activities:</p>

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 3: Labor Market Information (LMI)

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.

Resources used for LMI analysis included New Mexico's Labor Market Information website, a meeting with the Cibola County Chamber of Commerce, and the City of Grants Metropolitan Area Redevelopment (MAR) Designation Report.

Currently, the program does not use 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).

1. Share labor market information with students to help inform their career goal-setting and planning.
2. Utilize LMI data to inform career pathways efforts
3. Use LMI data to develop IET programs

Plan:

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

1) Share labor market information with students to help inform their career goal-setting and planning

- a) Add this information to new student orientation
- b) Have new students register with Workforce Connections
- c) Have students complete the Why I Work assessment and relate results back to LMI and career clusters

2) Use LMI data to inform career pathways efforts

- a) Encourage students to select a career pathway during the onboarding process
- b) Work with instructors to create lesson plans that incorporate specific career pathways and create career pathway clusters of instruction within the classroom

3) Use LMI and MAR data to develop I-BEST programs. Current high-need occupations in the area include jobs in the public sector, restaurant and hospitality, corrections, and healthcare. In a multi-year phased approach, develop I-BEST programs by completing the following:

- a) Meet with representatives from these individual sectors to discuss how to move forward with developing I-BEST programs
 - What jobs are associated with the I-BEST?
 - Who are the potential students?
 - What occupational skills are being targeted?
 - Are there basic skills thresholds or language requirements?

Timeline:

Beginning with updated onboarding process in January 2020

- a) 01/05/20
- b) 01/02/2020 – 06/30/2020 for July 1st, 2020 implementation

Healthcare

Research and Development: July 2020-June 2021
Implementation: July 2021

Restaurant and Hospitality

Research and Development: July 2021-June 2022
Implementation: July 2022

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 3: Labor Market Information (LMI)

- Are certain competencies required to successfully complete an I-BEST course?
- b) Determine the learning objectives and competencies for each I-BEST program
 - c) Identify basic skills content
 - d) Identify contextualized content
 - e) Identify workforce preparation activities to teach and reinforce content

Currently, NMSU-Grants has a CNA program, but no certification for Restaurant and Hospitality or Corrections so the creation of in-house certificates of completion based upon input from employers in these two sectors are envisioned. These proposed programs will need to be researched further to determine viability based on our current program enrollment numbers. Further exploration will need to occur to determine if career-specific I-BEST programs would best serve our students or if contextualized learning associated with the four Grants Main Street Project Committees or with a student's stated learning mission would be a better program model. These ideas will need contemplation, discussion, and development to determine the best path forward for our program.

Public Sector and Corrections

Research and Development: July 2022-June 2023
Implementation: July 2023

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 4: Onboarding: Intake, Assessment and Orientation

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

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:

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

Planned New Activities:

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

Name of Program: ___ New Mexico State University -GRANTS___

Date Submitted: 12/13/19

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 4: Onboarding: Intake, Assessment and Orientation

<ul style="list-style-type: none"> Weekly Orientation <ol style="list-style-type: none"> Registration Review of Student Handbook Focus 2 Career Assessment TABE Testing 	<ol style="list-style-type: none"> Update existing orientation process to expand career related services and exploration Change timeframe and structure of orientation Increase focus on career awareness, career focus, goal setting, and planning
<p>Plan:</p> <p>Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</p>	<p>Timeline:</p>
<p>Update existing orientation process and move to every three weeks.</p> <p>3 days/3 hours per day</p> <ul style="list-style-type: none"> Tuesday: Introduction and welcome activity/registration form/program overview/preliminary goal setting/ student testimony/making the commitment/strengths identification /TABE Locator Wednesday: Focus 2 Career Assessment/have students create and online NM Workforce Connection account/career planning worksheet/math TABE Thursday: Potential problems and solutions worksheet/schedule coaching session with college and career pathways advisor/RLA TABE Friday or Monday: Meeting with college and career pathways advisor to schedule classes and complete academic/career success plan. 	<p>01/22/20</p>

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Essential Component 5: Individual Education, Career and Life Plans

<p>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.</p>	
<p>Considerations –</p> <ul style="list-style-type: none"> 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. 	
<p>Current Activities:</p> <p>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.</p>	<p>Planned New Activities:</p> <p>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.</p> <p>With the help of a college and career pathways advisor, create a student-driven Individual Education Career and Life Plan for every to be referenced and updated throughout the time of study.</p>
<p>Plan:</p> <p>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.</p>	
<p>Create a new Individual Education Career and Life Plan for every student</p>	
<p>1. Model programs such as Ontario, Canada's Education and Career/Life Planning Program which asks students the following:</p> <ul style="list-style-type: none"> Who am I? Who do I want to become? What are my opportunities? What is my plan for achieving my goals? 	
<p>2. Implement career exploration into Individual Education, Career, and Life Plan by having students research the following for specific occupations:</p> <ul style="list-style-type: none"> What is the typical starting salary? 	
<p>Timeline:</p>	
<p>1. 01/22/20</p>	
<p>2. 01/22/20</p>	

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 5: Individual Education, Career and Life Plans

<ul style="list-style-type: none"> • What is the employment outlook locally, regionally, and nationally? • What education and training are required? • What are the working conditions? • Are there opportunities for advancement? 	3. 01/22/20
<p>3. Establish/partner with support services and create a plan for transitioning out of the adult education program.</p> <ul style="list-style-type: none"> • Create formal agreements with support services outlined in Essential Component 1 and incorporate others as need arises or services become available. • Have students meet with college and career pathways advisor every two weeks to ensure goals are being met and timelines for completion/transition are still intact. • Create a visual roadmap for individual pathways 	

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 6: Career Advising

<p>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.</p>	
<p>Considerations -</p> <ul style="list-style-type: none"> • 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. 	

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 6: Career Advising

- Outline in writing what the Career Advisor should be doing with students so that advising services are applied consistently.

Current Activities:

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

Planned New Activities:

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

Our program does not currently offer any career advising services.

- Create a new college and career advisor position or train an existing staff member.
- Create a process that provides for ongoing advising services
- Include the Individual Education and Career Plan in the advising process.

Plan:

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

Timeline:

- Create a new college and career advisor position or train an existing staff member.
 - Get approval/complete paperwork for career pathways/advisor position
 - Incorporate college and career advisement into onboarding
 - Work with college and career advisor to develop process and procedures for working with new students to provide ongoing career advising utilizing the IECF and other tools

*Set up an appointment to meet individually with students after onboarding to create an IECF.

* Continue to meet with individuals every two weeks to review IECF, go over progress toward goals, and create action items to be completed before the next meeting.

- 01/02/20
 - 01/22/20
 - 01/22/20

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

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

Description: Curricula and instructional practices in adult education programs should be rigorous, relevant and research-based (Title II, Subtitle C Sec. 2311(6)). The scope of instructional services should include academic skills, workforce preparation and job training. Programs should offer a competency-based, contextualized curriculum in addition to Integrated Education and Training programs for both ABE and ELL students.

Considerations –

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

Current Activities:

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

Planned New Activities:

Include a description of how the program will offer (begin or strengthen) career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.

Our classrooms, labs, and curriculum are currently geared toward HSE completion. We have begun the process of updating our classroom and lab spaces to reflect a career focus and will be enhancing the career pathways component of our onboarding process. We are also working with NMSU to create a part-time career pathways advisor position.

Phase I: CCRS and Contextualized Instruction (January 2020-June 2020)

Phase II: Creation of I-BEST Classrooms Part 1 (July 2020-June 2021)

Phase III: Creation of I-BEST Classrooms Part 2 (July 2021-June 2022)

Phase IIII: Creation of I-BEST Classrooms Part 3 (July 2022-June 2023)

Plan:

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

Timeline:

Phase I: CCRS and Contextualized Instruction (January 2020-June 2020)

1. Schedule classes on specific days and times, for specific lengths of time (i.e. six weeks) covering a set curriculum
2. Explore Career Pathways technology-based resources to use in classroom and lab setting
3. Align Career Pathways to high demand occupations as identified in the LMI

1. 01/02/2020

2. 02/15/2020

3. 01/15/20

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

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

4. Conduct instructor professional development in CCRS alignment and contextualized instruction
5. Align instruction to CCRS and incorporate soft skills and career and life elements
 - a) Work with math instructor to create lesson plans for basic math skills courses
 - b) Work with RLA instructor to create lesson plans for basic RLA courses
6. Align instruction to CCRS and incorporate soft skills and career and life elements
 - c) Work with math instructor to create lesson plans for advanced math skills courses
 - d) Work with RLA instructor to create lesson plans for advanced RLA courses

Phase II: Creation of I-BEST Classrooms Part 1(July2020-June 2021)

7. Creation of I-BEST Classrooms
8. Creation of I-BEST Certificates in the following areas:
 - e) Certified Nursing Assistant/Health Careers

Phase III: Creation of I-BEST Classrooms Part 2 (July 2021-June 2022)

9. Creation of I-BEST Certificates in the following areas:
 - f) Restaurant and Hospitality

Phase IIII: Creation of I-BEST Classrooms Part 3 (July 2022-June 2023)

1. Creation of I-BEST Certificates in the following areas:
 - g) Corrections

4. 01/22/20
5. 03/30/20
6. 06/30/20

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

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.

We currently have a positive relationship with NMSU Grants. Because we are located on campus, we are able to educate students on the degree and certificate programs offered at NMSU Grants as well as help acclimate students to the campus environment. Adult Education students are invited and encouraged to attend campus events and advisors are on the ready to enroll our AE students in classes once they have received their HSE credential. We are looking into options for getting students dually enrolled in HSE and NMSU classes.

Planned New Activities:

List what new strategies the program will use to ensure alignment of services.

- 1.) Ensure that our class curriculum is aligned to CCRS
- 2.) Integrate soft skills into the curriculum based upon feedback from community workforce partners and our Career Pathways Advisory Committee
- 3.) Work with NMSU faculty members to update our curriculum to ensure remedial skills are mastered

Plan:

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

- 1.) Ensure that our class curriculum is aligned to CCRS
 - a) See Phase I in Essential Components 2
- 2.) Integrate soft skills into the curriculum based upon feedback from community workforce partners and our Career Pathways Advisory Committee
 - a) See Phase I in Essential Components 2
- 3.) Work with NMSU faculty members to update our curriculum to ensure remedial skills are mastered
 - a) Plan initial meeting with NMSU faculty who teach remedial courses

Timeline:

3
a – 4/15/20

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Gap Analysis and Plan

Essential Component 8: Alignment of Services

b) Determine the content of those courses and gaps in our current curriculum c) Update curriculum ensure students master content covered in remedial courses	b - 5/15/20 c - 6/15/20
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Gap Analysis and Plan

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 - <ul style="list-style-type: none"> • Provide screening for barriers to employment during the onboarding process, i.e., learning disabilities screening, support services checklist, etc. • Establish formal partnerships with local agencies that serve vulnerable populations as an outreach effort to access students with barriers to employment, i.e., corrections, probation and parole, court system, vocational rehabilitation, homeless shelters, community agencies, etc. • Provide strategies in instructional practice that address barriers to employment. • Ensure barriers to employment issues are addressed in the Individual Education and Career Plan and in advising services. 	
Current Activities: Describe how the program currently accesses and provides services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served.	Planned New Activities: Describe how the program will access and provide services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served. Include what will be added or strengthened.
<ul style="list-style-type: none"> • 13th Judicial Treatment Courts: AE-Grants attends staffing and court proceedings for both adults and juveniles. The court then mandates those without a high school credential to either participate in community service or enroll in our program. Our current administrative assistant also happens to be an adult peer mentor and sits in on weekly status updates. The program manager also attends weekly court sessions in support of students enrolled in the AE program. • We also work closely with NMSU’s ADA administrator in order to ensure those who self-identify have the resources needed. 	<ol style="list-style-type: none"> 1) Expand and formalize the relationship with 13th Judicial Treatment Courts. The 1th Judicial Treatment Court currently gives participants the option of community service or enrollment in an HSE program. If enrolled in an HSE program, participants are required to complete a minimum number of study hours per week. 2) Local Tribal Nations: Establish formal working relationship and referral system. Currently, there is no relationship either formal or informal with our local tribal nations. However, all parties recognize the need to offer services to tribal members. It is the goal of our program to engage with community leaders and educators within the many tribal nations in close

Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 9: Serving Populations with Barriers to Employment

	<p>proximity to our program to conduct a needs analysis and create a formal referral and placement process.</p> <p>3) Have students self-identify any barriers during the onboarding process and match them with community services available to them.</p> <p>4) Work closely with students who have felony records to determine career pathways that don't exclude felons. Outreach may also need to be done on a local employer basis to determine policies regarding felony records and if those policies might be adjusted to meet the needs of our students.</p> <p>5) Begin discussions with three local correctional facilities to discuss both enrolling recently released individuals and perhaps providing HSE instruction to incarcerated individuals.</p>
<u>Plan:</u>	<u>Timeline:</u>
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	
<p>1) Treatment Courts</p> <p>a) Reach out to coordinator to plan initial meeting.</p> <p>b) Meet to discuss ways to strengthen the partnership.</p> <p>c) Develop draft MOU,</p> <p>d) Ask for input from administrators,</p> <p>e) Revise MOU,</p> <p>f) Get approval from applicable parties,</p> <p>g) Sign MOU and begin following.</p>	<p>Treatment Courts:</p> <p>a. Completed</p> <p>b. Completed</p> <p>c. Completed</p> <p>d. Completed</p> <p>e. Completed</p> <p>f. 3/3/20</p> <p>g. 3/10/20</p>
2) Tribal Nations (Laguna, Acoma, Navajo)	July 2020-June 2021
3) Have students self-identify.....	01/22/20
4) Work closely with students who have felony records to determine career pathways that don't exclude felons.	

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 9: Serving Populations with Barriers to Employment

<p>a) Ensure that career pathways include options for students with felony records</p> <p>b) Work with Career Pathways Advisory Committee to address current barriers with local employers and how to remedy, if possible.</p> <p>5) Begin discussions with three local correctional facilities to discuss both enrolling recently released individuals and perhaps providing HSE instruction to incarcerated individuals.</p>	<p>01/22/20 January through June 2020</p> <p>July 2022-June 2023</p>
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Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 10: Support Services

<p>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.</p> <p>Considerations -</p> <ul style="list-style-type: none"> • 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 	
<p>Current Activities:</p> <p>Include a list of support services the program currently offers. Describe how these services are identified and accessed.</p>	<p>Planned New Activities:</p> <p>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.</p>
<p>1) We currently have a strong informal relationship with community services and post-secondary programs and NMSU Grants. We work closely with all of these resources to help our students as needed. In the future, we would like to formalize these services and provide a compilation of area of resources.</p>	<p>1) Through the onboarding process, provide direct linkages to community resources.</p>

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Gap Analysis and Plan

Essential Component 10: Support Services

<p>2) We have an informal relationship with workforce solutions, Vocational Rehabilitation, and NMDOT and are working to formalize the relationships.</p>	<p>2) Through the onboarding process, connect students directly to workforce students.</p> <p>3) Have the College and Career Pathways Advisor assist with the development of a transition plan and meet regularly to ensure the student is stay</p> <p>4) Have the College and Career Pathways Advisor connect students with job exposure opportunities and/or resources in preparation for post-secondary programs.</p> <p>5) Formalize working relationships with community and post-secondary resources.</p> <p>6) Invite professionals and service providers to speak with students during onboarding and through workshops and classroom activities.</p> <p>7) Work with community partners through the Career Pathways Advisory Committee to provide students mentoring and job shadowing programs as well as on the job training through community service initiatives.</p>
<u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	<u>Timeline:</u>
<p>1) Through the onboarding process, provide direct linkages to community resources.</p> <p>a) Update and expand current onboarding process to include information about community resources</p> <p>2) Through the onboarding process, connect students directly to workforce students.</p> <p>b) Same as above</p> <p>3) Have the College and Career Pathways Advisor assist with the development of a transition plan and meet regularly to ensure the student is staying on track</p> <p>c) Hire and train College and Career Pathways Advisor</p> <p>d) Work with advisor to develop an outline for the transition plan document</p> <p>e) Develop process and procedures for meeting with students</p> <p>4) Have the College and Career Pathways Advisor connect students with job exposure opportunities and/or resources in preparation for post-secondary programs.</p> <p>f) Have advisor work with NMSU Grants campus to formalize process of referral</p> <p>g) Have advisor work with AE director and community workforce liaisons to create job exposure opportunities based on LMI data and local workforce needs.</p>	<p>a) Completed</p> <p>b) Completed</p> <p>c) 01/02/20</p> <p>d) 02/15/20</p> <p>e) 03/15/20</p> <p>f) 05/15/20</p> <p>g) Ongoing throughout July 2020-June 2021</p>

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 10: Support Services

5) Formalize working relationships with community and post-secondary resources.	6) 06/30/20
6) Invite professionals and service providers to speak with students during onboarding and through workshops and classroom activities.	7) Ongoing throughout January 2020 – June 2020
7) Using a phased approach, work with community partners through the Career Pathways Advisory Committee to provide students mentoring and job shadowing programs as well as on the job training through community service initiatives.	8) Ongoing throughout July 2020-June 2021

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Sustainability

<p>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.</p> <p>Considerations –</p> <ul style="list-style-type: none"> • 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. <p>Plan:</p>	
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<p>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.</p> <p>Professional Development:</p> <ol style="list-style-type: none"> 1) Provide professional development for instructors regarding how to create lesson plans that align to CCRS and incorporate contextualized instruction. Although the development of a full complement of lesson plans will happen over a period of months, professional development will take place prior to the first class in January. 2) Provide professional development for the new College and Career Pathways Advisor covering the use of LMI, helping students in career planning and goal setting, and gain a knowledge of the overall Career Pathways philosophy. 3) Provide professional development for staff members covering the overall Career Pathways philosophy and the movement toward a career-focused program. Professional development will include an effort to get buy-in for the new approach and will include language 	<p>Timeline:</p> <p>June 30, 2020</p>
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Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Sustainability

to be used with students, the incorporation of contextualized learning in all spaces, the revamping and expansion of the onboarding process, and the set-up of classrooms and lab spaces.

Policies and Procedures:

By June 30th 2020, the overall look, feel, and approach to student learning within out program will look dramatically different. With that will come the need to work with current staff members and instructors to update current policies and procedures and create new ones if applicable. These include updates to:

- 1) When students begin the onboarding process and what that process looks like
- 2) Classroom placement and attendance policies
- 3) Policies regarding post-tests and practice tests
- 4) College and Career Pathways policies and procedures including a College and Career Transition Plan
- 5) Policies and procedures for engaging with specific community workforce partners
- 6) Policies and procedures for post-secondary referrals

June 30, 2020

Continuous Improvement:

We will be incorporating and Assessment by Design continuous cycle of improvement as outlined by Johnson County Community College's Office of Assessment, Evaluation, and Institutional outcomes. The process is based on a cyclical process that includes the following: Question, Plan, Collect, Analyze, Act, repeat.

The assessment process strives to: Document and improve student learning, expand staff and instructor involvement and control in assessment, align assessment objectives with program goals, encourage, support, and recognize innovation in staff and instructor-driven assessment, analyze and support numerous approaches to meaningful assessment, and conduct assessments that are focused on improving student learning provide data about how well specific initiatives are performing. The goal is to encourage students, instructors, staff and, administration to examine and collaborate ways to improve our teaching and services to students.

Assessment will occur no less than quarterly and incorporate the following principles:

1. Assessment is a vehicle for improvement, not an end in itself.
2. Assessment works best when it is ongoing, not episodic, and when it is multi-dimensional, employing multiple methods. Assessment is a process that power is cumulative. Improvement in student learning is a long-range process.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Sustainability

3. Assessment works best when it has clear, shared, implementable goals.
4. Successful assessment requires institutional support and resources.

Performance Outcomes:

- 1) Based on the program changes outlined in this document, we hope to incrementally improve our level gain outcomes over the next five years. Level gain outcome percentage goals are as follows:

19/20: 42%
20/21: 47%
20/22: 53%
22/23: 60%
23/24: 65%

We have a stated goal of Top Five in Five - that is to be one of the top five programs in the state for percentage of level gains by the end of the 23/24 grant year.

- 2) Goal of increasing our overall participant rate by 10% each year for five years:

19/20: 213 participants
20/21: 234
21/22: 287
22/23: 316
24/25: 348

- 3) Goal of increasing contact hours by 15% each year for five years:

19/20: 13,660 contact hours
20/21: 15,709
21/22: 18,065
22/23: 20,775
24/25: 23,891

Name of Program: ___New Mexico State University -GRANTS___

Date Submitted: 12/13/19

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Sustainability

Continuation of Services

It is our belief that the best way to ensure continuation of programs and services beyond the terms of this initiative is through the following:

- 1) Have strong, effective programs in place that have the support of the greater NMSU Grants campus and the community at large. By utilizing the time we have while the initiative is in place to create strong, mutually beneficial partnerships, we have a better chance of ensuring the continuation of programs piloted during the Career Pathways initiative timeframe.
- 2) It is also crucial to get buy-in from those helping to establish new initiatives and those who are affected by them – namely staff, instructors, and students.
- 3) Data collection is also imperative to be able to determine which pilot projects had success and to encourage continuing community and post-secondary support.
- 4) Budget line items will also need to be carefully tracked and reviewed to ensure funds are available to continue the position of the College and Career Pathways advisor once the initiative has come to an end.

CAREER PATHWAYS IN ADULT EDUCATION

Career Pathways Progress and Sustainability Plan for New Mexico

PROGRAM NAME: NMSU Grants Adult Education

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

Progress on Implementation

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

From January to March, the milestones completed fell under the following broad categories:

- Rebranding of the program to include a create focus on college and career readiness
- Expansion of our onboarding process to include LMI and career exploration
- Development or strengthening of partnerships between our AE program and the court system, Workforce Connections, SL-Start, the Acoma Pueblo, and the Navajo Nation.
- Hiring and training of a Career Pathways Advisor
- Development of SOPs for CP Advising and enhanced student outreach and engagement
- Expanded and strengthened SOPs for students' transition from our AE program into NMSU Grants certificate and degree programs

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

As of now, we have not had to revise any plans. Our timelines have shifted a bit as our focus in April and May shifted primarily to the delivery of distance learning. In June, we plan to pick up where we left off and continue working toward the milestones outlined in our plan.

However, we also realize that since our CP Plan was created, the landscape of the world, the economy, and our program has changed dramatically which will affect our approach to student learning and engagement. These developments will require us to update current policies and procedures and create new ones if applicable. These include updates to:

- 1) When students begin the onboarding process and what that process looks like
- 2) Classroom placement and attendance policies
- 3) College and Career Pathways policies and procedures including a College and Career Transition Plan
- 4) Policies and procedures for engaging with specific community workforce partners
- 5) Policies and procedures for post-secondary referrals
- 6) Decisions around how to prioritize the development of I-BEST and IET programs

Sustainability Plan

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

- Work with instructors to create lesson plans that incorporate specific career pathways and create career pathway clusters of instruction within the classroom
- Use LMI and MAR data to begin developing I-BEST programs.
- Ensure that career pathways include options for students with felony records
- Work with Career Pathways Advisory Committee to address current barriers with local employers and how to remedy, if possible.
- Invite professionals and service providers to speak with students during onboarding and through workshops and classroom activities.

Student:

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

Select Reporting System:

NRS FY 19-20



Agency:

NMSU-Grants

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	3	3	0	0	0	0	1	2	0	0	0	0	0	0	9
ABE Level 2	16	15	0	0	0	0	11	15	0	1	4	4	2	0	68
ABE Level 3	2	10	0	0	1	0	4	5	0	0	1	2	0	0	25
ABE Level 4	0	1	0	0	0	0	3	1	0	0	0	0	1	0	6
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
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	21	29	0	0	1	0	19	23	0	1	5	7	3	0	109

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

** See definitions for ethnicity/race categories.

Student:

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

Select Reporting System:

NRS FY 19-20 ▼

Agency:

NMSU-Grants

Enter the number of participants* by age**, ethnicity/race***, 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
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	6	4	0	0	0	0	10	6	0	0	1	1	1	0	29
19-24	10	13	0	0	1	0	2	4	0	0	2	2	1	0	35
25-44	4	11	0	0	0	0	7	12	0	1	2	4	1	0	42
45-54	1	1	0	0	0	0	0	1	0	0	0	0	0	0	3
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	21	29	0	0	1	0	19	23	0	1	5	7	3	0	109

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

Student:

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

Select Reporting System:

NRS FY 19-20



Agency:

NMSU-Grants

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
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	3	2	0	0	0	0	8	2	0	0	5	0	0	0	20
19-24	4	6	0	0	0	0	2	3	0	0	0	0	1	1	17
25-44	5	13	0	0	0	0	4	9	0	0	1	0	0	0	32
45-54	1	0	0	0	0	0	0	1	0	0	0	0	0	0	2
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	13	21	0	0	0	0	14	15	0	0	6	0	1	1	71

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System: NRS FY 19-20 ▼

Agency: NMSU-Grants

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

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	29	34	42	3	0	0	108
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	0	1	0	0	0	0	1
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	29	35	42	3	0	0	109

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours. The total in column H should equal the total in column P of Table 1.

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

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

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

Student:

NRS Table 4

Select Reporting System:

NRS FY 19-20



Agency:

NMSU-Grants

Measurable Skill Gains by Entry Level

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

First Period of Participation

All Periods of Participation

Entering Education Level	Number of Participants (A)	Number of Participants Excluded from MSG Performance (C)	Total Number of Participants	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)	Number of Periods of Participation at Least One Educational Functioning Level Gain (K)	Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	9	0	0	501.67	2	0	6	1	22.2	9	2	0	22.2
ABE Level 2	68	0	0	3831.16	11	4	37	16	22.1	68	11	4	22.1
ABE Level 3	25	0	0	974.12	5	5	14	1	40	25	5	5	40

ABE Level 4	6	0	123.85	0	4	1	1	66.7	6	0	4	66.7
ABE Level 5	1	0	18.08	0	0	0	1	0	1	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	109	0	5448.88	18	13	58	20	28.4	109	18	13	28.4
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	109	0	5448.88	18	13	58	20	28.4	109	18	13	28.4

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.

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)
ESL Total	0	0	0	0	0	0	0	0	0
Grand Total	22	16	72.7	11	50	0	0	0	0

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting System:

NRS FY 19-20



Agency:

NMSU-Grants

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	2	271.06	2	0	0	100
ABE Level 2	22	2599.33	13	3	6	59.1
ABE Level 3	9	680.82	7	2	0	77.8
ABE Level 4	1	15.74	0	0	1	0
ABE Level 5	0	0	0	0	0	0
ABE Total	34	3566.95	22	5	7	64.7
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ESL Total	0	0	0	0	0	0
Total	34	3566.95	22	5	7	64.7

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

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation with Measurable Skill Gains (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 4	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0
Grand Total	10	441.99	2	0	0	8	20	10	2	20

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

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: (Column H) = (Column D + Column E) / (Column B)
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

Student:

NRS Table 5

Select Reporting System:

NRS FY 19-20



Agency:

NMSU-Grants

Primary Indicators of Performance

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	(F)	(G)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)		
Employment Second Quarter after exit *	135	39	28.9	136	40	29.4		
Employment Fourth Quarter after exit *	117	52	44.4	117	52	44.4		
Median Earnings Second Quarter after exit **	39	1698.93		40	1698.93			
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	14	6	42.9	14	6	42.9		
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	14	8	57.1	14	8	57.1		
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0		
Attained any credential (unduplicated) *****	14	10	71.4	14	10	71.4		

Student:

NRS Table 5A

Select Reporting System:

NRS FY 19-20



Agency:

NMSU-Grants

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation

All Periods of Participation

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

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting
System:

NRS FY 19-20 ▼

Agency: NMSU-Grants

Participant Status on Entry into the Program (A)	Number (B)	
Employed	35	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	66	
Not in the Labor Force	8	
TOTAL	109	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	1
Grades 1-5	0	0
Grades 6-8	9	0
Grades 9-12 (no diploma)	93	1
Secondary School Diploma or alternate credential	0	0
Secondary School Equivalent	0	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)		104
Program Type**		
In Family Literacy Program		0
In Workplace Adult Education and Literacy Activities***		0
Institutional Programs (section 225)		
In Correctional Facility		2
In Community Correctional Program		0
In Other Institutional Setting		0

Participant Status on Entry into the Program
(A)

Number
(B)

TOTAL Institutional

2

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

** Participants counted here must be in a program specifically designed for that purpose.

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

Employment Status definitions:

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

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

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

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

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

Family Literacy Follow-up Outcome Measures

	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome
Increased Involvement in Children's Education	0	0	0
Helped more frequently with school	0	0	0
Increased contact with children's teachers		0	
More involved in children's school activities		0	
Increased Involvement in Children's Literacy Activities		0	
Reading to children	0	0	0
Visiting library		0	
Purchasing books or magazines		0	
Left Public Assistance		0	

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with schoolwork and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of "increased involvement in children's education."

Student:

NRS Table 9

Select Reporting System:

NRS FY 19-20



Agency:

NMSU-Grants

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

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	(F)	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)	(G)
Measurable Skill Gain	0	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0	0
Median Earnings Second Quarter after exit	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
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0	0

**Civics Education Follow-up Outcome Measures
(Optional)**

	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome
Achieved Citizenship Skills	0	0	0
Voted or Registered to Vote	0	0	0
Increased Involvement in Community Activities	0	0	0

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System:	NRS FY 19-20	Agency:	NMSU-Grants	All Periods of Participation			
First Period of Participation							
(A)	(B)	(C)	(D)	(E)	(F)	(G)	
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	
Measurable Skill Gain	2	0	0	0	2	0	0
Employment Second Quarter after exit	0	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0	0
Median Earnings Second Quarter after exit	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
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0	0

Instructions for Completing Table 10

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

Student:

NRS Table 11

Select Reporting System:

NRS FY 19-20



Agency: NMSU-Grants

Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Participation in which Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Passing Technical/ Occupational Skills Exam	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	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)
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

Include only IET program participants but exclude participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2, Table A. Also exclude from all indicators, except EFL gains, incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated. All shaded columns will be calculated automatically by OCTAE's data system.

Report any of the following MSG outcomes for each IET participant. Reporting multiple MSG outcomes per participant is permitted.

For reporting MSG via Achievement of at Least One Educational Functioning Level Gain: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) an EFL gain may be measured by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

For reporting MSG via Attainment of Secondary School Diploma/Recognized Equivalent: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who attained a secondary school diploma or its recognized equivalent.

For reporting MSG via Secondary or Postsecondary Transcript: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated progress through a secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.

For reporting MSG via Progress Toward Milestones: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.

Student:

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

Select Reporting System:

NRS FY 19-20

▶

Agency:

NMSU-Grants

[illegible]

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

NRS FY 19-20

▶

Agency:

NMSU-Grants

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

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

Provider Agency *	Total Number of Providers (A)	Total Number of IELCE Providers (C)	Total Number of Sub-Recipients (D)	WIOA Funding		State Funding	
				Total (E)	% of Total (F)	Total (G)	% of Total (H)
Total							

Instructions for Completing Table 14

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

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

* Provider Agency Descriptions for Table 14

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

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

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

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

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

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

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

Correctional Institutions are prisons, jails, reformatories, work farms, detention centers, or halfway houses, community-based rehabilitation centers, or any other similar institutions designed for the confinement or rehabilitation of criminal offenders.



New Mexico
Workforce Connection

A Proud Partner of the American Job Center Network

Memorandum of Understanding (MOU)

Between

**Northern Area Local Workforce Development Board
(NALWDB)**

and

American Job Center Partners

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
<i>Co-Located Partners at One-Stop America's Job Centers</i>				
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	Dine College Consortium Luna Community College NMSU Grants	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Nick Evangelista Rock Ulibarri Tom McGaghie	nick@sagell.org rulibarri@luna.edu timgagh@ad.nmsu.edu

	Northern New Mexico Community 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		
<u>Basic Career Services</u>	<u>Individualized Career Services</u>	<u>Training</u>
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 Central 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:
 - 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:

- Ensuring that State requirements for center certification are met and maintained
 - Ensuring that career services such the ones outlined in WIOA sec. 134(c)(2) are available and accessible
 - Ensuring that NALWDB policies are implemented and adhered to
 - Adhering to the provisions outlined in the contract with the NALWDB and the NALWDB's Business Plan
 - Reinforcing strategic objectives of the NALWDB to Partners
 - 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:

- Providing and/or contributing to reports of center activities, as requested by the NALWDB
 - Providing input to the formal leader (partner program official) on the work performance of staff under their review
 - Notifying the formal leader immediately of any staff leave requests or unexcused absences, disciplinary needs, or changes in employee status
 - Identifying and facilitating the timely resolution of complaints, problems, and other issues
 - 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)
 - Ensuring open communication with the formal leader(s) in order to facilitate efficient and effective center operations
 - 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, where required
- 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))

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. 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

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.

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. Section 1352), 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.O. 12549 and 12689) 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.

The Operating Budget will be negotiated and finalized on or before January 2018 with the current Resource Sharing Agreement (RSA) to remain in effect until then.

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 _____

Authorized Signatory _____

Position Title _____

Date _____

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: _____ **Date** _____
Celina Bussey, Cabinet Secretary

Approved for Legal Sufficiency

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

Memorandum of Understanding (MOU)
Cibola District Court-13th Judicial District and Adult Basic Education Program
Cibola County Cibola County, New Mexico

Operated by Cibola County, New Mexico ("Cibola County"), the *Cibola County Adult Treatment Court* is a strength based program that aims to reduce substance use among participants through regular drug testing, counseling sessions, court appearances, etc. to maintain a sober lifestyle and support an innovative program that, among other things, incorporates screening and assessment of non-violent drug offenders, substance abuse treatment, housing and child care assistance as a tool to aid in the allocation of employment and education.

With this Memorandum of Understanding ("MOU"), the above named parties agree to enter into a partnership that will advance the overall purpose of the *Cibola County Adult Treatment Court* and contribute to the successful completion of the program by the eligible persons it is intended to serve.

During the program timeframe of December 1, 2019 through June 30, 2020, Cibola County Adult Treatment Court will contribute to the partnership formalized by this MOU by:

- Effectively screening, managing and supervising participants in the Cibola County Adult Treatment Court Program;
- Providing information necessary for the NMSU-ABE/GED office to coordinate and communicate education compliance with treatment court and probation or parole requirements through a use of a formal referral document and process;
- Providing a dedicated contact person with Cibola County with whom the NMSU-GED/ABE office may interface and communicate in order to facilitate the end goals contemplated by this MOU;
- Providing assistance in the event that participants in the Cibola County Adult Treatment Court program fail to follow the policies and procedures set forth by the Court and/or Adult Probation and Parole conditions.
- Communicate with the NMSU-ABE/GED office pertinent participant information to enable and support NMSU-ABE/GED to better assist the success of participants.

During the program timeframe of December 1, 2019 through June 30, 2020, NMSU-ABE/GED program will contribute to the partnership formalized by this MOU by:

- Providing an ABE/GED representative to attend weekly case reviews/staffing's every Tuesday to discuss client's progress prior to the treatment court hearing.
- Providing an ABE/GED representative to attend weekly drug court hearings immediately following the case reviews/staffing's.
- Providing documents and information regarding program participants to Cibola County Treatment Court as requested. Providing a weekly participant report on participant progress, attendance and any necessary information pertinent to the

success of the participant. The report will be submitted weekly on Mondays by the end of the business day. ABE/GED will communicate when a participant is able to test to the Cibola Treatment Court program via email with a copy of the pre-test.

- NMSU-ABE/GED will provide team informational training when needed to the treatment team as needed regarding the ABE/GED program to keep members apprised of department services and goals. NMSU-ABE/GED will attend treatment court training when appropriate.

The parties agree that this MOU may be revised and amended in the future by a writing signed by both parties.

Signed:

Cibola County Treatment Court-
[Person's name]
Person's title]
Date: _____

New Mexico State University-Adult Basic
Education/GED Director- Ms. Christy Green
Date: _____