Annual Program Report
Cover Page

Program Name: Taos Education & Career Center

Institution or Organization: UNM-Taos

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Fiscal Year: 2019-2020

Submission Date: August 30, 2020

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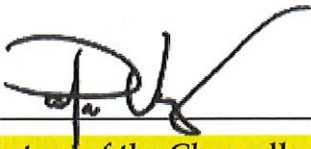Coordinator Name: Kylee Shipp

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September 1, 2020

_____
Signature of the Chancellor or Designee

DATE

Dr. Patrick Valdez, Chancellor, UNM-Taos Branch

Typed Name and Title:

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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.

Taos Education & Career Center (TECC) staff set a total of six goals for 2019-2020. Our three priority goals were as follows with progress noted:

1) **UNM-Taos IET [Career Pathways Programming]:** further coordination with UNM-Taos to develop additional Integrated Education and Training (IET) models;
2) **WIOA Partners:** strengthen our WIOA partnerships through the creation of jointly run orientation sessions designed for community members to learn about core WIOA partner services all in one setting;
3) **Measurable Skills Gains and Persistence Rates**: increase from last year's 67% to 70%. Increase our enrollments of persistent students (those with 40+ hours) by 5%.

UNM-Taos IET [Career Pathways Programming]:

While we extensively review IET programming later in this report, it is relevant to note that this year marked the first year of our full time IET Coordinator. The coordinator worked closely with the Department of Professionalism Skills and Community Engagement, which oversees our CTE programming, as well as with the Health Sciences, Natural Resource Management, and Early Childhood Education and Development Programs. Highlights include:

- Financial Aid, concurrent enrollment, and wrap around supports are now available for these ETPL programs:Community Health Worker, CNA, EMT, Nursing, Natural Resource Management, Early Childhood Education and Development, Commercial Driver's License, Digital Media Arts, and Solar Tech.
- Recruited 43 students to CTE and IET programs; *independently enrolled 16 in spring semester contributing to 44% of all UNM-Taos spring enrollments.* Several of these recruits went on to enroll this fall. Unfortunately, TECC was not able to count most of these students in our headcount as they were not TABE tested. Testing remains the number one barrier to IET headcount on the AE side.
- Created community and student workshops to promote and recruit IET students, hosted IET Open House for UNM-Taos, and participated in multiple career/workforce exploration community activities.

WIOA Partners- Despite completing our fifth year of monthly partner meetings, we unfortunately cannot report much progress. We were hopeful that state-level changes and the option for a local MOU would impact our partnerships. We participated in the meetings led by SFCC to create an MOU that we

then hoped to adapt for our region's local WIOA partner needs. At this time partners are receptive to the responsibilities, but have stated that they will not be able to sign a local agreement. More details will be provided throughout this report.

One bright spot was our successful enrollment of our first student into DVR. As our local DVR office is staffed by one person, successful collaboration has been an historical challenge. This student is on his way to acquiring meaningful work.

Measurable Skills Gains (MSG) and Retention Rates: We attribute MSG and Retention to the successful implementation of the key tenets of a quality service delivery model for adult learners-partner collaboration, academic and emotional intelligence competencies, brain-based instruction, project or community-based learning, IETs, coaching-based advising, a strong onboarding process, and quality professional development.

Excitingly, our persistence rates for our ABE students went slightly up. Our persistence for ESL students went down, but just below the exceptionally high levels of last year. We attribute this relatively steady persistence rate not only to the shifts to the immediate action our staff took to support students as the pandemic unfolded.

Unfortunately, the pandemic impacted MSGs much more intensely due to our inability to pre and post test students. And, while our goal of 70% MSGs fell short at 49.5%, pre-pandemic we were well on our way to having the *highest level gains in TECC history*. In January, our aggregate MSGs were at 60.6%. On April 9th, our ABE MSG rate was 68.2% and our ESL at 53%. All significantly higher than per normal for these time periods (our aggregate MSG in January of 2019 was 51%).We attributed our exceptional pre-pandemic success to strong student-centered assessment practices; students, with the support of instructors and advisors, were tracking their own attendance hours, their TABE data, and participating in other formative and summative in-class assessments in order to determine their readiness for post-testing, HiSET, and college. Students' desire to do well on the post-assessment led to high attendance, and our data proved encouraging. Unfortunately, an unforeseen pandemic hit our nation and the world: we were unable to enroll our last large cohort; we lost significant headcount; and we were not able to provide pre- and post-testing for many of our students. Despite the impact on our data, we are proud of our ability to pivot service delivery models and shift our focus to student support. Details on the impacts of the COVID-19 pandemic on our outcomes can be found beginning on page 9, question four.

In addition to these priority goals, a few highlights for the year include:

- **Post-secondary Enrollment:** Despite our low numbers, we experienced a significant uptick in the number and percentage of HSE graduates who enrolled in PSE. This year 14 of our 32 graduates, or 44% of this cohort, enrolled in a degree-seeking program while last year only 12 of the 56 graduates or 21% entered post-secondary education. Additionally, 7 students (2 of whom also entered a degree seeking program and are a duplicate count) enrolled in an IET or started taking one or two classes toward their general studies. In total, TECC had 19 students enroll in PSE this year, with many already completing college coursework.
- **Education Justice Initiative**- Further details of this project are highlighted below, but it is noteworthy that we were able to build structures to support Criminal Justice Involved students

along their career trajectories within TECC and UNM-Taos. In total, the team had a touch point with a total of 69 students.

- **A New TECC Restructure and Team!**- As recent as six years ago TECC employed only one FTE. This past year we grew to four FTE with three part-time instructors. In addition, UNM-Taos restructured, hiring our previous Interim Program Manager to become the Director for Student Support Services, pulling TECC under this department in the Office of Academic Affairs. This restructure positions TECC to play a more central role and collaborate more effectively with the larger campus. In addition, Erin Clark joins us as our new Education and Development Coordinator, taking on a new model of co-managing in partnership with Kylee Shipp. As TECC grows in the breadth of services and partnerships, we believe this shared leadership model will allow for the growth and quality we so desperately need for adult learners in Taos County. Collectively, our team has extensive experience in adult education, supporting struggling learners, technology and digital literacy, English Language Acquisition, understanding of WIOA legislation, best practices in designing IETs, and a commitment to modeling and integrating social and emotional learning. We are happy to say that the current iteration of our team, finally assembled in early June, is the best one yet!

- **Taos Project for Humanity** - As COVID-19 quickly and dramatically impacted the way we conducted our daily lives and the ways in which students engaged with their studies, we found ourselves needing to support our students in a very different way. Taos Project for Humanity quickly came together as various community organizations and individuals, serving our same clientele, rallied together to find resources for students that were *losing their jobs, facedhad increasing food and housing insecurity, and had limited access to technology.* We spent hours on the phone with students talking about everything except academics. This work has greatly strengthened the community and supports that students experience at TECC and UNM-Taos, and will continue to do so as we move forward.

- **Social Emotional Learning (SEL)**- TECC and leadership at UNM-Taos teamed up with the Taos Municipal Schools and other key stakeholders in the community to envision and launch an initiative to provide cohesive SEL structures for students Pre-K through post-secondary across the county. The local community foundation awarded TECC a grant to support coordination of this work. We continue to write grants in order to pursue our dream of hiring an SEL coordinator.

- **Radio Show:** We had several students participate in our monthly radio show "The Hero's Journey" on KNCE 93.5 FM. Students shared their experiences through an interview crafted around the Hero's Journey. This show boosts student leadership skills, provides a voice and offers the potential to humanize the student story in our community.

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?

Justice-Involved Career Pathways Program has been successful in developing informal but effective relationships with a range of organizations in our community working with individuals involved in the justice system. We have conducted outreach meetings with multiple substance use disorder treatment and social support providers (Including Rio Grande Alcohol Treatment Program, Noesis Integrative Health, Inside Out Recovery, and Youth Heartline); the DWI and Domestic Violence prevention program; our District Attorney's office, including its Pre-Prosecution Diversion program; the Taos County Office of the Public Defender; Adult Probation and Parole; the Taos Pueblo Tribal Court; the Taos County Adult Detention Center and its Health Care Assistance Program; as well as both Eighth District Court judges based in Taos County. Additionally our program is represented on the Law Enforcement Assisted Diversion (LEAD) planning committee and the Criminal Justice Coordinating Council. Finally, our coordinator is now the community representative on our local Adult Drug Court, and is able to advocate for connection to educational services as part of a holistic approach to treatment and recovery for those clients, both during and following their participation in Drug Court. Service providers and diversion programs have been our most successful source of referrals, and the support of treatment providers, judges, the district attorney's office, and the public defender's office has ensured that many involved in the justice system are aware of our program and offerings. Despite the loss of funding, the development of these relationships ensures that our program will continue into the future.

TAOS HIVE is a public-private sector collaboration between Town of Taos, Kit Carson Internet and Electric Cooperative, UNM-Taos, the Northern Area Local Workforce Development Board (NALWDB), Taos Community Foundation, LOR Foundation, FatPipe Co-work Office, and other small business development support programs. Each of our partners has either contributed funding, staff, advisory board members, or building space. Currently an MOU with Kit Carson Cooperative for the office space will be signed in the coming month, though COVID has really necessitated that the UNM-Taos-based services be moved online, so the need for the space has become less of a priority at the moment. We are currently focused on developing remote programming including webinars, and identifying local digital content experts to support the development of those materials. Please see pictures for visual summary as well as the following highlights:

- **Virtual Office Hours-** Weekly hours for those seeking small business supports and online training.
- **Small Business Service Provider Huddle-** brings all Service Providers together to leverage information flow and support community initiatives, participants include LANL, Town of Taos, Taos Chamber of Commerce, TEN, NCNMECD, TCEDC, SBDC, and UNM-Taos.
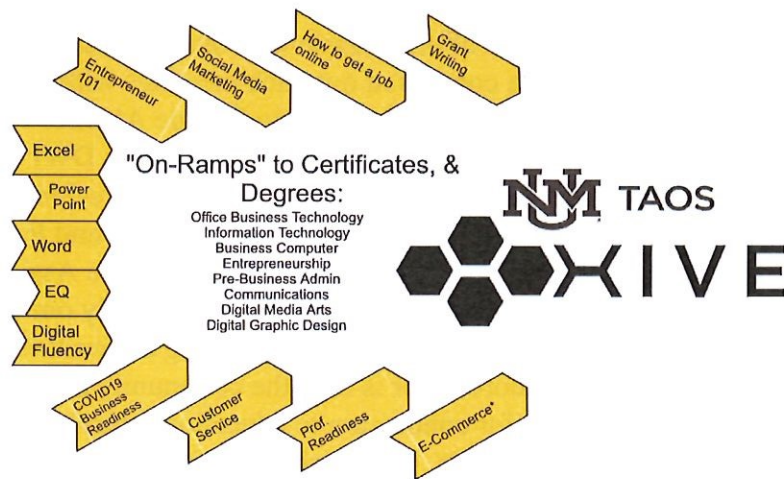
Onsite UNM-Taos Classes

- **UNM-Taos classes prepare students for online careers or business start-ups**

Co-working Office and Small Business Support

- **Connecting local to global**

Onsite-Internships and Employer Training

- **Connecting students to employers and mentors**

"On-Ramps" to Certificates, & Degrees:
Office Business Technology
Information Technology
Business Computer
Entrepreneurship
Pre-Business Admin
Communications
Digital Media Arts
Digital Graphic Design

- **Selected as 1 of 10 finalists and WON Institute for Educational Leadership's "Minds That Move Us" National Innovation in IET Competition!**

- **Rural Innovation Initiative (RII)**
  One of TEN selected from rural communities across the U.S.!

- **Selected by Walmart Foundation's Digital Promise for National Case Study**

RURAL INNOVATION INITIATIVE (RII) Supports Economic Drivers:

- **Digital Workforce Development**
- **Access to Digital Jobs**
- **Entrepreneurship Support & Incubation**
- **Access to Capital**
- **Networking, Social, and Co-Working Space**

The Taos Men's Shelter referred two students to us this year, resulting in a formal MOU between The Taos Coalition to End Homelessness, the Men's Shelter, and TECC. The MOU delineates the communication permissions, referral protocols, and wrap-around support services for which each entity is responsible.

Butterfly Healing Center is a Native American youth treatment center located on Taos Pueblo. We work closely with Butterfly to provide distance education services to youth living in their facility.

Dreamtree Youth Homeless Shelter provides both an emergency shelter and a transitional living program for youth ages 16 to 24. A requirement of their services is that youth are actively working on their education, often referring students to our services. We work closely with case managers and have frequent cross-agency meetings and collaborations.

Taos Project for Humanity, as described in our highlights, came about when COVID-19 arrived and was developed in partnership with organizations and individuals also working with our same clientele.

Partners for the weekly, then bi-weekly meetings included Las Cumbres nurturing center, the Community School at Enos Garcia Elementary, Taos Immigrant Allies, Amy Franklin (a respected SEL expert in the community), Holy Cross Hospital, members of the Taos Pueblo, A Shared Table, and others. No formal MOUs were created during this frantic time, but important relationships were established that will be formalized in the year to come.

Taos Immigrant Allies is an important partnership that emerged from the larger Taos Project for Humanity. Taos Immigrant Allies refers students to TECC and UNM-Taos while providing monetary support for students in the form of food cards, and rent and utility assistance.

Our Renewable Energy and Solar Tech IET continues to be funded by Chevron Environmental Management Corporation, with whom we signed our second MOU. Valverde Energy and PPC Solar are key private sector partners in the creation of the course, and serve as guest lecturers. With Cornerstone Energy as a supplemental funder, course tuition and material fees remained free for all students. Further details on the course can be found below in Section V.

New Mexico Coalition for Literacy (NMCL) continued to provide funds to TECC which supported our volunteer tutor program. We have built a strong cadre of tutors who provided essential individualized and small group instruction to students with instructional needs outside of our regular scheduling or classroom setting. Students were referred to the tutoring program when reading or math skills fell below a 6th grade level. Moving forward, as we no longer have NMCL funding, we will merge these efforts under the Student Support Services CASA Tutoring Center.

Taos Municipal Schools (TMS) and TECC work very closely together in the effort to keep chronically absent students engaged. Despite turnover on both sides, we continue to utilize a communication system in which TMS refers students to TECC. This system allows for FERPA compliant tracking for youth leaving Taos High School and entering adult education.

A Community Health Worker (CHW) joining the TECC team remains a goal that we are actively working toward. We collaborate with our local Health Extension Officer and UNM Office of Community Health, who also teaches the CHW IET at UNM-Taos, in order to garner funding for this integral role in our programming. We spent time this past year outlining what the position would entail by involving the health extension Officer in our onboarding so that we can begin to envision what it might look like to incorporate her CHW students or a practicing CHW in the onboarding process. When COVID hit, it became even more readily apparent that to have an in-house CHW actively working with students through ALL steps of the connection to social services process is an innovative way provide quality wrap-around student supports while freeing up valuable FTE to allow TECC instructors to do the work of teaching.

SER Jobs for Progress continued to partner with us guided by the previous year's MOU for our Power Up program. This was an incentive-based agreement in which students could earn monetary incentives for career portfolio creation, level gains, completion of HSE exams, and could secure paid work experience with local employers. Unfortunately we were never able to secure the same formal MOU for the program, though SER did follow up on paying the previous years' students for the completion of exams, attendance, portfolios and work experience hours. We enrolled two students in the program this

past fall, but it became very unclear as to who their case manager was. We look forward to working with HELP NM in the coming year who now holds the youth, adult, and one-stop contracts.

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)

Justice Initiative

TECC priority goal 1: UNM-Taos IET and Career Pathways Programming

Our justice-involved career pathways program enrolled participants in IET programming in addition to HSE courses. Though COVID impacted the in-person nature of many of those certificate programs, we did have one student successfully complete the Solar Tech course. We were able to connect him to a laptop to support his continued engagement in the course. Through this program we were also able to develop closer relationships with our DWS office specifically targeted at supporting this population.

TECC priority goal 2: WIOA Partners

We were not able to connect justice-involved individuals with WIOA adult or youth program dollars. We would have had one student enroll in the adult program if *WIOA funds had not run out in January.* No individuals involved in the justice system that were also looking for work experience qualified as youth. In addition, and as a result of our participation in the initiative, Hannah Smith, our exceptional coordinator for the grant over the last year, now serves as our lead in strengthening our WIOA partnerships moving forward and will continue to support the efforts of the initiative as a whole.

TECC priority goal 3: Measurable Skills Gains and Persistence Rates

Out of the 69 Justice Involved students with whom we had initial contact, three students completed a credential through TECC/UNM-Taos: two received their HSE after 40+ hours of instruction, and one completed the Renewable Energy/Solar Tech course and inclusive of his OSHA 10 certification. One student completed 2 out of 5 of his HiSET tests, leaving him highly motivated and enrolled again this year. Three students were already enrolled as TECC HSE students and received direct support from our justice coordinator, contributing to their success in the program and in turn, to the overall gains and persistence rates for the year. The partnerships and referral systems developed this year brought these students to our program; we are confident that we will see other students come back around due to the touch points that occured with the 62 other individuals. The return on investment may not be immediate, but as education becomes a partner and an option in the justice system in Taos County, we believe we will see the number of referrals and successes grow.

Career Pathways Initiative

TECC priority goal 1: UNM-Taos IET and Career Pathways Programming

As a grateful recipient of Career Pathways Initiative Phase II grant funds, we accomplished a long-standing goal in hiring a professional PR and Marketing company, MediaDeskNM. While we

pivoted to meet the marketing needs in an online environment, and have delayed the roll out of the full communications plan, we look forward to seeing the full impact of the narrative shift around adult education and training opportunities at TECC/UNM-Taos in the coming years.

In participating in the Career Pathways Initiative over the course of the last year, we were able to build capacity in the newest iteration of our full-time staff. Much of the Career Pathways work and direction was already in place, under the work done through the C3 Initiative, so it felt like significant backtracking and we were not able to focus on bolstering IETs in the manner that we had hoped. That being said, it was exceptionally useful in onboarding our new co-Program Manager, Kylee Shipp to the foundational best practices for Career Pathways. We appreciated the continued opportunity to learn from what other programs around the state have implemented and found this to be the most interesting and meaningful aspect of participation.

TECC priority goal 2: WIOA Partners

We were working with WIOA Partners before our participation in the CP Initiative this year, but it was helpful to hear how other regions and programs were struggling.

TECC priority goal 3: Measurable Skills Gains and Persistence Rates

Through our work under this initiative, our advising system was restructured to strengthen supports for entry into post-secondary enrollment and job placement. We split advising between the IET Coordinator and the Interim Program Manager, allowing one staff member to specialize in post-secondary enrollments and concurrent enrollment in IETs. We expanded on our career explorations and workshops offered during onboarding and throughout sessions. Our regular tours of the UNM-Taos Klauer campus grew to include discussions led by department heads for each of the pathways available to students. These shifts, in addition to the best practices already mentioned in section V and elsewhere in this report, are reflected in MSGs and Persistence Rates.

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.

COVID impacted our program significantly. We were not able to hold our orientation scheduled for March 23, 2020. In addition, the future "online" orientations were very small, leading to the lowest headcount TECC has had in years, if not ever.

Our current students were unable to post-test in a timely manner. For our ABE students, the TABE wasn't available to be proctored online until the beginning of May. Several students had enough hours to post-test, but because of the delay in testing, they disappeared, and we lost the opportunity.

For our ELL students, post-testing on the CASAS wasn't available until late June. This means that many students weren't able to post-test, which caused the post-test rate to plummet. To illustrate, our retention rate for ELL students was high at 76%. Most of the students completed the final session, even as it moved online. However, only eight students achieved level gains this year. We are confident that the six students that joined shortly before the pandemic could have made a gain had they been given the opportunity.

We were also unable to pre-test new students. Several students had more than 40 instructional hours that began before our ability to remote proctor a pre-test, so the instructional hours were lost. When tests did become available to administer online, we had to adjust our onboarding procedures. Testing takes significantly longer because it has to be done one-on-one or in small groups. Proctors have to take time explaining technology, like Zoom, to students to help them test successfully. Internet connections and equipment don't always function correctly, and it often takes more than one testing session to finish.

Our graduation rate was 57% of last year's, with 32 students earning their HSE credential as opposed to the 56 that finished in FY18-20. On April 9th, 2020 we had only five fewer graduates (28) than at the same time the previous year (33). That means that in the final quarter of the FY18-19 year we had 23 students achieve their HSE while we only had four graduates during the final quarter of FY19-20. The last quarter is usually the most productive in terms of HSE completion.

In looking at our class rosters, we had 13 students that were close to earning their HSE credential in the last three months of the fiscal year, but were unable to complete the preparation work to achieve their HSE due to COVID. If we had been able to continue in-person classes, we are confident they would have stayed with the program. Another difficulty was that students weren't permitted on campus for HiSet testing until June, a full three months after the initial shutdown.

An additional 21 students separated during this time either before reaching 12 or 40 hours, or before achieving a level gain. We know that these particular students lacked access to devices and internet, lost their jobs, were experiencing housing and food instability during the pandemic if not before, and despite the supports we were scrambling to provide, the conditions were just not right for them to continue.

These numbers leave out the students who may have engaged with education in the spring had it not been for the advent of the pandemic. The table below illustrates the low enrollment that occurred in the last quarter, with only nine new ABE students and seven new ESL students.

	April 9th, 2020 FY19-20 total students (12+ hours and NRS test)	FY19-20 total students (12+ hours and NRS test)
ABE	77	86
ESL	14	21
Total	91	107

Our <u>Justice-involved Career Pathways</u> program was greatly impacted by the COVID pandemic. One key learning from our work this year was the importance of building trust by meeting people where they are already at, and being seen consistently offering support as a way of encouraging people to participate in further programming. As things shifted to virtual settings, we were unable to offer the consistent presence as had existed prior to COVID. We had to cancel most of our programming- orientations, workshops, and 1:1 tutoring. We were not able to move these services online, as many of these individuals do not own devices or have consistent internet access, which made it difficult to continue that aspect of the program. We continued to do outreach with students, offering appropriate supports when we were able and enrolling students in HSE courses if they were ready.

<u>WIOA Partnerships:</u> Our student who enrolled in DVR and, which took *extensive* effort both on the part of TECC and the student, was on his way to acquiring meaningful work. We had started a relationship with a case manager at DVR and helped a student get on a career pathway that wasn't available to him at UNM-Taos. Unfortunately due to the pandemic, he has been unable to launch his supports with them as he has had to stay home for the last four months and the employment options have fallen away. In addition, our hopeful partnership with HELP NM to develop an online HIVE driven WIOA Youth Work Experience evaporated after we lost contact with them despite multiple follow up emails and phone calls. We attribute their lack of communication due to the stress of COVID and the recent changes in the WIOA contracts.

Despite all of the challenges our learning community has faced, we also had several positive outcomes:

- Our ability to design and implement quality distance and online learning for our students has grown exponentially; we will be able to reach more students in outlying rural areas.
- We formed new partnerships and strengthened already existing ones with organizations and individuals in the community that have our shared goal at the forefront of their work– a community that is not only surviving but thriving.
- Our wrap-around support system is strengthened and we are ever more inspired to find a way to integrate a Community Health Worker on staff to support these efforts.

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:
Total count of students with fewer than 12 hours (Table 2A)	17	
Total count of students with 12 + hours	107	
Total contact hours for students with 12 + hours	64,456	
Average contact hours for students with 12 + hours	75	
Average contact hours for students with 12 + hours experiencing level gains	143.6	
Count of all HSE graduates with 12 + hours	32	
Count of HSE en Español graduates with 12 + hours	n/a	
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	48.8%	
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	47.6%	
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)	38%	
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)	62%	
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)	61.6%	
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	76%	
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	No data collected in LACES for 2019-2020. Will be collected 2020-2021	
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	No data collected in LACES for 2019-2020. Will be collected 2020-2021	

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

Section III. Evaluation of Program Effectiveness

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

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

While we only have one program site, we continue to use the following seven steps to evaluate our program performance and to drive improvement:

1. Internal and External Collaboration:
    a. *Internal-* Internal Collaboration is the foundation of all program improvement and is essential to all else and *needs continuous attention and effort*, including the following:
        i. Continuously build the social and emotional intelligence of staff and faculty in order to create a team capable of building strong morale, trust, and who demonstrate consistent ability to work through conflict.
        ii. Model the professionalism skills we expect of our students, while fostering a learning environment based on respect and trust.
        iii. Create an atmosphere of inclusion and inspiration.
    b. *External-* Being a small, rural program, we attribute much of our program success to the network of support we have intentionally developed throughout our community. From government agencies, social services, WIOA partners, and non-profits, TECC spends a great deal of time cultivating such relationships in order to provide students with more comprehensive services and to raise additional program funding.
2. Competencies:
    a. *CCRS-* TECC uses the College and Career Readiness Standards as the guiding framework not only to provide rigor in our content, but also to drive classroom practice focused on the "Key Shifts"- complexity, background knowledge, evidence, focus, rigor, and coherence- with all six directly applied to both Language Arts, Science, Humanities, and Math.
    b. *Social and Emotional Learning (SEL):* We use CASEL's SEL competencies in place of a professionalism or employability skills framework. As research shows SEL to be the biggest predictor of academic success, health, and socio-economic status, and goal attainment. Hence, we see the development of SEL as perhaps the most essential factor in student success and program development focus.
    c. *Brain-based Instruction:* We spend a great deal of time incorporating the latest research in brain-based learning. We have seen incredible success in student outcomes since implementing teacher training and practice based on the brain-based frameworks. Brain-based learning also includes emphasis on community and project-based learning, which support hands-on, visual learning, and supports students to build networking skills in the community.

        d. *Project or Community-based Learning:* PBL/CBL allows students to develop the skills that help them to pursue and succeed in college courses and further their technical training. These skills include critical-thinking, giving and accepting critical feedback, being open to failure as part of the learning process, time management skills, etc. In explicitly planning for and assessing growth in these areas program-wide, we see our students increasingly more prepared for life, college, and careers.

3. <u>IET and Pre-IET:</u> Career Pathways supports students to more efficiently move forward in their life and career goals. We adhere to the philosophy that enrolling in TECC is less about obtaining an HSE or improving English, but more about achieving the broader goal of creating a healthy and vibrant life. IET and Pre-IET programming expands the vision of one's life and enables us to provide students with a viable pathway to a life sustaining wage and work that they find interesting and relevant. Our hope is to shorten the time it takes to achieve these goals.

4. <u>Expanded Onboarding:</u> Expanded onboarding directly supports student learning outcomes and program improvement by laying a strong foundation prior to academic coursework. Based on La Guardia's "on-ramp" model, C3 emphasized the importance of building teams, SEL, and having a clear career plan in place prior to setting foot in the classroom.

5. <u>Intensive Advising:</u> We cannot emphasize enough how much our program relies on frequent 1:1 advising sessions to boost program outcomes. This individualized attention, which regularly addresses not only academic and career goal progress, but also coaches students through life struggles, is a bedrock of our program success.

6. <u>Marketing and Rebranding:</u> We include marketing and rebranding in program improvement in that a new Career Pathways message can help attract and better serve students who were not previously thinking of getting their "HSE", but are interested in building a career. Our Career Pathways Phase 2 grant fulfilled a long-standing dream to hire a professional PR company to market adult education.

7. <u>Professional Development:</u> This step is the bedrock of all other program improvement activities. We provide paid, ongoing professional development both from external sources and internally among ourselves, along with many opportunities for teachers to co-develop curriculum, team teach, and mentor and learn from one another. The challenge is finding the funding and time to support these efforts.

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.

We are affirmed in our efforts toward program improvement as we look at the general upward trend in measurable skills gains for both ABE and ESL/IELCE (COVID data notwithstanding). This upward trend signifies a strengthening of evidence-based practices and practitioner expertise in our program. Intensive advising, increased wrap-around supports, increasingly contextualized instruction, expanded onboarding, and the emphasis on modeling and integrating social emotional learning into our everyday practice are the main tenets of our programming that are leading to our students' success.

Performance from FY 2012 - 2020 Measurable Skills Gains UNM-Taos - Taos Education & Career Center								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Aggregate MSG	51%	57%	57%	58%	53%	59%	67%	49.5%
ABE Gains Rate	56%	60%	58%	60%	60%	66%	68.4%	52.3%
ESL/IELCE Gains	36%	41%	50%	48%	19%	33%	60%	38.1%

As noted in Section I highlights, we are happy to report that 44% of our graduates enrolled in post-secondary education and training. We see this as one of the more important measures of program success and as evidence of growth in our career pathways program.

As mentioned in our description of the impact of COVID, headcount is now our greatest challenge. We know there are potential learners in our community who want to upskill, launch a new career pathway, and start earning a more livable wage. However, they are not walking through our doors. As we launch our marketing initiative and narrative shift through Phase II Career Pathway funds, and as the pandemic continues to unfold, we hope students see TECC and UNM-Taos as accessible and helpful in their path toward careers with life and family-sustaining wages.

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.

Performance from FY 2016 - 2020 Average Instructional Hours UNM-Taos - Taos Education & Career Center				
	2016-17	2017-18	2018-19	2019-20
Average contact hours for students with 12 + hours	94	77	68	75
Average contact hours for students with 12 + hours experiencing level gains	117	104	76	143.6

We saw an increase in persistence rates and contact hours per individual ABE students with extra supports provided during COVID. Our average contact hours per student jumped significantly this year. While we already had intensive advising and wrap around services in place before COVID, time spent 1:1 with students increased during the pandemic as their needs increased. While these hours were not directly counted toward instructional hours, they did contribute to student retention. Further, fewer students meant instructors spent more hours with individual students. Smaller class sizes meant students felt more engaged and thus persisted in spite of the difficulties from COVID.

Performance from FY 2012 - 2020 Persistence Rates UNM-Taos - Taos Education & Career Center			
	2017-18	**2018-19**	**2019-20**
Persistent ABE (+40)	68%	60%	61.6%
Persistent ESL (+40)	52%	84%	76%

As far as next steps, the data indicates the importance and effectiveness of continued intense coaching-based advising and the continuation of providing wrap-around services on an individual basis to ensure student success and engagement.

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

Nina Gonzales, Director of Student Support Services at UNM-Taos, is leading an initiative to offer coaching training for all advisors and support staff. TECC staff plans to participate in these initiatives, and, as part of the college, we have access to extensive PD opportunities.

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

Qualitatively, though it can be somewhat measured in hours, the pandemic has put an immense strain on our small staff. Tasks that took one hour before seem to now take three or four. As opposed to students being asked to show up for orientation on a certain day at a certain time, we now have multiple 30 minute to one hour phone conversations to get to know them and their needs. We then send them a digital enrollment form, schedule their individual or small group TABE test, teach them how to use Zoom, conduct the test (if their technology and internet are stable), follow-up, and then assist them in getting into their virtual classrooms. While we do see it has an opportunity to grow our professional

expertise, it is a commentary on the human capital that is required to make such massive shifts in programming in such a short amount of time.

As noted above, TECC was on track to have very high Measurable Skills Gains prior to COVID, meaning students were successful in our program. The coaching-centered advising practices, IET development at UNM-Taos, and instructional design were contributing to student success.

Our headcount was waning before, thus making marketing and recruitment a focus on our Phase II CP award. Both the marketing effort and our FY19-20 student numbers plummeted due to the pandemic. This means fewer students on their chosen pathways to employment, HSE attainment, and post-secondary enrollment. Most if not all of our low literacy students were unable to continue with their tutors or classes and have now lost as much as four months of practice and instruction.

Performance from FY 2013 - 2018 Student Headcount UNM-Taos - Taos Education & Career Center							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Overall headcount (12+ hours)	188	150	158	176	155	129	107
ABE	156	120	129	145	124	110	86
ESL/IELCE	32	30	29	31	31	19	21

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.

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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. The Northern Area Local Workforce Development Board (NALWDB)'s plan identifies three priority areas:

1.) *provide education and training to ensure that individuals, including youth and individuals with barriers to employment, have the skills to compete in the job market and that employers have a ready supply of skilled workers.*

TECC has built a comprehensive Career Pathways system aimed at achieving this stated NALWDB goal. We have established healthcare and solar tech pathways, added extensive career exploration and professionalism skills training in our curriculum, and developed an expanded WIOA barriers workshop as part of our onboarding. Overall, we have increasingly shifted our adult education programming to provide students with workforce ready skills, aligned with the WIOA legislation. These achievements are noted in length throughout this report.

2.) *provide job-driven strategies in the one-stop delivery system*

This year we had a strong relationship with our local One Stop, and met regularly via our WIOA partner meetings. However, we struggled to find a way to further integrate beyond having them attend our orientations and making their services readily available. The barriers to creating a more integrated approach seemed to stem from policies at the state level that did not foster collaboration. For example, the One Stop indicated that they could not sign a local MOU without direction from above. Also, while they used to be able to host monthly or weekly orientations, which would provide an excellent opportunity for TECC to present to a large audience of One Stop clients, this practice shifted to doing all orientations 1:1 without group activities. TECC staff were unable to attend the 1:1 orientations, but we worked with One Stop employees to train them to ask about education in their onboarding process. We did not see referrals result from this system. However, this year a new service provider has this contract, and the Northern Board is encouraging MOUs between adult ed and WIOA partners, so we are hoping in the coming year to make significant headway in this partnership.

3.) *build a skilled workforce through innovation in, and alignment of, employment, training, and education programs.*

We have focused on the *innovation and alignment piece of this goal.* Taos, a poor and rural community, is generally lacking in-demand industries, and requires economic development and job creation to meet the demand of workers for family-sustaining wages. TECC plays a vital role in finding comprehensive, sustainable solutions for job growth that take into account the needs of the underprepared job seeker. In 2019 we established the Hub of Internet-based Vocations and Education (HIVE) to both create in-demand industries with high wage entry level positions and to build a workforce capable of thriving in such jobs.

The HIVE project has led to collaboration between TECC, NALWDB, the One Stop, Town of Taos, UNM-Taos, the Small Business Development Center, Kit Carson Electric, Taos Community Foundation, and the LOR Foundation. Partners are aware that the scope of this project requires broad-based support, influx of capital, and extends well beyond the reach of TECC. These collaborations are crucial not only to the success of the HIVE project but also to other TECC initiatives.

We garnered the support of our UNM Chancellor, who has hired a coordinator for the project and the MOU to secure the building is expected to be finalized in September 2020. Furthermore, with UNM-Taos financial support to hire a full-time IET coordinator, we have dedicated staff who can work towards getting several UNM certificates that would not normally qualify for the Eligible Training Provider List (ETPL), as they do not show up as in-demand in our community, approved by showing national demand. Beyond HIVE, the role of this new position is to support all UNM-Taos certificate programs to gradually adopt the model of strengthening not only students' content knowledge, but also their academic and professionalism skills, and to work closely with our local One Stop and other WIOA provider programs to support students to achieve a viable career path.

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 May 2020, the Lor Foundation awarded the Taos HIVE a small grant to fund a position to work on developing the collaboration between TECC, HELP New Mexico, and the Northern Workforce Development Board. The intention was to design a program to connect students to HIVE coursework that supports digital upskilling and remote work, as it became difficult to place individuals in on-the-job training programs during COVID. We had hoped to be able to connect eligible students to WIOA funding and supports to participate in HIVE programming, with the goal of increasing local workforce readiness in the digital economy, and to support HIVE's mission beyond this specific opportunity for partnership. While the time remaining before the end of the fiscal year was too short to effectively develop this programming for that cohort of students, the work done through this grant has positioned us for a more successful collaboration with HELP going into the new fiscal year.

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.

We are currently in the process of developing a region-specific MOU based on an example provided by Santa Fe Community College that more clearly delineates the roles and responsibilities between us as the adult education partner, and that of the new service provider, HELP NM, who also holds the contract for the local one-stop. Our local DWS office has indicated that they will not sign this MOU, due to concerns about duplication with their MOU with the Northern Board. We are continuing to seek clarification on their concerns, and will explore informal ways of documenting and clarifying expectations in the meantime.

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)

<u>**Contextualized learning at TECC (pre-IET):**</u>

<u>Academics:</u> Each year we set out to improve upon our curriculum map for the year across our core academic subject areas. This planning begins with the CCRS to determine short term and long term learning outcomes. We then identify compelling social topics (ex. the U.S. Census), skills for career and life success (ex. financial literacy topics), and career explorations or topics rooted in specific career pathways (ex. fractions, decimals and measurement through the lens of dosage calculations for nursing students) in which to contextualize the academic content. Where possible, we define projects that span both core classrooms: English Language Arts and Mathematics.

<u>Onboarding and ongoing career pathways explorations:</u> During our expanded onboarding, students spend time investigating their passions and interests. They identify where they are in their career journey. Do they know what they want to do for work? Are they unsure and need to explore? Do they know what of the 16 career clusters? What are the skills needed to succeed in their chosen field? Are they interested in work experience? They visit the UNM-Taos campus and meet with professors representing each of the available pathways right here in Taos. They learn that they are already UNM-Taos students! In subsequent workshops throughout the session, students come back to their "career blueprint" and measure progress toward their short-term and long-term goals.

<u>SEL:</u> We envision professionalism as largely social emotional learning (SEL) and focus on this in our onboarding and classrooms. We also emphasize modeling this as a staff in relation to setting our own values. TECC wrote a grant for and is currently working with a committee of community members, non-profit organizations, early childhood educators, and K-12 administrators to create a community-wide SEL project to last at least three years in Taos. The project would be led by a full-time, year round coordinator, who would train an enthusiastic cohort of approximately 50 educators, parents, and/or students in the first year, who would in turn train others in their respective organizations. The curriculum will be developed by SEL expert, Amy Franklin. In the second year the trainees would become the trainers of a new, larger cohort, the idea being that eventually SEL will become a community-wide language that will help build self awareness and self-regulation skills, so that adults

can embody, model, teach and guide the children and youth to be more socially and emotionally intelligent in their interactions with one another, in their choices, in their behaviors and self-talk.

Solar/Renewable Energy IET

For the third spring semester in a row, we offered an 8-week Introduction to Renewable Energy course followed by an 8-week introduction to Solar Energy. The class investigated the components and process of hydro, geothermal, biomass, wind, and solar energy production as well as the pros and cons globally and within New Mexico. This course was designed to meet industry needs within the Taos area community. This year the courses were taught by Gray Mercer, a local solar electrician, and an adult educator, Colleen Shaugnessy, from TECC/UNM-Taos. Gray and Colleen modeled the course curriculum to simultaneously help students to build professionalism skills, acquire the defined content knowledge to successfully gain employment in the field, and to build basic reading/writing/math skills. The Introduction to Solar Technology course faced some challenges as the nation and university adjusted to the limitations caused by the Covid-19 pandemic. The course was offered online with students joining class twice a week via Zoom. Fourteen students enrolled in this course including two from the Taos Pueblo as well one student each from HSE, ESL, and the Criminal Justice Grant program Students learned about site analysis, mounting panels, grid tie inverting, wiring, disconnects, and safety as related to solar installations. They also completed a project where they designed a solar system for their current home.

In the next year, we anticipate offering these courses both semesters rather than just the Spring semester. The courses will also be more fully integrated into the Construction Technology certificate offered at UNM-Taos. Furthermore, this year we met with Tiana Suazo, a graduate of the class, to explore how the course could be tailored to support her community garden and school projects at Taos Pueblo in spring of 2021. We look forward to the continued partnership and growth of the program.

A highlight of the two courses was that students developed projects in which they explored how to add two or more renewable energy sources to their current or dream house and what the energy sources would hypothetically look like on their house in 2040. The projects students completed incorporate professionalism skills such as problem-solving, communicating ideas, and critical thinking. 14 students completed both courses including one High School Equivalency (HSE) student, one English as a Second Language (ESL) student, and one student referred to us through our developing partnerships in the criminal justice system.

This course was funded by Cornerstone (funds from FY18-19) and Chevron, in partnership with local industry leaders, PPC Solar, and with support of the Taos Pueblo. The funds paid for the adult education teacher, materials, tuition, and travel for students from Questa.

3. If your organization is currently in the process of actively developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.

The entire college campus is embracing the philosophy behind the IET model. The IET/Career Pathways coordinator is working within the university's certificate programs to strengthen the basic skills and professionalism aspects of the IET model.

Building Future IETs:

CAREER TRAINING AT UNM-TAOS AND THE TAOS EDUCATION AND CAREER CENTER (TECC)

Employer Partnerships | Social & Emotional Skill Building | Internships | Non-Credit Workforce Training

We made significant progress in building a campus wide IET model. Highlights include:
- Hiring an experienced adult educator to support and co-teach Early Childhood Education and Development classes
- Collaborating with the lead for Natural Resource Management program to demonstrate how her USDA grant award inadvertently follows the IET model in that it provides integrated academic support, paid tutoring, and work experience.
- Continuing to partner with Health Science department to provide IET supports as per the SUNPath model
- Moving TECC tutoring under the CASA Tutoring Center and working with faculty to provide tutoring supports in other ETPL classes
- Supporting Construction Tech program coordinator in understanding the IET model
- Launching the first HIVE classes to support IET models for online and small business careers
- Working with the new Culinary Arts instructor to onboard her to the IET model and to recruit students into the program

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.

- POWER UP was the two-year incentive-based program offered SER jobs for progress. Interested students enroll in the program and receive WIOA dollars for paid work experience, developing a career portfolio, making NRS level gains, and for HSE attainment.
- We are working with the community and UNM-Taos campus to increase understanding of WIOA – requirements, qualifications, concurrent enrollment in HSE and certificates, etc. We are disseminating this information to admissions, advisors, and financial aid and we plan to a more formal training with staff more generally on WIOA and IET.
- HIVE continues to move forward with developing collaborations and programming that will meet the digital workforce needs of our community. We have established partnerships with Kit Carson Electric Cooperative, the Town of Taos, and the Northern Area Workforce Development Board that are active and evolving. In fall 2020 we will offer three 1-credit courses focused on developing crucial digital fluency and small business development skills, which we are hoping to refine into a digital certification program that will eventually become ETPL-eligible.

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.

Managed Enrollment, Onboarding, and Intensity: TECC recognizes that the success of instructional design and practice relies heavily on the overarching program structure and policies, along with the foundation of teamwork and safety laid out in the onboarding process. We note again here that our use of managed enrollment (Povenmire, 2006) and short, intensive sessions, 6-7 weeks in duration, build strong student cohorts, and effectively reduce the "turbulence" often associated with adult education classrooms (Beder, et al., 2001). With frequent, intensive instruction having been shown to promote levels gains (Young, 2007), classes are scheduled three to five times per week, depending on the subject matter and demand, to provide students with 10 – 18 hours of instruction per week, and 50-60 hours of instruction per cycle, well beyond the 40-hour threshold required for post-testing.

Ongoing and Frequent Advising: TECC realizes that the same external or life constraints may result in very different outcomes depending on a student's intrapersonal characteristics (Vella, 2002). For this reason, TECC relies upon frequent 1:1 advising as the underpinning of our approach to supporting students to overcome barriers to their participation. Advising sessions support students to meet achievable goals by tailoring students' class schedule (evening, day, full or part week) to fit their educational functioning levels, work and family constraints. Advisement also serves to identify and address students' levels of internal motivation, mental/physical health status, and situational barriers

such as access to childcare. The student is supported to develop critical thinking skills to navigate the balance of work, life, and school scheduling. The Program Specialist works with students to either independently, or together, communicate with students' employers in order to elicit employer support of students' class schedules. For students with exceptional constraints, such as placement in residential treatment, we offer Distance Education, sustained by frequent feedback and support.

Reading and Writing Instruction: TECC's research-based adult reading instruction is based on directly teaching the four components of reading, alphabetics, vocabulary, fluency, and comprehension, all essential to becoming an effective reader (Kruidenier, 2002). Step one begins with the teacher assessing students' relative strengths and weaknesses in the four areas through the use of informal assessments; e.g., writing samples and oral reading. Teachers target the four components in delivering all reading instruction, being mindful of providing activities that strengthen all four domains. For students who continue to struggle despite teachers' interventions, they individually meet with the Program Specialist, who uses the methodology identified in the Adult Reading Components Study (Strucker, 2003) to create a "reading" profile that provides teachers with information for how to target instruction. The use of authentic materials for reading and writing (Purcell-Gates, et al., 2003) supports relevance and comprehension. Typically struggling readers also augment classroom instruction with one to one tutoring support.

Mathematics Instruction:

Mathematics learning and instruction extends beyond the mastery of isolated content skills (i.e. graphing a linear equation from a data set) to include the Standards for Math Practice (CoreStandards.org), creating flexibility in thinking and number sense, developing a growth mindset (Boaler, 2016) and a productive disposition toward learning, and contextualizing math tailored to students' career interests and needs. Many students come to TECC, and adult education programs in general, with little confidence in their ability to learn math or with past trauma in life and in the classroom–often the math classroom specifically. During onboarding and throughout, students set goals, are metacognitive about how they think about problem solving, are working in small groups to learn from each other, re-frame their thinking around their ability to learn important math concepts, build confidence, and monitor their progress (both content and SEL) through careful assessment practices. Again, PBL is core in contextualizing mathematics learning and instruction, making content feel relevant and developing the SEL competencies that translate far beyond the math classroom.

As students set goals toward college readiness, we have created a unique opportunity for those planning on enrolling in degree programs at UNM-Taos. In working closely with the UNM-Taos math department, our student learning outcomes mirror those of the developmental education courses offered at the college. In this way, students coming out of our program have a lower chance of getting placed into the non-credit bearing courses that will then waste their financial aid. Higher-readiness students at TECC also have the ability to enroll in a Math 101/102 course with a UNM-Taos instructor, earning the credit for these classes once they graduate with their HSE.

CCRS and Key Shifts:

The Standards: Years ago TECC was able to attend a training with Susan Pimentel and her team regarding the then new CCRS; this training continues to drive our implementatino practices for CCRS. In addition, via our work in the C3 initiative, we spent a great deal of time looking at best practices for using the CCRS. Our approach is to use the standards as guideposts to ensure that instructors are covering all content areas and doing so in a logical sequence. In addition, the standards are useful when differentiating a lesson plan in a classroom with a large range of skills and abilities. That being said, as per guidance at the Pimentel training, we general note the overarching standard on our lesson plan, and do not list the exact sub-level. For example, if an instructor is using "R1, 4-8 and W1-4, 8" , we know the large standard they are teaching to, and it is up to the instructor to differentiate that topic based on the varying skill sets of the students in their class.

Key Shifts: While CCRS outlines three key shifts for each math and language arts, TECC sees each of the key shifts as applicable to teaching broadly. The curriculum employs a wide variety of texts and tasks and intentionally includes those with greater **complexity**. In regards to **evidence**, students are taught to explain how they arrived at mathematical answers and support their written and spoken arguments/positions. The curriculum focuses on topics and themes that we anticipate are of interest to the students but that will expand their knowledge base including but not limited to financial literacy concepts and intertwining the historical context with current events. An emphasis on mathematical, scientific, and systems thinking increases the depth, or **focus**, of topics covered and allows for a scaffolded, **coherent** building of knowledge in all subjects while promoting **rigor** and mastery of new knowledge by asking students to apply the content in many different ways, and in different contexts.

Through competency-based education (CBE) practices, instructors at TECC assure that students are meeting the learning outcomes as established by the CCRS. This includes multiple forms of assessment in order for students to demonstrate mastery and tracking of progress with continuous goal setting. We utilize project and community-based learning as an effective vessel for exploring and mastering concepts in a way that is authentic, and relevant for students' home and work life. Learning in this way allows for the integration of academics, the emotional intelligence and professionalism skill development, and for the contextualization of careers pathways.

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.

During the first semester of the 2019-2020, we didn't prioritize online education as part of our services as we didn't have a strong distance education program. This was due to lack of funds and the need for those services from the student population. Generally students preferred to attend classes face to face. However, we recommended this option for people that work, have young children, or limited access to transportation. Nonetheless, due the abrupt transition to online learning we drastically improved our online practices, specifically during the last months of the semester. In order to provide better services during the pandemic, we focused on providing emotional support online using SEL curriculum, in addition to quality instructional design practices to support High School Equivalency and English Language Learning instruction.

For both in-person and distance learning, we utilize the instructional design framework of the 4Cs and the brain-based learning principles put forth by Sharon Bowman (Bowman, 2018). As instructional technologies we use GSuite for Education tools and the Google Applied Digital Skills curriculum, that focuses on enhancing 21st century and career preparation skills. In terms of facilitating quality education to our students, we delivered 30% synchronous via Google Meet and 70% asynchronous instruction using Google Classroom and Google tools. The curriculum developed for the asynchronous sessions combined SEL practices for online learning, academic preparation based on the College and Career Readiness Standards, and the English Language Proficiency Standards for English Language Acquisition. To assure the effective use of technology in teaching and learning, we use the ISTE Standards that are rooted in promoting collaboration, students' autonomy and self-directed practices, and facilitate transformative learning experiences in online learning environments.

Additional key principles we followed early on and are continuing to develop (Boettcher):

- Develop community as we did in person, recognizing that without physical proximity to one another, we need to use digital tools to provide synchronous and asynchronous experiences that promote the growth of the group. This supports students in feeling safe enough to take risks, learn from each other, challenge each other's thinking in a productive way, and to give feedback to one another.
- Facilitate using diverse grouping structures for activities and assignments: large group, small group, and individual experiences lend themselves to content mastery.
- Garner formal feedback from students to continuously improve instructional modalities.

Excitingly, our IELCE coordinator, Montserrat Oyanadel Tolmo, recently completed her Masters degree in distance learning technology, giving us some strong guidance and research-based models, tools, and methodologies for distance learning. Over the summer she led UNM-Taos faculty professional development in the area of best practices for distance learning and struggling learners.

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

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

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

1. Please indicate the number of IELCE students (12+) served: | 21 |

This year we had a total of 21 who participated in our IELCE program. We had only one intermediate multilevel class, as our numbers of advanced students decreased. Therefore, we decided to start with one class. The first semester of the 2019-2020 started well. We had a solid cohort of students with high retention and that provided an increased number of level gains in December. At that moment, our MSG level was 53%. Then, for the second semester we started with new students incrementing from 14 to 16 students total. However, due the impact of COVID-19 on our classes, we transitioned abruptly to online learning, And, even though students had digital literacy skills to access this new system, other factors affected their commitment, like the following: lack of internet access or low internet reception in their home, lack of equipment and infrastructure (some students share small spaces with their family members and others don't have computers devices at home), financial stress, and lack of work. Therefore, even when we provided online classes, students couldn't complete the semester as we planned. As a result, we ended our classes in May, and we didn't try to offer classes in the summer for the same reason. COVID 19 had a tremendous impact on our students' lives, our classes, and instruction, and the result was a 38.1% gains rate of MSGs for the end of the year.

However, we decided to use this challenge as a new opportunity and our instructors designed a new course that could support Advanced ELLs that wanted to transition to college and careers. We offered a multilevel College and Career Readiness course online for 8 weeks. In this course, we included HSE and ELL students and the curriculum that included SEL, Writing and Reading skills, College and Career support and more. The course content and outcomes will be described in more detail in the next section of this report. From the ELL group two students joined this cohort and finished it. Moreover, one of those ELLs is currently enrolled in UNM Taos.

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.

According to the U.S. Census Bureau's American Community Survey 2018 five year estimates, 2,062 adults at least 18 years of age who reside in Taos County speak English less than very well and 412 report as non-citizens.

During the 2019-2020 FY TECC @UNM Taos reached 21 ELLs throughout the year. We are aware that this is a small number in comparison to need. However, this year we were affected by the impact of COVID. Therefore, we had to change our curriculum abruptly and adapt to the uncertainty that this pandemic brought. Nonetheless, it is important to mention that our immigrant students are becoming

more interested in pursuing a certificate in UNM-Taos and becoming part of the local workforce. Slowly, we are getting more people interested in accessing our classes online as this modality will fit some students' lives better as they are working. And undoubtedly, this challenge has opened new opportunities for a new learner demographic, and we are looking forward to developing outreach initiatives to spread awareness about our new services to support more students. More than ever, students need to learn digital literacy skills, English and to improve their 21st century skills, such as problem solving, time management, and their communication. In addition, the current political climate is one of the most noticeable issues that is affecting headcount and retention rates in Adult Education programs throughout the United States.

Due to our efforts to collect formative and qualitative data from the students, we identify the following areas where there is a need for English language acquisition programs and civics education programs:

Immigrant Community: There is no doubt that COVID has brought a lot of uncertainty and stress to our community. However, this challenge pushed us to collaborate closely with community partners to support immigrant communities more than ever. Therefore, we have been working closely with organizations like the Taos Immigrant Allies group, Sin Fronteras Nuevo México, and Enos Garcia Elementary School. Important information to highlight is that in 2015, our local elementary school specifically reached out to TECC to provide our English language and civics education services directly at their school in order to support English language acquisition for immigrant parents, and, simultaneously, foster engagement in their own children's education. The principal estimates that close to 250 children in the Taos Municipal Schools identified as English language learners, with 120 of these students enrolled at the elementary school. We can loosely extrapolate from this data that somewhere between 200 to 400 parents may be in need of our ELL services.

ELLs that are transitioning to college:
The vast majority of ELLs don't have access to their transcripts or, if students have them, there is a lack of clarity to define the process to get them approved by the State. However, UNM Taos is working on providing opportunities for immigrants to register for classes, and they are also providing opportunities for undocumented students to access an education in our local college. In addition, we are creating new classes to support ELLs transitioning to college. We are hoping to offer again our College and Career Readiness course this year and encourage new ELLs to participate.

Workforce training:
We regularly hear from businesses, local nonprofits and community partners there is a need for English for workforce preparation in areas such as Certified Nurse Assistant, Hospitality and Tourism, and Construction. However, in order to encourage students to attend the classes, we need to work in collaboration with the businesses to allow students to participate in our program, and/or evaluate the possibility to extend our services to teach English skills in the workplace. We currently do not have the program funds to support onsite ELL classes.

It's evident that there is a need for English Language instruction, and more broadly for immigrant support in our community. Nonetheless, as we mentioned, we are living through a pandemic and the instability of this situation makes planning courses extremely challenging. In addition, to the stress of

working to alleviate the fear of deportation that students are facing, as they feel exposed if they participate in the program. Our goal and mission is to create new opportunities for our immigrant population based on their current needs and promote the sanctuary status that our county has to protect our immigrant students through this political period. We have expanded our ELL team by including a new Manager that will work closely with our ELL program, a new ELL instructor that will teach our intermediate courses, and we are working to create a beginner class for low English level students. As a result, our coordinator will have more hours to support outreach initiatives and networking with local immigrant support services.

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)

During the 2019-2020 year we offered two classes: multivel ELA I, that served low and high intermediate students and the College and Career Readiness Boot Camp course that included ELLs and HSE students. Both cohorts were exposed to pre-IET course work before we transitioned to online learning. However, due to COVID we had to change our curriculum and Civic Engagement plans, which included working with the Library to host an Immigrant Night organized by our students to invite community members to utilize library services and working with the Census to encourage other immigrants to fill out the Census. Nonetheless, we are planning to implement these projects this coming year.

Career Contextualized Adult Education and Literacy: During this year we were able to infuse our curriculum with community projects that enhanced the instruction. First of all, students attended a guided tour to the library, where they obtained library cards, which allowed them to have access to books and increase literacy opportunities. In addition, they participated in the art event, Ambos Lados. This event helped students work on their Social and Emotional Learning (SEL) skills, reflecting on their own journey as immigrants and identifying the main skills that they need to succeed in the United States. In addition, our English curriculum included content that focused on customer service skills, such as written and spoken communication, email netiquette, presentation skills and more. To develop this curriculum, we included in our lesson components the book "Who Owns the Ice House? Eight Life Lessons from an Unlikely Entrepreneur", which is used in the UNM Taos Entrepreneurship program curriculum.

Please refer to question 1, paragraph 2 for another area where we focused on supporting our ELLs through the College and Career Readiness Bootcamp 8 Week session.

Lastly, to increase reading and literacy opportunities for students and their families as part of the English classes, students obtained library cards and during a visit learned about the courses and resources that the library offers, such as reading sessions for children, book club and others. The goal of this activity was helping students to get familiar with the library, utilize their services often and for students to invite other family members and friends to benefit from this organization.

Workforce Preparation: As we described above, the IELCE teachers have developed their curriculum and activities with a strong emphasis on professionalism, SEL skills and Civic Engagement. Even when students are mature and know in their own language the principles of professional skills, the focus has

been mainly in building learners' confidence to communicate their needs in the workplace, such as how to deal with conflict and different personalities in the workplace and how to be a self-directed learner, among others. Moreover, during this year students focused on identifying their personal strengths and skills and how they align with the career they want to pursue. For example, they reviewed the website https://www.careeronestop.org/ and worked finding the professional, academic and personal skills they needed to succeed in that field. Lastly, here is an example of one of the students portfolios that one of our ELL students created at the end of the College and Career Readiness Bootcamp: Please visit https://sites.google.com/nmdelt.org/guadalupe-portfolio (the student allowed us to share her portfolio for this report).

As we have been mentioning throughout this section, our classes provide support for students to become digital citizens, which is an essential workforce preparation skill and more than ever necessary to navigate the challenges that COVID 19 has brought to our lives. Technology is infused in every IELCE class. As a Learning Management System, the instructor uses Google Classroom. Consequently, students effectively learn how to use GSuite for Education Apps which students can access from their own mobile device anywhere and at any time. Other technology tools that are part of the curriculum and students use often are Kahoot, Quizziz, PollEverywhere, Duolingo, Quizlet, Padlet, among others. As a main outcome of this technological component, students are able to access, reinforce and enhance their English skills from home. Lastly, for students that want to self-direct their learning and improve their English skills independently, we use the English software USA Learns.

Workforce Training: During this period we had five students placed in an existing IET program. One of them qualified to participate in the SER Jobs for Progress WIOA program and gained paid work experience at a local health provider in support of his training to become a Certified Nurse Assistant (CNA). Another student participated in the classes and obtained her CNA certificate and currently is working in the Taos Living Center. The third student is getting ready to participate in the CNA course provided by UNM Taos and looking forward to work as a Nurse in the future. Finally, we had two ELL students participate in the *Introduction to Renewable Energy* and the *Intro to Solar Technology* courses. Although we had a low headcount, we are proud of these ELL students that have navigated the system and are successfully pursuing a viable career pathway in our community.

Civic Education Activities:

❖   *Library Tour and Immigrant Night:* See description in question 3 above.

❖   *Citizenship class:* As every year we offered the intensive 4 weeks course preparation for the Naturalization test. However, we didn't have enough time to do outreach for the classes due COVID. Nonetheless, we are evaluating offering this course online during the 2020-2021 fiscal year.

❖   *Ambos Lados Art Event:* Students attended this event as special guests. This art exposition was organized by the Taos Center for the Arts (TCA) and UNM Taos. Ambos Lados is a print exchange organized from both sides of the U.S.–Mexican border by Manuel Guerra at Horned Toad Prints in El Paso, Texas, and by Adrian Aguirre and Beatriz Rivas of Taller Grafica Libra in Zaachila, Oaxaca. This event showcased 158 different art pieces. This event was part of our SEL lesson plan and helped students to learn new vocabulary and digital literacy skills by presenting to the class what art pieces were their favorite, why and which pieces represented best their experience as immigrants in the United States.

❖   *Census 2020 Participation:* We worked in Collaboration with the Census Bureau Taos Group and obtained resources to teach students about the Census. In class, students filled out the Census and learned about key information about the impact of the Census in our community. In addition, we were planning to collaborate with this local group to get students on the radio and on video to promote other immigrants to participate in the Census. However, the plans were cancelled due Covid.

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	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Shipp	Kylee	Education Specialist	BA	2	TECC Staff Training	7/16/19	Taos
					TECC Staff Training	7/19/19	Taos
					TECC Staff Training	8/14/19	Taos
					TECC Staff Training	8/15/19	Taos
					SEL Training- Amy Franklin	12/19/19	Taos
					TECC Staff Training	1/13/20	Taos
					TECC Staff Training	1/14/20	Taos
					TECC Staff Training	1/15/20	Taos
					Career Pathways w/ Jeff Fantine	ongoing	Taos/ABQ
					Math PD with UNM Main	2/27/20	Taos
					TECC Staff Training	4/2/20	Taos
					TECC Staff Training	3/26/20	Taos
					TECC Staff Training	4/16/20	Taos
					TECC Staff Training	4/9/20	Taos
					10 Wk Coaching Course		Online
					NARCAN and statewide overdose prevention training	4/22/20	Zoom
Clark	Erin	Education and Dev Manager	MA	17	TECC Staff Training	6/8/20	Online
					TECC Staff Training	6/9/20	Online
Eastman	Jamie	Education Support Coord	BS	4	TECC Staff Training	7/16/19	Taos
					TECC Staff Training	7/19/19	Taos
					TECC Staff Training	8/14/19	Taos
					TECC Staff Training	8/15/19	Taos
					SEL Training- Amy Franklin	12/19/19	Taos
					TECC Staff Training	1/13/20	Taos
					TECC Staff Training	1/14/20	Taos
					TECC Staff Training	1/15/20	Taos
					PSW certification training	12/6-12/10	Santa Fe
					NMCL Symposium	10/10/19	
					TECC Staff Training	4/2/20	Taos
					TECC Staff Training	3/26/20	Taos
					TECC Staff Training	4/16/20	Taos

					TECC Staff Training	4/9/20	Taos
Gonzales	Nina	Program Ops Director- Student Support Services			TECC Staff Training	7/16/19	Taos
					TECC Staff Training	7/19/19	Taos
					TECC Staff Training	8/14/19	Taos
					TECC Staff Training	8/15/19	Taos
					SEL Training- Amy Franklin	12/19/19	Taos
					TECC Staff Training	1/13/20	Taos
					TECC Staff Training	1/14/20	Taos
					TECC Staff Training	1/15/20	Taos
					Career Pathways w/ Jeff Fantine	ongoing	Taos/ABQ
Maestas	Pascual	Instructor			TECC Staff Training	7/16/19	Taos
					TECC Staff Training	7/19/19	Taos
					TECC Staff Training	8/14/19	Taos
					TECC Staff Training	8/15/19	Taos
					SEL Training- Amy Franklin	12/19/19	Taos
					TECC Staff Training	1/13/20	Taos
					TECC Staff Training	1/14/20	Taos
					TECC Staff Training	1/15/20	Taos
					TECC Staff Training	3/26/20	Taos
					TECC Staff Training	4/16/20	Taos
					TECC Staff Training	4/2/20	Taos
					TECC Staff Training	4/9/20	Taos
Oyanadel	Montserrat				TECC Staff Training	7/16/19	Taos
					TECC Staff Training	7/19/19	Taos
					TECC Staff Training	8/14/19	Taos
					TECC Staff Training	8/15/19	Taos
					Close it Conference	10/13/19	Santa FE
					Close it Conference	10/13/19	Santa FE
					SEL Training- Amy Franklin	12/19/19	Taos
					TECC Staff Training	1/13/20	Taos
					TECC Staff Training	1/14/20	Taos
					TECC Staff Training	1/15/20	Taos
					TECC Staff Training	4/2/20	Taos
Smith	Hannah				NARCAN and statewide overdose prevention training	4/22/20	Zoom
					Coaching Training	June/July	Google Meet
Calhoun	Jane Faith				Equity & Engagement in the Classroom Presentation	8/15/19	Taos
					Equity and Engagement in the	8/16/19	Taos

						Classroom Presentation		
						WNMU Graduate Certificate in Mathematics Zoom Meeting	9/7/19	Zoom
						NSF STEM Ready- Initial Technical Meeting	9/13/19	Taos
						Equity Team Meeting	9/12/19	Taos
						Equity Team Meeting	8/13/19	Taos
						Math Department Faculty Meeting	9/3/19	Taos
						Math Department Faculty Meetings	10/8/19	Taos
						TECC Staff Training	8/14/19	Taos
						SEL Training- Amy Franklin	12/19/19	Taos
						TECC Staff Training	1/13/20	Taos
						MC^2 PD with Math Department	10/18/19-10/19/19	UNM Taos PMSS D
						Equity & Engagement in the Classroom Presentation	8/15/19	TECC @ UNM Taos
						Equity and Engagement in the Classroom Presentation	8/16/19	Faculty Orientation UNM Taos PMSS
						WNMU Graduate Certificate in Mathematics Zoom Meeting	9/7/19	Zoom
						NSF STEM Ready- Initial Technical Meeting	9/13/19	UNM Taos PMSS Large Conference Room
						Equity Team Meeting	9/12/19	TSPH 126
						Equity Team Meeting	8/13/19	TSPH 126
						Math Department Faculty Meeting	9/3/19	Math offices Fred Peralta Hall
						Math Department Faculty Meetings	10/8/19	Math Offices Fred Peralta Hall
						COABE Virtual Conference	10/29/19 and 10/30/19	Online
						Math Faculty Meeting	11/5/19	Fred Peralta Hall Room 129

					MC^2 All Day Maths Faculty Professional Development	11/15/19	PMSS Room C
					Escala Education Professional Development	11/19/19	Old Martinez Hall
					Math Faculty Meeting	12/3/19	Fred Peralta Hall Rm 129
					NSF STEM READY meeting with Dr. Tom Gruska	12/10/19	Zoom Meeting
					Math Placement Meeting	12/17/19	Academic Affairs
					Emotional Intelligence Training with Amy Franklin	12/19/19	TECC @ UNM Taos
					TECC Faculty and Staff Orientation	1/13/20	TECC @ UNM Taos, Civic Plaza Drive
					TUTOR Trac Training	1/15/20	Amber Gordon's office in CASA
					Faculty Orientation	11/15/20	PMSS Main Meeting Room
					CASA Training Days (Workshop for Tutors)	1/17/20	PMSSC Room B
					Mathematics Faculty Meeting	2/4/20	STEM Conference Room
					Best Practices Meeting	2/20/20	STEM small conference room
					MC^2 All Day Maths Faculty Professional Development	2/21/20	PMSS Room C
					Math PD with UNM Main @ TECC	2/7/20	TECC
					ALEKS Testing Protocol Development	3/20/20	zoom
					Alternative Math Placement Test Meetings	April 2020	zoom
					Best Practices for Online Learning Webinar	May 2020	zoom

					NSF STEM Ready Workshop	May 21, 2020	Zoom
					Summer Learn to Use Learn PD Course Design	May-August 2020	
Shaugnessy	Colleen	Education Specialist			TECC Staff Training	7/16/19	Taos
					TECC Staff Training	7/19/19	Taos
					TECC Staff Training	8/14/19	Taos
					TECC Staff Training	8/15/19	Taos
					SEL Training- Amy Franklin	12/19/19	Taos
					TECC Staff Training	1/13/20	Taos
					TECC Staff Training	1/14/20	Taos
					TECC Staff Training	1/15/20	Taos
					Career Pathways w/ Jeff Fantine	ongoing	Taos/ABQ
					TECC Staff Training	4/2/20	Taos
					TECC Staff Training	3/26/20	Taos
					TECC Staff Training	4/16/20	Taos
					TECC Staff Training	4/9/20	Taos
Trujillo	Denise	Administrative Assistant III	BA	11	LACES	7/4/20	Taos
					HiSET Program Training	6/12/20	Taos
					TABE Training	5/2/20	Taos
					TECC Staff Training	4/2/20	Taos
					TECC Staff Training	3/26/20	Taos
					TECC Staff Training	4/16/20	Taos
					TECC Staff Training	4/9/20	Taos
Adrienne Pond					TECC Staff Training	4/2/20	Taos
					TECC Staff Training	3/26/20	Taos
					TECC Staff Training	4/16/20	Taos
					TECC Staff Training	4/9/20	Taos

IX. Fiscal Survey

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
452	$20	$9,040

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

Total hours contributed	Fair Market Value per Hour	Total
n/a	n/a	n/a

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

Total hours contributed	Fair Market Value per Hour	Total
55	$31.25	$1,718.75

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

5. Please indicate total fair market value of donated equipment.   n/a

6. Please indicate total fair market value of donated IT infrastructure and support. $5,000

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
1346 sq ft	$20.00	$26,920.00

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
Chevron	$20,000 (Solar/Renewable Energy course)
Taos County	$30,000 (specific to workforce development)
New Mexico Coalition for Literacy	$23,000
Taos Community Foundation	$7500
Centinel Bank for Student Scholarships	$750
Grocery Store Donations (Smith's/Kroger)	$786.91
Private Donors and Funders	$10,475

B. Program Income Activities

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

$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

References

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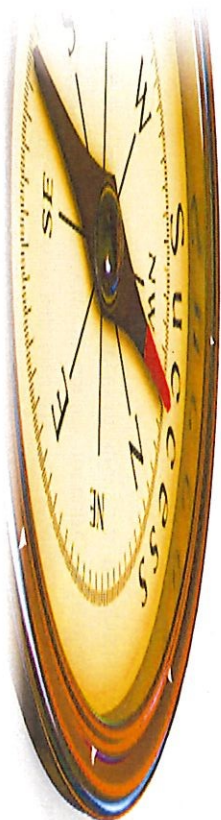
New Mexico Higher Education Department
Statewide Career Pathways Initiative
Career Pathways Planning System FY20

PURPOSE OF STATEWIDE INITIATIVE:

1. To create and implement a comprehensive Career Pathways Service Delivery Model for Adult Education statewide and to promote the development of innovative, effective, and sustainable career pathways instruction, which may include Integrated Education and Training opportunities, for New Mexicans with low literacy levels and other significant barriers to employment, including individuals involved with the criminal justice system.

2. To encourage local Adult Education programs and other education providers serving similar demographics to form productive partnerships with each other, and with other agencies, organizations, businesses, and other entities who are—or might be--meaningfully engaged with providing education, training, support, employment services, and jobs to adults with low literacy levels and other significant barriers to employment, including incarcerated and other justice-involved individuals.

RELEVANT DEFINITIONS FROM THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

Adult Education Services:

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

Career Pathways:

➤ WIOA defines career pathways to mean a series of rigorous and high-quality education and training strategies and other services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Elements of career pathways will:
A. align with the skill needs of industries in the economy of the State or regional economy involved;
B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
C. include advising to support an individual in achieving the individual's education and career goals;
D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

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

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

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

Integrated Education and Training (IET):

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

➢ Required IET Components as specified in C34 CFR 463.36:

1. Adult Education and literacy activities as described in 463.30
2. Workforce preparation activities as described in 463.34; and
3. Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section 134(c)(3)(D) of WIOA.

DEFINITION OF JUSTICE-INVOLVED INDIVIDUALS:

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

PURPOSE OF CAREER PATHWAYS PLANNING SYSTEM:

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

Please identify members of the team who developed this plan:

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

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

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 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

Name of Program: **Taos Education and Career Center**   Date Submitted: 12/16/19

communication with NMHED state staff to discuss specific aspects of this initiative and the planning process, and having a central contact will ensure consistency of information and process.

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

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

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

Creating A Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 1: Partnerships

Description: Partnerships are critical to an effective career pathways system. They help align services within a community and create a seamless education and training pipeline. Partnerships should be strategic and mutually beneficial.

Considerations –

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

Current Activities:	Planned New Activities:
Include a list of formal partnerships that already exist. Indicate who the partner is and the nature of the partnership.	Include a list of formal partnerships the program would like to establish or a partnership that already exists, but the program would like to strengthen (a minimum of one new or strengthened partnership is required in this Plan). Indicate who the partner is and what the program would like the nature of this partnership to be.
PPC Solar and Valverde Energy- Partnered to develop Solar Tech and Intro to Renewable Energy- weighed in on curriculum, guest lectures, site visits	**Criminal Justice Initiative under grant with state:**
Chevron Environmental Management- Long time MOU to support HSE and Solar IET	We've identified three key areas to prioritize as we develop partnerships for our career pathways for justice-involved individuals program: Substance Use Disorder treatment and support services, including intensive outpatient groups that are often court-mandated; Taos County district and municipal courts, including judges, the district attorney's office, the public defenders' office, Drug Court, DWI compliance program, and pre-prosecution diversion; and Law Enforcement, Corrections, and the Detention Center, including probation and parole, the Health Care Assistance Program (which connects individuals to services as they are released from detention) and a new initiative, Law Enforcement Assisted Diversion (LEAD).
Cornerstone Foundation- Donor paid for tuition into solar IET	
Taos Community Foundation- We are a special project of TCF and umbrellaed under them so we can raise an additional 40% of our budget.	
Butterfly-Native American Youth inpatient substance abuse facility. We provide advising and coaching through PLATO for the education portion of treatment for all clients who are over 16 and do not have a high school diploma	
DreamTree- Youth homeless shelter and housing program for Taos youth. We work with case managers to provide support and coordinate wrap around services for these high risk students.	**DVR-** Despite challenges, we are going to use current student referrals as grounds for partnering conversations. Have some face-to-face contact and create awareness around education services offered at TECC.
SER- We have enrolled several students in the Power Up program, which places them into job training, and provides financial support through their job training and education.	
DWS- Local Workforce Solutions office. We work with their staff to connect students to them and they connect clients to us. We coordinate HSE classes, Work Experience, and WIOA funding for tuition and fees.	**Taos Alive-** Has grant centered around drug and overdose prevention. Partnering with TECC and working with youth under age 24 to obtain work experience and develop workplace readiness. MOU and referral process in place as of 10/25/19 with two students currently referred.
TANF- We provided work training for one of our students through the work experience program, and continue to refer any qualifying students to their case workers.	
Las Cumbres-	

NMCL- New Mexico Coalition for Literacy provides free training for our volunteers, and grant funds to pay a volunteer coordinator for our one to one basic literacy tutoring program.

Taos Alive-referrals, co-grants - We work with the YES (Youth Empowerment Services) by referring high risk youth to its primary counselor for mentoring support and help with job placement and supported employment.

Taos Municipal School District - We collaborate with our largest local high school, to ensure that the referral process is smooth and to minimize the number of students who slip through the cracks during that transition.

Juvenile Probation - We communicate with students' assigned JPO's to report attendance, lack of attendance or participation, and general plan for student success.

Employers - We have brought in over 35 employers in the last four years to the classroom to present, serve as job shadow hosts, or to just meet and greet students. We also worked extensively with health care employers under the SUNPATH grant to host employer luncheon's, reverse interview job fairs, and to network with students.

Taos Men's Shelter - Established a MOU with homeless shelter to facilitate communication between TECC and the shelter about client's enrolled in our programs. The shelter has agreed to allow clients to stay longer at the shelter if they are enrolled in an academic program: HSE or certificate/degree programs.

HIVE

In rural, under-resourced communities, internet-based jobs are often touted as a key economic development strategy, but many residents lack the technical or social support required to make this a viable option. HIVE adapts the co-office model, which typically serves middle/upper management, to meet the needs of low-income students. The co-working office provides onsite supervisory/technical support, high-speed internet, and a supportive community. The supportive services office provides access to a Community Health worker, coaching, professional development. HIVE allows for further expansion within our current regional in-demand fields of tourism, entrepreneurship, and hospitality, while contributing to the growth of new in-demand and tech industries. Diverse career choices, contextualized learning, and access to supportive services are all shown to increase completion rates. The small business incubator helps ensure a diverse ecosystem of economic development. Our partnerships with Workforce (WIOA), government, and public sector create a unique web of support, including free tuition.

Plan:

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include how the program will go about establishing or strengthening the partnerships listed in "Planned New Activities" above.

1. Make an appointment or knock on the door of DVR to first inquire about a recent referral and student in need.
2. Set up meetings for two students that would like to be referred to Taos Alive. Reflect on and revise process.
3. In Sept-Oct 2019 we held meetings with 15 local organizations and individuals connected to the justice system. We presented our plan, received feedback, and developed group with individuals who are currently involved in the justice system. Using this information we finalized a plan in October 2019, submitted to the state, that has interest relationships to support referrals. We have begun accepting referrals from pre-prosecution diversion and probation and parole, and buy-in from a range of stakeholders. We have held introductory workshops at treatment programs and drug court. We have also been offered the use of county facilities to and have held introductory workshops at treatment programs and drug court. We have also been offered the use of county facilities to further support offering our program in locations where people are already obligated to be. In 2020 we will formalize MOUs with these organizations and establish a streamlined process for accepting referrals from a range of organizations. We also need to revise our onboarding process to create more of a "warm hand-off" to transition students from the introduction workshop to the individualized learning plans and additional workshops, eventually leading to full enrollment.
4. HIVE:
   a. Lease in progress with Kit Carson Electric to provide space
   b. Finalize partnership with FatPipe to be the co-working office brand
   c. Continue Strategic Plan and Partnership Contract Development (we became Arrowhead Center for Innovation program and they provide a personal trainer to develop this work). Meeting 12.16 to work on this all day.
   d. Create a strategic communications plan. Applied to LOR to help develop this and will dovetail with Challenge Grant.
   e. Plan build out of building
   f. Raise additional $200,000 in funding (not needed at this point but would be ideal).
   g. Design IETs for HIVE students- IT, Business Computers, Digital Media Arts, and other key pathways
   h. Research online vocational options and continue to develop academic side of house.

Timeline:

1. Dec. 21st DVR orientation with current student
2. Current
3. Current and ongoing
4. Current and ongoing through Spring.. Launch physical space Aug. 2020

Creating a Comprehensive Career Pathways Model
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Essential Component 2: Career Culture

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

Considerations –

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

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

Current Activities:

In 2015, the "Adult Learning Center" became "Taos Education and Career Center" to reflect our commitment to becoming a Career Pathways program. We launched a rebranding and marketing campaign in our community to raise awareness around our bolstered efforts to support adult learners in gaining an in-demand career with life sustaining wages. We overhauled and expanded our onboarding process to emphasize career exploration and culture from day one. In addition, we created community based learning weeks, now having had over 35 professionals come into the classroom, as well as sending students out on job shadow days. We create career learning plans and partner with SER Jobs for Progress to support career portfolios and place students into work experience positions. We also promote HSE, where possible, as a stepping stone to career pathways not an end in and of itself. In addition, we think of each classroom as the opportunity to learn professionalism and social emotional learning. Finally, we have conducted multiple staff trainings to support our team's ability to model a professional career culture, as we know practicing what preach makes the biggest impact.

Promotional Materials have career focused language: session flyers, IET flyers, Radio- PSAs, community fairs, and one-to-one business visits

Detailed elsewhere:

- Contextualized lessons
- Tour of UNM-Taos campus w/ focus on program offerings and career paths
- Career focused onboarding
- 1:1 advising with career focus

Planned New Activities:

1. Post mission and values within our student space
2. "Warm hand to warm hand" advertising via 1:1 visits with employers and community partners to expose them to TECC as a career development service, discussing employer needs, and encouraging partnerships in which incentives and specific needs are met through courses or programs.
3. Establish career cohorts in HSE program to better advise and facilitate the contextualization of instruction. Use two different groupings to create cohorts within onboarding.
   - Grouping 1: Degree seeking: Career/Technical, Academic & SEL Readiness - will be used to guide advising priorities and the focus of advising (college/career vs. HSE academic)
   - Grouping 2: By meta-majors: STEM, Business & Workforce, Education, Liberal Arts, & Arts & Media - will be used to guide contextualized instruction in HSE classes
4. Narrative Shift Marketing Campaign-
   - Business Community Buy-in and Support
   - Student perception shift...not just a GED but a Career
   - Community Support and Awareness Raising of what we have to offer. ROI.
   - Develop training materials and marketing print for each.
   - Printed posters of pathways
   - Simple visual of available pathways for entryway/TECC
   - Create map of pathways to include education and career steps, accompanied by wage gain. Printed on large posters.

Name of Program: **Taos Education and Career Center**   Date Submitted: 12/16/19

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.	Timeline:

1. Post mission and values within our student space
   a. Graphic design the poster
   b. Have poster printed and hung
2. "Warm hand to warm hand" advertising via 1:1 visits with employers and community partners to expose them to TECC as a career development service
   a. Create an advertising plan by determining priority industries and partners
   b. Develop materials to help community understand narrative shift to career pathways
   c. Execute advertising plan with developed materials - staff member goes into the community to inform them about what we offer
   d. Follow up with email invitations to events and session starts
3. Establish career cohorts in HSE program to better advise and facilitate the contextualization of instruction
	1. Jan. 21st Onboarding
	
	2. current and spring 2020

Name of Program: **Taos Education and Career Center**

Date Submitted: 12/16/19

a. Plan next onboarding - 2 weeks starting Jan 21 - to establish these cohorts
 	
b. Communicate purpose of cohorts to students and instructors
 	
c. Ensure all instructors are aware of cohorts
 	
d. Career advisor works with cohorts and instructors to make them purposeful
 	
4. Narrative Shift:
 	
    a. Garner Challenge Grant Funding and Hire MediaDeskNM.
 	
    b. Host Focus Groups to create strategic, communications and narrative shift plan.
 	
    c. Create corresponding materials and training programs. For example, develop more formal versions that include education and career steps as well as wage gain, and have them made into large posters for posting at TECC and on campus at UNM-Taos
	3. Dec. 2019- January 2020 then ongoing throughout semester
	
	4. June 2020

Creating a Comprehensive Career Pathways Model
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Essential Component 3: Labor Market Information (LMI)

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

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

Current Activities:	**Planned New Activities:**
Include an analysis of local LMI, i.e. what the current and projected local workforce needs are. Include a list of how the program currently uses LMI to inform career pathways efforts.	Include a list of how the program will use LMI to inform career pathways efforts (either enhancing what is already being done, or beginning to use this information if it is not being used currently in a meaningful way).
When we launched our CP program in 2015, we aligned our efforts to the top in-demand industries in our region. At the time they were: health care, construction, and hospitality. Currently, the top three positions are: Solar Photovoltaic Installers, Home Health Aides, and Personal Care Aides. At UNM-Taos, we have established EMT, Community Health Worker, CNA and Solar IET programs over the last 4 years based on this information.	ETPL - TECC/UNM has fallen behind on keeping the programs on the ETPL up to date. We are renewing our focus on this and hope to have all in-demand industry certificate programs on the ETPL by the end of the spring semester. We have received permission from the Northern Area Local Workforce Development Board (NALWDB) to include IT and Business certificate programs that are not locally in demand if we can show that there is national demand that can be met through online employment.

LMI - during the career exploration portion of our onboarding and career cohort groupings, we will have students explore LMI data as a contextualized math/reading lesson to better inform them of employment trends in our area and nationally so that they can make more informed decisions about their own career trajectory. |

Plan:	**Timeline:**
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	
ETPL: 1. Attend planned ETPL training with NALWDB staff on Nov 8th. 2. Complete reinstating of CHW program 3. Establish construction program and HIVE programs on ETPL 4. Reinstate all other programs already on ETPL that have expired	1. Spring 2020
LMI: 1. Instructors explore LMI website	2. by Jan. 21st onboarding

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Name of Program: **Taos Education and Career Center**   Date Submitted: 12/16/19

2. Instructors determine relevant activities for students to engage in - ensure that they include contextualized math and reading instruction
3. Implement activities in January onboarding
4. Reflect on activities and improve upon them for March onboarding
5. Explore full capacity of VITA NAVIS, VOSS, and ONET and implement usage of these tools in onboarding, advising, classes, and offboarding

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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:	Planned New Activities:
Describe the program's current onboarding process. Provide a list of all elements of the process, including any career-related activities.	Describe what the new process will look like, if any changes will be made to the onboarding process. Provide a list of career-related activities the program will include.

Current Activities:

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

At the start of the August and January sessions, we provide a two week onboarding. During the mid-semester sessions (every 6-8 weeks), we conduct a 3-4 day onboarding that is a condensed version of the extended onboarding. Our onboarding focuses on team building, brain-based learning, barriers/supports to education/employment from both a social justice and personal lens, values and shared agreements, and career exploration and planning. We emphasize collaboration to develop a sense of community among the students as we know this mitigates retention challenges. Prior to TABE testing, we address test taking and anxiety issues, and include a test taking awareness sheet for students to develop metacognition and awareness of their own test taking attributes. In addition to TABE, we also integrate more formative based assessment through a math workshop and several reading and writing activities. These help inform our placement. Onboarding culminates in a 30-45 minute 1:1 intensive advising session that addresses historical educational trauma and is based on best practices for coaching and developing a foundation of trust and communication.

List of elements:
- Hands-on career stations
- Barriers and Supports to education/employment
- Brain-based learning
- Values workshop
- Pre-testing
- Intensive one-on-one advising
- College & Career focused tour of UNM-Taos campus
- Life and Career Mapping and Goal Setting

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.

1. Bring back the practice of community speakers for career stations on first day (this fell off last year).
2. Revise and bring back wellness curriculum developed in 2015.
3. Experimented in August with condensing brain-based learning workshop into both math and language arts content all in the same morning. It left students feeling like there was not enough academic content in the first two weeks. Bring Math workshop back in a way that digs deeper into mathematical mindsets and habits of work.
4. Values workshop is not effective as a stand alone. Integrate into 1st days of instruction.
5. Create a career profile on workforce in first week.
6. On Day 1, ask not why are you here -rather what do you want to be doing in 5 years? Record these responses in a fun way and use them as jumping off point for career investigations. Use this info to create career cohorts.
7. Create student-friendly list of resources available with concept map showing steps in acquiring support services.
8. Academic and career advising revamp, see component 5 and 6.
9. Update career plans and workshop, see component 5 and 6.

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	
1. Community speakers: as we develop closer relationships with employers in the community through our WIOA partnership, UNM Career Services, Taos Alive, and with UNM content instructors developing IETs, we will ask that some key employers/instructors join us for the first day of onboarding to be experts at career stations. For sustainability, it will be helpful to have the same people return for onboardings at the beginning of each semester and perhaps the shorter onboardings throughout.	1. some experts by Jan. 21st, to be expanded through FY20-21
2. Wellness curriculum: form Friday class for project-based learning, wellness, and career/college prep. To be launched during onboarding to generate excitement and student interest.	2. possibly Jan. 21st or August 2020
3. Brain-based learning workshop: split into two separate workshops. Math to explore growth vs. fixed mindsets and language arts focus. In both students explore research, create self-awareness, and set academic and SEL goals.	3. Onboarding Jan. 21st
4. Values workshop: combine with supports and barriers workshop as well as collectively identify class norms during the first class.	4. Onboarding Jan. 21st
5. Individual Career Plan: Bring in our WIOA partners and combine their introduction of their incentives/work experience program with an exploration of online WIOA tools. All students create a profile on website. We need to dig into this ourselves before bringing to students.	5. Onboarding Jan. 21st
6. Identifying career cohorts: on day 1 students share their career focus. Use this to plan for subsequent advising cohorts and to begin planning contextualized instruction.	6. Onboarding Jan. 21st
7. Support services concept map: Map shows support services available and steps to connecting and utilizing services. Have ready for Jan. 21st onboarding and revise as partnerships grow.	7. Onboarding Jan. 21st
8. Academic and career advising revamp, see component 5 and 6.	8. started, but finalized by Aug. 2020
9. Update career plans and workshop, see component 5 and 6.	9. Onboarding Jan. 21st

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Essential Component 5: Individual Education, Career and Life Plans

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

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

Current Activities:	Planned New Activities:
If the program currently uses an Individual Learning Plan or Individual Education and Career Plan, list the elements included in the template. Include how the plan is developed and used, and how students are involved in the process.	Indicate if the program will use (create new or revise existing) an Individual Education, Career and Life Plan for every student? Include a list of the elements that will be included in the template, how it will be created and used for each student, and how students will be involved in the process.
Toward the end of the onboarding process, students meet with an advisor for 30-45 minutes to connect around past education experiences and to make a plan for the work ahead. Questions on the formal advising worksheet include (used as a guide, but natural conversation and connection takes precedence):	1. Revise or extend "advising worksheet" to become a more formal Individual Education Plan. How does this process start in onboarding, move through advising, and get revisited in both formal and informal ways over the course of a students' time with us.
-Summary of school experience, What is easy and what is hard in school?, Academic goals (HSE, college enrollment, etc…)	2. Overhaul the career exploration workshop during onboarding to better explore and map career pathways in New Mexico.
-Summary of work experience to date, Career/Life passions, dreams, goals, Career next steps	3. Revise Individual Career Plan to hold conversations, pathways, and goals.
-Supports and Barriers (internal/self, external)	
TABE scores are used to guide HiSet and college readiness conversations. Students see their scores on a poorly named document called "Your Personal Step Ladder to Success." The visual is helpful thought. We talk about Level 5 usually being HiSet ready but Level 6 being academically ready for post-secondary coursework. We try to emphasize at this time that HSE attainment is a step and a nice bonus along the way, but academic readiness and goals reach well beyond that.	
Beyond TABE, formative assessment workshops are included in onboarding weeks so that students are developing metacognitive skills to assess where they are and where they want to be. This is rooted in academic content but also encompasses the SEL that is so embedded in every class. For example, we explicitly discuss growth vs. fixed mindsets and steps we can take toward more productive dispositions toward learning.	

In addition to the advising worksheet, we have an individual career plan that students use to begin mapping their career steps in relation to their stated goal. This has been used with great intention at the beginning of a session, but we have not used it with fidelity throughout.

	Timeline:
Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Describe how the template will be created, what elements will be included in the template, how the program will create and use these plans for each students, and how students will be involved in creating and using their individual plan.	Jan. 21st onboarding, then revision ongoing
As a means of preparing students for 'offboarding' we plan to do the following so that their next step is clear and organized by the time they complete our program:	
1. Revise or extend "advising worksheet" to become a more formal Individual Education Plan. Connect to Individual Career Plan document as education and career steps go hand-in-hand. -new parts to include: academic, career, self, and family (if pertinent) goals. These can be broken down into short and long-term goals. -add more frequent check-ins on goal attainment to include developing metacognition around the specific strategies that are supporting/not supporting goal achievement.	
2. Career exploration workshop during onboarding to better explore and map career pathways in New Mexico -explore LMI -webquest http://www.careerpathways-nm.com/ for life and career mapping workshop -https://www.dws.state.nm.us/WhyIWork/ financial tool to explore careers -create pathways visuals available through UNM-Taos and provide for students. -use above explorations to evaluate and set goals	
3. Revise Individual Career Plan to hold conversations, pathways, and goals -Add a section that names the transferable skills students have already developed from past work experiences as a segway into talking about employability skills they want to acquire moving forward. -Add space for support services that may help with goal attainment along the way.	

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Essential Component 6: Career Advising

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

Considerations –

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

Current Activities: 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.
-1:1 advising assesses interests and need for work. During advising sessions steps toward chosen career are outlined including: paid work experience, education steps, career portfolio development. - Super Strong and career-focused activities in onboarding. -Professionalism skills as part of academic and career/technical programming -SER Jobs for Progress and Taos Alive (explained previously) -Career and program advisors seeking professional development for FY19-20. -Currently we look at where people are at on their career journey, and then provide supports accordingly.	1. At the moment, our 1:1 advising is largely done by one to two staff members and is comprehensive. We plan to have the IET coordinator act as a career advisor separate from academic advisor to better support students in securing career pathways, internships, WIOA funding, etc. Career advising will happen in groups and 1:1. 2. Create tighter student cohorts based on where they are in their career path and what their interests are. 3. Send entire team to CNM Coaching Training this spring to ensure best practices as applied to career advising. 4. Revise Individual Career Plan to be more engaging and comprehensive. Use in advising sessions.

Plan: Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	**Timeline:**
1. Establish protocol. Right now it is as follows: -students meet with academic advisor -academic advisor assesses needs and timeline and refers to career advisor as necessary -academic and career advisors collaboratively form cohorts and keep a spreadsheet of student groups to document progress and timeline 2. Student cohorts: -Cohorts will form during onboarding and participate in career exploration workshops in groups with similar interests -Students periodically meet with professionals in their chosen field	1. Start of new session on Jan 21st 2. Spring 2020

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-Participate in group advising sessions to aid in enrollment into certificate and post-secondary programs. Sometimes students are grouped by career field, sometimes by where they are along their path (academic skills focus, technical training focus, or college readiness focus) -utilize intelligent design concepts for flexible grouping strategies 3. When is CNM training? Register and attend! 4. Career Plan: create student file used specifically for goal documentation and to hold Career Plan. Use during each advising session and document with student.	3. Spring 2020 4.Spring 2020

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Gap Analysis and Plan

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

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

Considerations -

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

Current Activities:	Planned New Activities:
Include a description of how the program currently offers career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.	Include a description of how the program will offer (begin or strengthen) career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.
Contextualized instruction: In 2015, we built two contextualized ABE curriculum: Health Sciences and Entrepreneurship. While we did not end up using these exact lesson plans, it provided our teachers with the expertise in how to contextualize curriculum. In 2017, our ESL teachers built a career contextualized curriculum for beginning and advanced ELLs. Also in 2017, our math instructors build a career contextualized Math Level 2 blended learning curriculum using Ed Ready and Google Classroom. Over the years we have experimented with different levels of career contextualization in the classroom, which often looked like tailoring a lesson to meet the needs of different career cohorts (ie- linear equations mapping income for different careers, social studies research paper tailored to different careers). Last year we worked on career/professionalism themed and integrated curricula between HSE subjects. It has been difficult to implement and keep these efforts consistent, but the general idea is that HSE and college-readiness courses are aligned to the CCRS with content being contextualized in careers in which students are During orientation, students identify careers based on their interests, personalities, and abilities. In addition, they explore critical job factors such as availability, wages, and requirements. Our approach recognizes that students are at different points on their career "journey" and we tailor activities as appropriate.

Social-emotional learning is an everyday component embedded in core instruction, with periodic, explicit workshops implemented during key times throughout the year. This includes during onboarding and community-based learning weeks, in-between sessions, and as a daily practice. | IET:

The entire college campus is embracing the philosophy behind the IET model. The IET/Career Pathways coordinator is working within the university's certificate programs to strengthen the basic skills and professionalism aspects of the IET model. The Early Childhood Education & Development is starting a bridge course with a designated adult educator as its instructor. In the spring, the IET coordinator will be working directly with the Construction pathway to ensure basic skills and professionalism are included in the delivery of the technical skills. We plan to do the same with the Culinary Arts, Hospitality, CDL, Business, and IT certificate programs over the coming semesters.

IET-related efforts:

- Establishing relationships with instructors in certificate programs in order to work more closely with them
- where possible include mini-certs/industry recognized certs in existing UNM-Taos courses
- TECC internal PD on contextualization for HSE and ESL classes to increase career-related content in these classes
- SEL: We envision professionalism as largely SEL and focus on this in our onboarding and classrooms. We also emphasize modeling this as a staff in relation to setting our own values. We set them this year but did not share them with the students - we plan |

IET - we have hired a full-time IET coordinator who is working to establish several of the certificate programs at UNM-Taos as IETs. These are all in-demand careers and include: CNA, EMT, CHW, Construction Pathways (including courses that result in industry recognized credentials such as solar and welding), Culinary Arts, Hospitality, and Early Childhood Education & Development. We also intend in the next academic year to expand this effort to the following certificate programs: IT Support, CDL, Office Technology, and Entrepreneurship.

Plan:	Timeline:
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	Spring 2020 and ongoing
1. Continue establishing understanding of how certificate programs are mapped 2. Plan relationship with construction pathway by observing classes 3. Conduct internal PD on contextualization for TECC instructors 4. Research industry recognized mini-certs to see where they may fit into existing courses/certificate programs 5. Conduct training on WIOA and IET with UNM-Taos staff and faculty 6. Explore ways to streamline the inclusion of SEL into certificate programs/courses 7. Work with employers in the community to establish stronger relationships and incentives for their employees to enroll in courses/programs 8. Financial Aid and Donor Development to continue to support those not qualified for federal financial aid. We are creating a scholarship fund sponsored by Chevron. Part of narrative shift and PR plan will hopefully garner other private sector dollars. 9. Ability to Benefit - inform college of this federal funding source and ensure that they understand the eligibility requirements 10. Raise issue of over-testing with regards to TABE and Accuplacer - refer to other higher ed institutions in the state to determine how they have streamlined this process and/or moved to one of the tests rather than both of them. 11. Initiate contextualization at the college, particularly starting with developmental education and first year experience. 12. Explore implementation of mini-certs in HSE program 13. When WIOA funding becomes available again in July, work to get current and incoming students enrolled to gain work experience, will accomplish this with emphasis on cohort model explained above	

to do this in the next onboarding. We also created a SEL charter that we also did not share but will do so.

- POWER UP is what we are calling the resulting programming from our partnership with SER jobs for progress. Interested students enroll in the program and receive WIOA dollars for paid work experience, developing a career portfolio, making NRS level gains, and for HSE attainment.
- We are working with the community and UNM-Taos campus to increase understanding of WIOA - requirements, qualifications, concurrent enrollment in HSE and certificates, etc. We are disseminating this information to admissions, advisors, and financial aid and we plan to a more formal training with staff more generally on WIOA and IET.
- HIVE

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:	**Planned New Activities:**
List what strategies the program currently uses to ensure alignment of services.	List what new strategies the program will use to ensure alignment of services.
Current IET activities: Our IET programs allow for concurrent enrollment for HSE students. This allows students to engage in career development while completing their high school diploma. Additionally, we have expanded employability skills to include a strong emphasis on socio-emotional learning/skills. This allows for a focus on problem-solving, perspective taking, self-awareness, communication, and self-management.	1. Track employment and wage gain 2. Follow-up supports 3. Relationship with business community- create system for employer feedback 4. Accessible concept maps for students and community member to clearly understand available pathways
Employer Survey: We partnered with our local Rotary Club to conduct a town-wide survey to assess the most needed professionalism skills in our community. No surprise that they align with the deeper level of professionalism (conflict resolution ,problem solving, reliability, integrity, communication) that we see needed at the national level.	
Student Involvement: Over the years we have experimented with different ways and levels of student involvement in developing their own goals and focus on professionalism. At times they have identified 1-2 specific SEL goals during onboarding and in advising; they have done group work to designate shared values and agreements; we have done workshops that draw out the importance of SEL in achieving goals; we have brought employers into the classes to discuss with students what their needs are and to have students begin to develop networking and professional communication skills. Perhaps the most salient example is that we ran a "Leadership" class for advanced learners in which they studied SEL and the school system and designed their own semester long course	
Developmental Education: We have had multiple meetings in the last few years to address the duplication of service between adult ed and development coursework at our college. Milestones are that our level 3 math students can concurrently enroll in Math 101-103 at the college.	

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Furthermore, our math level 1 and 2 curricula are aligned to math 99 and 100 developmental education courses at UNM-Taos. We have yet to create a similar system for English. Our experience thus far is that students still need developmental remediation upon graduating with their HSE. We strongly advise students to stay in the program, with placement into credit bearing coursework via the Accuplacer being the more important goal. Over the years, 5-7 students have chosen this path, but it is difficult as most just want to start college even if it means taking dev. ed coursework. We invested in studying the Accuplacer to better understand why students are placing so low on the exam. We found that students are not even given parts 2 and 3 of the test if they do not pass the no-calculator computation of part 1. This seems a little archaic with the shifts in rigor that are the CCRS. Nevertheless, it is helpful to know when planning content for students.

Plan:	**Timeline:**
Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	
1. Met with SER Jobs for Progress and WFS community partners in early December 2019 to discuss our relationship and how we might be able to strengthen our relationships even further. 2. In that meeting, similar frustrations were expressed with the system and less cooperative WIOA partners. We determined to work with one another the best we can despite the obstacles. To do this, we plan to create a more detailed, concrete MOU to enhance our interaction and availability to one another.	Current through Spring 2020

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

Current Activities:	Planned New Activities:
Describe how the program currently accesses and provides services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served.	Describe how the program will access and provide services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served. Include what will be added or strengthened.

Current Activities:

Butterfly Healing Center is an inpatient drug and alcohol treatment facility which serves Native American youth from ages 13-18. We provide advising and intake services along with prescribed online learning and coaching using the Edmentum PLATO platform. Their education coordinator schedules individual intake appointments for each client who is at least 16 years old. Clients are allowed to leave the facility to come to our site for intake testing and advising. We support these students remotely during instruction and with help from their education coordinator, schedule follow-up and exit appointments, and invite them to participate in our graduation ceremony upon completion of their HSE.

In order to serve clients from the local youth shelter program, Dream Tree, we have facilitated pre-orientation meetings and advising sessions to acclimate their clients prior to enrollment. Dream Tree's population are homeless youth ages 13-24. We serve those who are at least 16 years old, living within their youth shelter or their transitional housing, and require educational services. We work closely with their assigned caseworkers by reporting attendance and performance regularly, and problem solving when they are struggling. We have served Dream Tree clients both in our group HSE classes as well as our one to one tutoring (NMCL) program.

TECC has collaborated with the board of the Taos Coalition to End Homelessness for two consecutive annual fund raisers. In doing so we have also formed relationships with their board and employees but have yet to serve anyone through direct referral.

Planned New Activities:

1. NMCL- TECC has recently been assigned an Americorps volunteer through the New Mexico Coalition for Literacy. With this additional support we've been able to set a goal of recruiting students from 2 new referral sources. We are currently working with El Centro (Intensive Outpatient Program) in Taos and Embudo and Inside Out (recovery support and harm reduction center) to establish a referral system or potentially on-site tutor availability. With our Americorps volunteer term beginning on November 1, 2019, we expect that we will have the personnel required to expand this program steadily over time.

2. Criminal Justice-We are piloting an educational program with justice involved individuals this year. The program is creating referral systems and MOUs with above mentioned justice partners. Clients will be referred to a short, Career Exploration and Welcoming Workshop that is essentially a very condensed version of our onboarding. They receive a certificate of completion for this workshop which our partners will honor as part of whatever system/agreement they are involved in (Drug Court, Intensive Out-Patient Substance Abuse Groups, Probation, etc). The next step is they can choose from a menu of workshops designed to a.) meet them where they are at (offered in groups that they are already mandated to attend), and b.) be tailored to meet their individual goals and needs. Workshops will include topics such as: Understanding Legal Terms and Processes, Filling out Application Forms and Enrolling in Programs, Obtaining a Real ID, Parenting, Budgeting and Resource Access, Career Exploration, Individualized Career Planning, Emotional Learning, Life Skills, and more. Once a student obtains 40 hours of instruction, which can also

WIOA partners meetings- we host monthly WIOA partner meetings to boost referrals between agencies. Not very successful.

TECC facilitates a grant-funded tutoring program through New Mexico Coalition for Literacy (NMCL). The target population for recruitment and services for this program is adults with low literacy skills who require the support of a one to one tutor instructional model. An average of 10 students per year are served by this program, all of whom have literacy skills below a sixth grade level. We have served 2 adult students with literacy skills under a fourth grade level who were referred to us through the drug court program, both struggled to read or write well enough to fill out a job application or forms for DVR programs.

During our onboarding we run a workshop called "Supports and Barriers," where we outline and name potential barriers to success and required supports for student success. This makes it clear to our students that in order to succeed we understand that there are factors outside of the classroom that affect their ability to succeed. The discussion typically develops an increased level of comfort in discussing some sensitive topics and we've had a great amount of success in using this workshop to develop a report with our students.

include 1:1 tutoring, coaching, and other forms of general instruction/contact, the second level certification is issued. Again, this mini-certification will stand weight in court and other judicial processes. From there, we hope to support a cohort to enroll in HSE and IET programming at TECC and UNM-Taos. Also, students can simultaneously enroll in the workshops and the HSE/IET courses, as it does not have to be a linear process. Best practices for IET will be used every step of the way.

3. This year we have formalized an MOU with the Taos Coalition to End Homelessness (TCEH) and are working to create a stable pipeline for referrals for educational support, literacy tutoring, and career planning.

Plan:

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

Timeline:

1. NMCL
   a. Hired an Americorps Member through NMCL's new Americorp program.
   b. Working on training and delegation of an outlined plan to better track current data, develop the scaffolding for program expansion, and facilitate quality programming
   c. Developing new marketing materials to recruit new volunteers alongside development of new training for volunteers to grow our tutor population successfully
   d. Develop partnerships with potential referral sources through the Taos Pueblo Behavioral Services, El Centro, Taos Men's Shelter, and Inside Out Recovery through a series of meetings and establishment of a developed referral procedure. Currently in conversational stages with each of these sources.

January 2020

Current and ongoing

2. Criminal Justice Initiative
   a. Our criminal justice program starts by offering an orientation and welcoming workshop to every participant. This workshop describes our program and serves as an introduction to TECC's approach, offering students an opportunity to reflect on their strengths and the way they prefer to work. Each student receives a certificate of completion that can be brought to their judge, their probation officer, etc. Participants may be referred by pre-prosecution diversion, by a judge, by their parole/probation officer, or by their public defender. We also hold these workshops at intensive outpatient group sessions and at drug court.
   a. Interested individuals identified at the introductory workshop will officially enroll in TECC services, including completing the intake form and taking the TABE.
   b. Following the introductory workshop, TECC will offer additional workshops targeting the specific needs of people involved in the justice system - Understanding Legal Terms and Processes, Filling out Application Forms and Enrolling in Programs, Obtaining a Real ID., parenting, Budgeting and Resource Access, Career Exploration, Individualized Career Planning,

end of spring semester 2020 and Aug.

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Emotional Learning, Life Skills, etc. We have identified community members interested in teaching these workshops, and we are also considering having participants themselves lead workshops.

c. In addition to the workshops, we will offer individualized advising, 1:1 tutoring, coaching, and other forms of general instruction/contact. This work will support the continued engagement of justice-involved individuals in the programming.

d. Points 3 and 4 above will support 40 hours of contact for participants, following which they will receive a level 2 certificate of achievement and re-take the TABE test.

e. Finally, we hope to enroll a cohort in either a High School Equivalency program or in UNM certification or degree programs.

3. TCEH

a. Set follow-up meeting with TCEH.

b. Document services provided and outcome of first referral. Reflect on effectiveness and process moving forward.

c. Continue to strengthen partnership through participation of our third annual collaborative fundraiser called Hearts & Stars. This event is an opportunity for our collective staff and board members to work toward a common goal.

January 2020

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 10: Support Services

Description: Research suggests that when service agencies collaborate and provide holistic services to vulnerable populations, they have better persistence and performance outcomes. Support services are those services that address critical issues beyond the scope of the program, but are necessary for student success. They are accessed while the student is in the program to support persistence and achievement. For adult education programs in a career pathways environment, support services extend beyond the traditional transportation and child care services to include such things as transition services and job exposure opportunities.

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

Current Activities:	Planned New Activities:
Include a list of support services the program currently offers. Describe how these services are identified and accessed.	Include a list of support services the program will offer (include what will be added or strengthened). Describe how these services will be identified and accessed.
Work experience Job Shadow Days Campus Tour during onboarding Refer to UNM-Taos admissions office and financial aid Refer to Workforce Solutions for WIOA funding eligibility Invited over 35 employers into the classroom Bayley- identified single recruiter and admissions officer at UNM-Taos We co-wrote a grant with our local Health Extension office to hire a CHW. The funding is on hold.	1. Reinvigorate employer involvement. 2. Strengthen and formalize "Offboarding" to help with transitions during and from training programs. 3. Criminal Justice Initiative (see Component 1) and Las Cumbres 4. CHW funding is on hold but we will post and hire the full time trained CHW staff to work at TECC. Their job will be to connect students to all kinds of wrap around supports. 5. Our Education Support Coordinator just completed the New Mexico Certified Peer Support Worker (CPSW) training, and will be acquiring certification within the next few months. Having a CPSW amongst our staff will provide students involved in behavioral health treatment or recovery with access to a support worker with shared experience to provide assistance in establishing a strategy for success. 6. Update our referral system and community support manual.

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

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1. Employer Involvement

   - Develop and continue developing partnerships with key employers. Cultivate incentives, buy-in for being in a mentorship role as well as valuing certifications from UNM. Includes Taos Ski Valley, El Monte Sagrado, Kit Carson, PPC Solar, Holy Cross Medical Center, AAA Homecare, restaurants, hotels, construction companies.

   - Seek out employers that hire justice-involved individuals.

   - Change the narrative around employing justice-involved individuals to expand work experience and employment opportunities for justice-involved individuals. This will be accomplished as part of our marketing campaign in 2020 (see challenge grant).

   1. current and ongoing

2. Offboarding

   -Have already established career advisor structure to help with post-secondary training transitions.

   - We would like to have stronger data for use in continual improvement and in analyzing retention rates. UNM-Taos has employed a new institutional researcher. Set meeting with her in January to partner around how UNM-Taos and TECC (under supervision of New Mexico Higher Ed Department and Table 11) to express needs related to keeping long-term student tracking data around career and education attainment.

   2. Offboarding long-term plan: January 2020 and ongoing

3. Criminal Justice Initiative in addition to above (see Component 1), in addition:

   - With current and incoming students, assess housing security, transportation, driver's license, ss card, health insurance, student loans, etc...and supporting appropriately.

   -Continue working with Las Cumbres to support justice-involved families and children of students (Enos Garcia Nurturing Center)

   Institutional Researcher: January 2020 and ongoing

4. We have a meeting scheduled for Jan 13th to work with CHW and Health Extension office to move project forward and hire a shared intern in the meantime. The intern can start to develop the system for intakes and referrals.

   3. Funded through June 2020. Seeking additional funding for continuous programming, though parts of what is developed this year will be sustainable regardless

5. Our Education Support Coordinator just completed the New Mexico Certified Peer Support Worker (CPSW) training, and will be acquiring certification within the next few months. Having a CPSW amongst our staff will provide students involved in behavioral health treatment or recovery with access to a support worker with shared experience to provide assistance in establishing a strategy for success.

   4. Jan. 13th

   5. current and ongoing

6. Our Education Coordinator is working on updating our referral system and community support manual.

   6. current and ongoing

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Sustainability

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

Considerations –

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

Plan:

	Timeline:
Include a step-by-step action plan on what the program will do to ensure sustainability of this Career Pathways Plan. Be sure to include at least 3 specific professional development needs the program anticipates for its staff in the coming year to support the success of this Career Pathways Plan.	
1. **Professional Development:**	
Advising and coaching training	
Opportunities for instructors participating in current and newly established IETs.	
Best practices for struggling learners, both for implementation at the institutional level and the TECC classroom instructional level.	
2. **Program evaluation and continuous improvement**	
All of the above planned new activities are diverse in terms of scale, stakeholders, and timeline. Each will require different schedules for evaluation. Outlined here is a general plan for addressing the key initiatives to assure their continuous improvement.	Spring 2020
a. Criminal Justice Initiative-	Spring 2020
b. Marketing and outreach plan established in Spring of 2020 will reach beyond this fiscal year and be sustainable into the future. It will broaden community understanding of career pathways and services available through TECC @ UNM. We will measure its success at the end of this fiscal year to assess the meeting of the goals stated below.	Fall 2020
	Spring 2020
3. **Performance measures**	
a. Two of our FY19-20 goals relevant to the development of strengthening our Career Pathways efforts include:	
i. Increase post-secondary enrollment. With the advent of a change in our advising structure to emphasize career development, goal setting and attainment, our strengthening of partnerships with employers, increased enrollment in WIOA and the building of IETs through UNM-Taos, we expect to meet this goal	
ii. Increase our retention rate. This goal will be attained with the help of our marketing campaign (see challenge grant), our focus on contextualized instruction, onboarding process, advising structure, expanded concurrent enrollment opportunities, collaboration with certificate instructors to TABE test, the work being done through our Criminal Justice Initiative, and the work being done with key employers in the community.	
4. Funding	

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a. **Federal funding** - continue to inform UNM-Taos about federal legislation that provides funding to adult learners including WIOA and Ability to Benefit; continue to strengthen relationship with SER Jobs for Progress and DWS as our main WIOA partners who collaborate with us around referrals and funding

b. **County of Taos** - pursue annual renewal of $30,000 grant for Career Pathways programming and development

c. **Challenge Grant** - applied for this grant to develop sustainable marketing materials

d. **Grants:** NMCL, IELCE - pursue annual renewal

Policies and procedures.

The following will be documented and revised each onboarding for sustainability.

a. Criminal Justice Initiative workshop outlines

b. Advising structure

c. Marketing Strategy

Career Pathways Progress and Sustainability Plan for New Mexico

PROGRAM NAME: Taos Education and Career Center @ UNM-Taos

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?   -Career/College and general Advising structures enhanced   -Strong partnerships and structures created to better support justice-involved individuals   -Career Blueprint that students complete during onboarding   -Progress toward student-friendly career pathways maps.   -Continued collaboration with UNM-Taos to strengthen and expand IETs   <u>As a Result of COVID!</u>   -Virtual Onboarding with increased emphasis on Career/College preparation and contextualization in distance HSE classes   <u>In progress:</u>   -Marketing strategy and materials to create narrative shift in Adult Education to reach potential students, employers, and community members alike
Did you have to revise your plans based on the covid-19 pandemic or because things did not play out as intended? If so, please explain: Yes. There were some definite delays in the ability to implement some of our best ideas as we had to switch from in-person classes to distance learning. However, our last session has been a success (after much reflection and revision) in that we had a virtual onboarding and a strong cohort in a "College and Career Readiness" class that mostly comprised of students seeking to pass their HSE tests and start college in the fall, some that are looking for a specific job outside of the hospitality industry which has greatly suffered, and a handful of English language learners seeking employment or enrollment in college. The instructors did a fantastic job of weaving in college-ready reading and writing skills, critical thinking, and the exploration of key skills for the workplace. This learning will propel us into our first sessions in the coming year.   Unfortunately, our enrollment dropped off significantly. We continued supporting students, especially justice-involved students, in a different capacity but there was a drastic shift in what those supports looked like.

Sustainability Plan

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

-Continue to build on justice initiative work. Most excitingly, we see ourselves in the detention center soon.
-Implement the marketing materials to launch the narrative shift around opportunities for adult learners in our community.
-Continue to define and build strong pathways with stackable credentials through TECC and in conjunction with UNM-Taos. Reduce duplication of services (developmental ed/HSE prep classes, tutoring) between the two. IET focus in the coming year is on our construction tech pathway, early childhood, culinary arts, solar/renewable energy, and hospitality. Medical pathways are our strongest at the moment (CHW, CNA, EMT).
-Build relationships with employers and HELP NM to provide work experience and pre-apprentice/apprenticeship opportunities for students.

Northern Area Local
WORKFORCE
DEVELOPMENT
BOARD

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

COMMON WORKFORCE INNOVATION AND
OPPORTUNITY ACT ACRONYMS

A

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

B

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

C

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

D

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

E

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

F

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

G

GAAP	
GED	General Equivalency Diploma

H

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

I

IEP	Individual Employment Plan

ITA   Individual Training Account

J

JET   Jobs and Education for Texas

K

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

L

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

M

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

N

NAICS   North American Industry Classification System
NAWB   National Association of Workforce Boards
NCP   Non-Custodial Parent
NEG   National Emergency Grant
NBRI   National Business Research Institute
NFA   Notice of Fund Availability

O

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

P

PA	Public Assistance
PY	Program Year

R

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

S

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

T

TA	Technical Assistance
TAA	Trade Adjustment Assistance
TANF	Temporary Assistance for Needy Families
TEA	Texas Education Agency
TEGL	Training & Employment Guidance Letter
TIP	Texas Industry Partnership
TRS	Texas Rising Star

TSR	Texas School Ready
TWC	Texas Workforce Commission
TWIST	The Workforce Information System of Texas

U

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

V

| VA | Veterans Administration |
| VRS | Vocational Rehabilitation Services |

W

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

Y

| YCE | Youth Career Expo |

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

Legal Authority

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

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

Purpose

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

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

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

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

System Structure

NALWDB American Job Centers

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

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

One-Stop Operator

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

Partners

Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information
Co-Located Partners at One-Stop America's Job Centers				
Wagner-Peyser Employment Services	NM Dept. of Workforce Solutions	Wagner-Peyser Employment Services (ES) program, authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as amended by title III of WIOA, also providing the state's public labor exchange	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us
Jobs for Veterans State Grants	NM Dept. of Workforce Solutions	Jobs for Veterans State Grants (JVSG), authorized under chapter 41 of title 38, U.S.C.	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us
Trade Adjustment Assistance	NM Dept. of Workforce Solutions	Trade Adjustment Assistance (TAA), authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us
WIOA Adult, Dislocated Worker, and Youth Programs	SER Jobs for Progress	WIOA title 1 Adult, Dislocated Worker, and Youth Programs WIOA Act of 2014	Alex Martinez	1596 Pacheco St Ste 109 Santa Fe NM 87505

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

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

Terms and Conditions

Partner Services

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

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

Job Seeker Services

Basic Career Services	Individualized Career Services	Training
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skill levels and service needs	Occupational skills training through Individual Training Accounts (ITAs)
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), provided in combination with the training services described above
Job search and placement assistance (including provision of information on in-demand industry sectors and occupations and non-traditional employment	Referral to training services	On-the-Job Training (OJT)
Access to employment opportunity and labor market information	Group career counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the Local workforce system	Individual counseling and career planning	Training programs operated by the public and private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individual in and out of area job search, referral, and placement assistance	Skill upgrading and retraining
Information for Unemployment Insurance claim filing	Work experience, transitional jobs, registered apprenticeships, and internships	Entrepreneurial training
Determination of potential eligibility for workforce Partner services, programs, and referral(s)	Workforce preparation services (e.g., development of learning skills, punctuality, communication skills, interviewing skills, personal maintenance, literacy skills, financial literacy skills, and professional conduct) to prepare individuals for unsubsidized employment or training	Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
Information and assistance in applying for financial aid for training and education programs not provided under WIOA		Other training services as determined by the workforce partner's governing rules
		Post-employment follow-up services and support

Youth Services

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

Roles Responsibilities of the Partners

All Parties to this agreement shall comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016);
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352);
- Section 504 of the Rehabilitation Act of 1973, as amended;
- The Americans with Disabilities Act of 1990 (Public Law 101-336);
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor;
- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188;
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99);
- Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38);
- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603);
- All amendments to each; and
- All requirements imposed by the regulations issued pursuant to these acts.

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

Additionally, all Parties shall:

- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of

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

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

Chief Elected Official

CEO'S for the NALWDB will:

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

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

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

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

NALWDB

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

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

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

- In cooperation with the Local CEO's design and approve the NALWDB - American Job Center network structure. This includes, but is not limited to:

    o Adequate, sufficient, and accessible one-stop center locations and facilities

- o 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)
  - o A holistic system of supporting services
  - o A competitively procured one-stop operator
- In collaboration with the CEO's, designee through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the one-stop operator(s)
- Determine the role and day-to-day duties of the one-stop operator
- Approve annual budget allocations for operation of the American Job Center network
- Help the one-stop operator recruit operational Partners and negotiate MOUs with new Partners
- Leverage additional funding for the NALWDB's American Job Center network to operate and expand one-stop customer activities and resources
- Review and evaluate performance of the NALWDB and one-stop operator

One-Stop Operator

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

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

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

case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603)
- ○ 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.
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations
- All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d))
- Release of information/referral forms for WIOA Adult programs (attached)

All one-stop center and Partner staff will be trained in the protection, use, and disclosure requirements governing PII and any other confidential data for all applicable programs, including FERPA-protected education records, confidential information in UI records, and personal information in VR records.

Confidentiality

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

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

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

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

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

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

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

Referrals

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

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

- Develop materials summarizing their program requirements and making them available for Partners and customers
- Develop and utilize eligibility determination, assessment, and registration forms / processes
- Provide substantive referrals – in accordance with the NALWDB Referral Policy – to customers who are eligible for supplemental and complementary services and benefits under partner programs
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys
- Commit to robust and ongoing communication required for an effective referral process
- Commit to actively follow up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level

Accessibility

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

Physical Accessibility

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

Virtual Accessibility

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

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

Communication Accessibility

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

Programmatic Accessibility

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

Outreach

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

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

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

Dispute Resolution

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

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

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

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

Severability

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

Drug and Alcohol-Free Workplace

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

Certification Regarding Lobbying

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

Debarment and Suspension

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

Priority of Service

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

Buy American Provision

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

Salary Compensation and Bonus Limitations

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

Non-Assignment

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

Governing Law

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

Steps to Reach Consensus

1. Notification of Partners

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

2. Negotiations

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

3. Draft MOU

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

4. Review and Comment

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

5. Finalized Draft

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

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

MOU Modification Process

1. Notification

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

2. Discussion/Negotiation

Upon notification, the NALWDB Board Chair (or designee) must ensure that discussions and negotiations related to the proposed modification take place with Partners in a timely manner and as appropriate.

Depending upon the type of modification, this can be accomplished through email communications of all the Parties. If the proposed modification is extensive and is met with opposition, the NALWDB Board Chair (or designee) may call a meeting of the Parties to resolve the issue. Upon agreement of all Parties, a modification will be processed.

If the modification involves substitution of a party that will not impact any of the terms of the agreement, it can be accomplished by the original party and the new party entering into an MOU that includes the NALWDB, wherein the new party assumes all of the rights and obligations of the original party. Upon execution, the NALWDB Board Chair (or designee) presents the agreement as a proposed modification to the MOU, and the remaining steps are followed.

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

3. Signatures

The NALWDB Board Chair (or designee) must immediately circulate the MOU modification and secure Partner signatures within four (4) weeks. The modified MOU will be considered fully executed once all signatories have reviewed and signed.

The modification may be signed in counterparts, meaning each signatory can sign a separate document as long as the NALWDB Board Chair (or designee) acquires signatures of each party and provides a complete copy of the modification with each party's signature to all the other Parties.

Termination

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

- All Parties mutually agree to terminate this MOU prior to the end date
- Federal oversight agencies charged with the administration of WIOA are unable to appropriate funds or if funds are not otherwise made available for continued

performance for any fiscal period of this MOU succeeding the first fiscal period. Any party unable to perform pursuant to MOU due to lack of funding shall notify the other Parties as soon as the party has knowledge that funds may be unavailable for the continuation of activities under this MOU

- WIOA is repealed or superseded by subsequent federal law
- Local area designation is changed under WIOA
- A party breaches any provision of this MOU and such breach is not cured within thirty (30) days after receiving written notice from the NALWDB Board Chair (or designee) specifying such breach in reasonable detail. In such event, the non-breaching party(s) shall have the right to terminate this MOU by giving written notice thereof to the party in breach, upon which termination will go into effect immediately

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

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

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

Effective Period

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

One-Stop Operating Budget

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

- Establishes and maintains the Local workforce delivery system at a level that meets the needs of the job seekers and businesses in the Local area
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness)

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- 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.

DISCLAIMER (added by UNM-Taos)

It is our understanding that the general MOU we are signing with the NALWDB is a work in progress and it can be appropriately modified as the partnership grows. The goal of the MOU is to bring organizations together by networking and working effectively to deliver quality services. The partnership will provide the opportunity to deliver services to many individuals in our region with the intent to be results driven.

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 _____ *HNM-THOS*_____

Authorized Signatory _____

Position Title _____ *CEO* _____

Date _____ *2/1/2018* _____

Northern Area Local Workforce Development Board

NALWDB Board Chair Floyd E. Archuleta _____

Board Chair Signature _____

Date 2/1/2018 _____

The University of New Mexico

Office of University Counsel

April 7, 2006

TO WHOM IT MAY CONCERN:

This letter sets forth the reason why the University of New Mexico cannot indemnify entities with which it contracts.

The University of New Mexico is a state educational institution, created under Article XII, Section 11 of the New Mexico Constitution. As such, it is prohibited from contractually creating a general obligation against the University without submitting the question to the voters and creating a sinking fund, pursuant to Article IX, Section 8 of the New Mexico Constitution. Moreover, Section 23-1-5 NMSA 1978 prohibits the University from contracting any liability that might exceed authorized expenditures. Indemnification and save harmless clauses create potentially unlimited contractual liabilities and are therefore prohibited by the above provisions. Additionally, Article IX, Section 14 of the New Mexico Constitution prohibits the state from pledging or lending its credit, directly or indirectly. An indemnification clause could easily be construed as doing just that.

The New Mexico Attorney General has issued an opinion that such contractual indemnification provisions are not only unconstitutional for reasons explained above, but are also prohibited by the New Mexico Tort Claims Act, Sections 41-4-1 *et seq.* NMSA 1978, as amended ("NMTCA"). Op. N.M. Att'y Gen. 2000-04. According to the opinion, the NMTCA generally grants New Mexico governmental entities and their officers and employees immunity from liability from any tort, except as waived by the NMTCA, and is the exclusive remedy against a governmental entity or public employee for any tort for which immunity has been waived under the NMTCA. *Id.* A governmental entity has no authority to waive its sovereign immunity, assume tort liability for third parties, or otherwise expand its potential liability beyond what the legislature has permitted. *Id.*

The NMTCA also prohibits governmental entities from purchasing liability insurance other than as authorized by the NMTCA. Section 41-4-20. Under the NMTCA, the University is required to obtain its liability coverage from the Risk Management Division of the New Mexico General Services Department. The certificate of coverage issued by
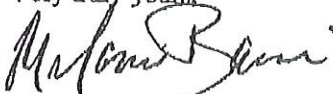
the Risk Management Division for the University specifically excludes any coverage for indemnification of third parties.

This is not to deny our tort obligations. Rather, the above constitutional and statutory provisions prevent us from converting potential tort obligations into potentially unlimited contractual obligations. The University Counsel's Office recommends the following alternative language:

> **Liability.** As between the parties, each party acknowledges that it will be responsible for claims or damages arising from personal injury or damage to persons or property to the extent they result from the negligence of its employees. The liability of the University of New Mexico shall be subject in all cases to the immunities and limitations of the New Mexico Tort Claims Act, Sections 41-4-1 *et seq.* NMSA 1978, as amended.

I hope this provides the clarification you need. If you have questions, please call. Thank you.

Very truly yours,

Melanie P. Baise
Associate University Counsel

MPB:las

Student:

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

Select Reporting System: [NRS FY 19-20 ▼]   Agency: UNM-Taos

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ABE Level 2	0	3	0	0	0	0	13	16	0	0	1	1	0	0	34
ABE Level 3	2	1	0	1	0	0	16	6	0	0	4	3	1	1	35
ABE Level 4	0	0	0	0	0	0	4	3	0	0	2	3	0	0	12
ABE Level 5	0	0	0	0	0	0	3	0	0	0	1	0	0	0	4
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	2	0	0	0	0	0	0	2
ESL Level 4	0	0	0	1	0	0	1	4	0	0	0	0	0	0	6
ESL Level 5	0	0	0	0	0	0	0	9	0	0	0	0	0	0	9
ESL Level 6	0	0	0	1	0	0	2	1	0	0	0	0	0	0	4
Total	2	4	0	3	0	0	39	42	0	0	8	7	1	1	107

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

Asian: The participant indicates that he/she is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black / African American: The participant indicates that he/she is a person having origins in any of the black racial groups of Africa.

Native Hawaiian / Other Pacific Islander: The participant indicates that he/she is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: the participant indicates that he/she is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

More Than One Race: Participants having origins in more than one racial category at program entry.

Sex:
Male: The participant indicates that he is male.
Female: The participant indicates that she is female.

Student:

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

Select Reporting System: [NRS FY 19-20 ▼]   Agency: UNM-Taos

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

Age Group (A)	American Indian or Alaska Native Male (B)	F (C)	Asian M (D)	F (E)	Black or African-American M (F)	F (G)	Hispanic/Latino M (H)	F (I)	Native Hawaiian or Other Pacific Islander M (J)	F (K)	White M (L)	F (M)	More than One Race M (N)	F (O)	Total (P)
16-18	0	3	0	0	0	0	18	14	0	0	6	6	1	0	48
19-24	1	0	0	1	0	0	6	6	0	0	0	0	0	1	15
25-44	0	1	0	1	0	0	11	11	0	0	2	0	0	0	26
45-54	1	0	0	0	0	0	2	3	0	0	0	1	0	0	7
55-59	0	0	0	0	0	0	1	4	0	0	0	0	0	0	5
60+	0	0	0	1	0	0	1	4	0	0	0	0	0	0	6
Total	2	4	0	3	0	0	39	42	0	0	8	7	1	1	107

*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

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

Student:

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

Select Reporting System: [NRS FY 19-20 ▼]   Agency: UNM-Taos

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

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

*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: UNM-Taos

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**	45	13	16	2	1	1	78
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	2	0	0	1	0	0	3
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	3	1	0	0	4
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	1	2	7	3	4	5	22
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	48	15	26	7	5	6	107

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System: [NRS FY 19-20 ▼]   Agency: UNM-Taos

Measurable Skill Gains by Entry Level

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

First Period of Participation									All Periods of Participation			
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	1	0	40.5	1	0	0	0	100	1	1	0	100
ABE Level 2	34	0	1960.75	12	3	15	4	44.1	34	12	3	44.1
ABE Level 3	35	0	2211.85	6	14	12	3	57.1	35	6	14	57.1
ABE Level 4	12	0	458.5	1	5	5	1	50	12	1	5	50

ABE Level 5	4	0	197	2	1	1	0	75	4	2	1	75
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	86	0	4868.6	22	23	33	8	52.3	86	22	23	52.3
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	2	0	95	1	0	1	0	50	2	1	0	50
ESL Level 4	6	0	566.33	3	0	3	0	50	6	3	0	50
ESL Level 5	9	0	687.5	4	0	5	0	44.4	9	4	0	44.4
ESL Level 6	4	0	229	0	0	4	0	0	4	0	0	0
ESL Total	21	0	1577.83	8	0	13	0	38.1	21	8	0	38.1
Grand Total	107	0	6446.43	30	23	46	8	49.5	107	30	23	49.5

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3)

States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Enter only the most recent achievement, if attained, per participant in column E or column F. No participant should have an achievement counted in both columns.
- Column G is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column H is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H.
- Column I is calculated using the following formula: (Column I) = (Column E + Column F)/(Column B − Column C)
- Column J is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column K is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column L is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column M is calculated using the following formula: (Column M) = (Column K + Column L)/(Column J)
- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System: [NRS FY 19-20 ▼]   Agency: UNM-Taos

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	1	0	0	1	100	0	0	0	0
ABE Level 2	12	3	25	8	66.7	0	0	3	25
ABE Level 3	11	4	36.4	7	63.6	0	0	3	27.3
ABE Level 4	4	1	25	1	25	0	0	2	50
ABE Level 5	2	1	50	0	0	0	0	1	50
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	30	9	30	17	56.7	0	0	9	30
ESL Level 1	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0
ESL Level 3	1	1	100	0	0	0	0	0	0
ESL Level 4	3	3	100	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Level 5	4	4	100	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	8	8	100	0	0	0	0	0	0
Grand Total	38	17	44.7	17	44.7	0	0	9	23.7

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: UNM-Taos

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	1	40.5	1	0	0	100
ABE Level 2	14	1292	9	4	1	64.3
ABE Level 3	20	1736.85	10	7	3	50
ABE Level 4	6	369.25	2	3	1	33.3
ABE Level 5	1	102.5	1	0	0	100
ABE Total	42	3541.1	23	14	5	54.8
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	1	52.5	1	0	0	100
ESL Level 4	4	451.33	3	1	0	75
ESL Level 5	4	403	4	0	0	100
ESL Level 6	1	114.5	0	1	0	0
ESL Total	10	1021.33	8	2	0	80
Total	52	4562.43	31	16	5	59.6

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

• Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.

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

• Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.

• Column D + E + F should equal the total in Column B.
• Each row total in Column G is calculated using the following formula: G = Column D / Column B

/

Student:

NRS Table 4C

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	0	0	0	0	0	0	0	0	0	0
ABE Level 2	6	330	1	0	1	4	16.7	6	1	16.7
ABE Level 3	2	90.6	0	0	0	2	0	2	0	0
ABE Level 4	2	64.5	0	1	0	1	50	2	1	50
ABE Level 5	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0
ABE Total	10	485.1	1	1	1	7	20	10	2	20
ESL Level 1	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 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	485.1	1	1	1	7	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.

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

Student:

NRS Table 5

Select Reporting System: | NRS FY 19-20 ▼ | Agency: UNM-Taos

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	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 *	114	46	40.4	116	48	41.4
Employment Fourth Quarter after exit *	142	62	43.7	148	63	42.6
Median Earnings Second Quarter after exit **	46	1943.24		48	1837.3	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	85	28	32.9	89	28	31.5
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	85	37	43.5	89	40	44.9

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	85	45	52.9	89	48	53.9

Instructions for Completing Table 5

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

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

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

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

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

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

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

*** Report in Column B (secondary school credential attainment) the total number of participants without a secondary school credential or recognized equivalent who exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher), excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row. For participants included in the secondary school credential denominator who do not achieve a qualifying secondary school credential or recognized equivalent, choose only one row to report for Column B. For participants who achieved a secondary school credential or a recognized equivalent, enrolled in postsecondary education or training, and were employed within one year of exit, Column B and Column C would be reported for BOTH secondary school credential rows.

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2

Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

***** Report in Column B (Attained any credential (unduplicated)) the unduplicated total number of participants who EITHER: (1) did not possess a secondary school credential or recognized equivalent and exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher) OR (2) were co-enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program; excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants who meet the requirements for inclusion in both the secondary and postsecondary credential cohorts would only be recorded once in Column B.

Column C (except for Median Earnings) is the number of participants that achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants who earn both a secondary and postsecondary credential would only be recorded once in Column C.

Column C, for median earnings, is the quarterly wage value for participants employed in the 2nd quarter after exit.

Column D (except for Median Earnings) is the number in Column C divided by the number in Column B. Column D should never be greater than 100 percent.

Column E is the total number of periods of participation for each participant reported in column B. This number will be greater than or equal to the number of participants in Column B.

Column F (except for Median Earnings) is the number of periods of participation in which the outcome was achieved.

For Median Earnings reporting, Column F is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of periods of participation, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

Column F, for Median Earnings, is the median value for quarterly wage values from all PoPs reported for participants employed in the 2nd quarter after exit. In cases where participants have multiple PoPs, there would be the same number of instances of a quarterly earnings value. Those values would all be included in the final matrix of values used to determine the median quarterly earnings value for a State.

Column G (except for Median Earnings) is the number in Column F divided by the number in Column E. Column G should never be greater than 100 percent.

Columns D and G are not applicable to Median Earnings.

Student:

NRS Table 5A

Select Reporting System: [NRS FY 19-20 ▼]   Agency: UNM-Taos

Primary Indicators of Performance for Participants in Distance Education

	First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	6	1	16.7	6	1	16.7
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	1	0	0	1	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	1	0	0	1	0	0

Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Attained any credential (unduplicated) *****	1	0	0	1	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: [NRS FY 19-20 ▼]   Agency: UNM-Taos

Participant Status on Entry into the Program (A)	Number (B)
Employed	62
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	42
Not in the Labor Force	3
TOTAL	107

Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	1	3
Grades 6-8	8	3
Grades 9-12 (no diploma)	65	4
Secondary School Diploma or alternate credential	2	5
Secondary School Equivalent	0	1
Some Postsecondary education, no degree	2	2
Postsecondary or professional degree	0	8
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	0
In Community Correctional Program	0
In Other Institutional Setting	0

Participant Status on Entry into the Program (A)	Number (B)
TOTAL Institutional	0

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

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

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

Employment Status definitions:

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

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

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

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

Student:

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

Select Reporting System: [NRS FY 19-20 ▼]   Agency: UNM-Taos

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

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

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: UNM-Taos

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	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	22	8	36.4	22	8	36.4
Employment Second Quarter after exit	18	0	0	18	0	0
Employment Fourth Quarter after exit	27	4	14.8	29	4	13.8
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	1	0	0	1	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	1	0	0	1	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome	
Achieved Citizenship Skills	0	0	0	
Voted or Registered to Vote	0	0	0	
Increased Involvement in Community Activities	0	0	0	

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

NRS Table 11

Select Reporting System: [NRS FY 19-20 ▼]   Agency: UNM-Taos

Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

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)
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

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.

For reporting MSG via Passing Technical/Occupational Skills Exams: 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 successfully passed an exam that is required for a particular occupation or attained progress in technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

For reporting the exit-based Primary Indicators of Performance: Follow instructions for completing Table 5 to report these outcomes.