

**Program Report
Cover Page**

Program Name: Adult Basic Education

Institution or Organization: UNM-Gallup

Address: 425 N. 7th St.

City: Gallup, NM

County: McKinley

Zip: 87301

Main Phone: 505-726-6310

Fax: None

Website: www.gallup.unm.edu/aec

Fiscal Year: 2019-2020

Submission Date: September 1, 2020

Program Director, Manager, or

Coordinator Name: Tonya Thacker

Contact Information: Phone: 505-726-6317

Email: thackert@unm.edu

Alternate Contact Name: _____

Contact Information: Phone: _____

Email: _____



9/9/2020

Signature of the Chief Executive Officer or Designee

DATE

James Malm-Chancellor

Typed Name and Title:

Section I. Program Narrative Report

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

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

The three goals for the UNM-Gallup Branch Adult Education Center are to increase enrollment, increase the number of students who complete their high school equivalency certificate (HiSET), and to increase partnerships with community entities and organizations that will provide resources for our adult student population.

To increase enrollment:

- UNM-G AEC has started to re-design our website. The website will offer more information to students about instruction sessions, who to contact, and a flow chart on how to successfully complete the requirements to earn their high school equivalency certificates.
- UNM-G AEC has included an online form that gives their contact information to the Test Coordinator. The test coordinator reaches out to the student in a timely manner to get the student onboarded and tested to begin instruction at the next start date.
- UNM-G AEC has streamlined the onboarding process to ensure that the student is not referred to multiple staff members to get enrolled.

To increase the number of students who completed their HiSET certificate:

- UNM-G AEC has re-designed the program curriculum. The new curriculum is online with continuous instructor support available through Zoom, email, and phone. The new curriculum allows students to progress through levels of instruction in 2 tracks: math, and language arts/social studies/science.
- UNM-G AEC is re-classifying the employee of 1 full time tutor to full time ABE instructor. In this new role, the staff will also oversee student advisement and academic success. This staff will be included in the onboarding process of a new student with the testing coordinator to ensure that the student is supported from the beginning.
- UNM-G AEC is focused on efficiency of student completion. The student will be placed in a level of instruction based on their test scores and with the Advisor, map out their program of study to completion of their certificate. Frequent check-ins with the advisor will encourage the student to stay on course and complete in a timely manner

To increase partnerships with community entities/organizations:

- UNM-G AEC will open dialogue with local organizations who provide support and resources to our student population. This includes: Indian Education Youth Council, Goodwill, 4th Generation, Navajo Workforce Development, Gallup Adult Detention Center, Gallup Food Pantry, and Gallup Workforce Development, Gallup Rainbow Circle, and Navajo Nation TANF.

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?

- Navajo Nation Temporary Assistance for Needy Families (NNTANF)-MOU in progress
 - NNTANF has recommended students to our high school equivalency program.
- Native Indian Youth Council (NIYC)-MOU in progress
 - UNM-G AEC has met with key staff from NIYC to open dialogue on how a partnership can be formed to enroll their participants in our program.
- Northern Area Local Workforce Development Board (NALWD)-MOU
 - This MOU was developed by the prior Program Manager. Currently, this partnership has been on hold with COVID disrupting dialogue with key staff.
- Navajo Division of Workforce Development (NDWD)-MOU
 - This MOU was developed by the prior Program Manager. Currently, this partnership has been on hold with COVID disrupting dialogue with key staff. Before COVID, discussion had been ongoing regarding appointment of one part-time instructor to teach NDWD clients, exclusively. This dialogue will be re-opened soon.

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)

- Career Pathways Initiative
 - UNM-G ACE has utilized their suggestion to mainstream onboarding of student enrollment and create an Advisor/Student Success staff role.

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.

- All instruction had to be moved to online learning. Our staff had to learn how to navigate and create their online classrooms using the Canvas Instructure program.
- The instruction session 1 set to begin on July 7 was cancelled to allow staff more time to create their online classrooms.
- Collaborative arrangements with community partners has been delayed and/or slowed.

Section II. Student Data 2019-2020

Please enter the following information regarding student count/hours for:

- your total program
- each satellite site

	Total Program	Site:	Site:	Site:	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	36					
Total count of students with 12 + hours	90					
Total contact hours for students with 12 + hours	5536.43					
Average contact hours for students with 12 + hours	61.52					
Average contact hours for students with 12 + hours experiencing level gains	147.25					
Count of all HSE graduates with 12 + hours	1					
Count of HSE en Español graduates with 12 + hours	0					
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	36%					
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	0% (no ESL Students)					
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)	6%					
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)	0% (no ESL Students)					
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)	66%					
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)	0% (no ESL Students)					
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	65					
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	28					

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
Gallup Adult Detention Center	Instruction
Native Indian Youth Council-Gallup	Instruction
Navajo Nation Workforce Development	Instruction

Section III. Evaluation of Program Effectiveness

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

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

- Currently, all instruction has moved online. We have offered ongoing staff training on online classroom design. Online platform applications include: Canvas Instructure and Zoom. Instructors are encouraged to seek help with both platforms when questions or difficulties arise. One full time instructor has overseen all staff training on both platforms and is available for assistance when needed.
- A curriculum map has been created for 2 tracks: math and language arts/social studies/science. The map utilized College & Career Readiness Standards, HiSET Testing Standards, and TABE Testing Standards to identify 6 instruction levels. The testing coordinator uses their raw TABE test scores, in consideration of the CCRS and HiSET standards, to place the student in a level of instruction that best meets their current learning level.
- Each teaching level of instruction has 20-22 learning modules that the student completes under the tutelage and support of their assigned instructor.

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.

- Currently, our enrollment numbers have decreased slightly with COVID. However, since we have started our first session, the number of students we are currently testing or have scheduled to test to begin in September will double our current enrollment.

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.

- Increase in enrollment after program started: Current enrollment is 29 students. We have tested/placed an additional 19 to begin on September 28. More students will be tested in the interim, so that number will also increase.

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

- We will be re-classifying one staff from tutor to instructor. The instructor job description includes duties as an advisor and faculty mentor. This staff member will incorporate the new roles into her current work. This re-classification will allow her to help with recruitment and onboarding, advisement to address retention, and instructor mentorship to help current instructors with their online classrooms and instruction.

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

- Yes, our enrollment numbers has gone down. However, as stated above, we are currently testing to place new students for the September session start date.

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

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

1. Please provide an estimate of FEDERAL FUNDS used during the 2019-2020 fiscal year to support Title I WIOA related activities and services through the One-Stop system. ^
 - \$0

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.
 - NA: The previous director had plans to implement service agreements with local workforce development agencies, but due to COVID, and his resignation from the program, this was not carried out.

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.
 - We will pursue this goal in 2020-2021.

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.
 - The pursuit of MOUs with the local workforce board was not implemented in 2019-2020, however, it will be initiated in 2020-2021.

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.
 - Attached (Created by previous Program Director, S. Marti)
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)
 - N/A
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.
 - Right now, the re-classification of the current full time tutor to full time instructor will allow this staff to implement an advising/student success procedure to address long term student goals. If a student is interested in pursuing a career upon completion of their high school equivalency certificate, this staff will connect them with training programs or organizations that feed into career pathways.
 - This key staff will seek out professional development and training to increase their knowledge of how to implement career exploration with our students. They will utilize this knowledge to organize information sessions or activities that promote specific career opportunities.
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.
 - N/A

Section VI. College and Career Readiness Standards

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

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

- The program director has a background in instructional curriculum and instruction. A re-organization of the teaching curriculum at UNM-G AEC implements CCRS standards in Reading, Language Arts, Math, Social Studies, and Science.
 - The curriculum map has been distributed to all instructors and information training was administered explaining how it was created. Key points emphasized were:
 - 5 Math Learning Levels
 - 6 Language/Social Studies/Science Learning Levels
 - Key student CCRS learning objectives that must be taught as an individual learning module
 - Each reading/social studies/science module includes elements of fiction and informational text. Information text lessons utilize CLOSE reading strategies that promote student engagement directly with the text.
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.
- All courses and instruction have been moved online.
 - All instruction will be delivered online utilizing Zoom for instructor/student discussions.
 - Instruction modules have been designed to allow students to complete modules at their pace and to request for teaching demonstrations as needed via Zoom/Email/or telephone.
 - Distance education is a designated option for students who do not have access to internet technology and resources. However, the design of the modules allow a student to complete assignments on a cell phone with a data plan. Part of the design process included direction for staff to design lessons that could be completed on the phone, or on a sheet of paper that could be photographed with the phone to submit for assessment. Direction was given to staff that they needed to create instruction so that if a student did not have access to a printer, they could still complete and submit work.
 - Explorations are currently being made to allow students to check out laptops for use at home.

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:

- NA
- 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.
 - NA
- 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)

NA

IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
None	NA	NA

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

Total hours contributed	Fair Market Value per Hour	Total
None	NA	NA

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

Total hours contributed	Fair Market Value per Hour	Total
None	NA	NA

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

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

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

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
None	NA	NA

Alternate option:

Please indicate institution's building renewal and replacement allocation

The program is fiscally managed by UNM-Gallup Branch and labeled as a UNM-Gallup program, thus the building space is provided by UNM-Gallup.

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
NA	NA

B. Program Income Activities

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

None

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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



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:

Steve Marti, Adrienne Tsethlikai

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 toward delivering services within a comprehensive career pathways model. The first part is a gap analysis; the second part is developing an action plan the program will take to fill in the gaps, if all necessary components of a comprehensive career pathways model are not currently in place. **Note:** It is possible that a program may have aspects of all the components in place; in this instance, those programs are encouraged to focus on strengthening aspects within the components as a continuous improvement effort.

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

3-Step Process:

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

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

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

Creating A Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 1: Partnerships

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

Considerations -

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

Current Activities:

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

- GGEDC (Greater Gallup Economic Development Corporation)

Planned New Activities:

Include a list of formal partnerships the program would like to establish or a partnership that already exists, but the program would like to strengthen (a minimum of one new or strengthened partnership is required in this Plan). Indicate who the partner is and what the program would like the nature of this partnership to be.

- **Already exists: GGEDC (Greater Gallup Economic Development Corporation). Would like to help find individuals who would make good candidates for training, but lack a high school diploma.**
- **New: ATD 4th World. Would like to partner with them to deliver adult education to those in the lowest poverty levels.**
- **Workforce job development career coach**
- **Institutional support – UNMG CCTE**
- **Student Services – UNM G**
- **Tribal workforce agencies**

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.

- GGEDC
 - Have a formal agreement in place
 - Specific responsibilities of each party

Timeline:

Dec 2019

Creating A Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 1: Partnerships

- Specific outcomes and HT know when they have been achieved
 - HT process referrals, inside and outside the program
 - Create a referral network for this specific program
 - Establish specific times to meet to assess progress, questions
- Create materials to advertise this particular adult education path
- Establish a time to start teaching individuals, or cohort
- Establish a process to transfer graduated students from UNMGAE to GGEDC training
- ATD 4th World
 - Meet with Karen Stornelli, NM Director of ATD 4th World
 - Determine if there is a significant intersection of vision and mission to make a successful partnership worth pursuing
 - Have a written agreement in place
 - Specific parameters of program to be delivered by each party
 - Specific responsibilities of each party, with dates (if necessary)
 - Specific goals of the program partnership, specific enough so that each knows when they have been accomplished
 - Set a next time to meet, with homework to do ahead of time
- Workforce Job Development Career Coach (James Mercale)
 - Have students set up accts in workforce database
 - Assist in the navigation of the workforce website/system
 - Have students do career assessments, including WorkKeys
 - Assist with creating resumes
- CCTE at UNM Gallup
 - Get CP Plan to Division Chair (Sabrina Ezzell)

31 Oct 2019-Met and discussed possibilities

Dec 2019 – Met and agreed to talk more about specific details. Very positive.

Creating A Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 1: Partnerships

- Figure out how our AE students can partner in CCTE program
- UNMG Student Services
 - Allow AE students to have equal access to campus services
 - Allow AE students to access UNMG advisors and financial aid
- Tribal workforce agencies
 - Navajo: NNDWD (Navajo Nation Dept of Workforce Development)
 - Provide support services to AE students, such as transportation, childcare, tuition assistance, books and supplies, testing fees

Jan 2020-will be meeting 18 Dec to discuss this implementation.

Jan 2020-set up first discussion mtg

Jan 2020-talk with decision-maker

NOTE: Except for ATD4th World, we have either a developed relationship or one that we have started. It's just a matter of taking the next step in the process of being able to actually flesh out how we might help each other reach those we've been tasked to reach.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 2: Career Culture

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

Considerations -

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

<u>Current Activities:</u> Include a list of what the program already does to create a career pathways culture.	<u>Planned New Activities:</u> Include a list of what the program could do to enhance a career pathways culture.
<ul style="list-style-type: none"> • We haven’t started anything global yet in this area, but over this last year, I have (as Director) started to talk to the whole group once or twice a week, for a few minutes at the beginning of their classes. I encourage them to believe in their amazing innate abilities and desires, and tell them that it is their life ahead of them—not just passing the final test, but to look ahead at their life and what they want to do with it. 	<ul style="list-style-type: none"> • Establish a career pathways advisory board • Give the program a name that projects a vision of education for a better economic future, in a career that is good for the individual • Make sure that each class has a name that builds rather than takes away or puts down. • AE website pages that reflect education, self-determination, and positive work/career/future. • Establish consistent message across all staff teaching, communicating

<u>Plan:</u> 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.	<u>Timeline:</u>
<ul style="list-style-type: none"> • Establish a career pathways advisory board <ul style="list-style-type: none"> ○ Create list of possible individuals, organizations ○ Decide how, and when, best to contact each ○ Create message to deliver ○ Plan next time to meet and what to plan for 	<p>Mid-October 2019</p>

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 2: Career Culture

- **Give the program a name that projects a vision of education for a better economic future, in a career that is good for the individual**
 - Introduce this to the staff before a staff mtg
 - Solicit ideas during a staff meeting
 - Ask staff about HT solicit ideas from the students
 - Create letterhead, envelopes, etc. with this new name on it (web site, too)
- **Make sure class names encourage rather than anything else**
 - Along with this, we will be sure to use language throughout the program that builds up and encourages and tells the truth about the potential of each of our students.
- **AE website pages that reflect education, self-determination, and positive work/career/future**
 - Update and expand current sad, sad webpages to put forward a vibrant, positive message to potential students, staff
 - Utilizing staff and students, decide what basic areas of information should be included on the web pages
 - Assign staff members (and students?) to draft each of these sections.
 - Create a document that contains all of these
 - Submit to the webmistress
 - From these, create a brochure and other materials.
- **Establish consistent message across all staff teaching, communicating**
 - From the above, create in a format that can be displayed in each classroom and in the foyer
 - I will draw from these when I speak the all the students once or twice a week
 - Decide how often to speak, then be consistent, prepare ahead
 - When talking/sharing with people/groups on campus, be sure to reinforce all these messages
 - Decide who to speak to and what part of the message to share
 - Disemminate the appropriate parts of these messages to various places around campus (see how Trio does it, or another campus service)

EOM – “Open Doors—Creating Bright Futures”

EONov – We have discussed this subject as a staff, but not comprehensively yet.

5 Dec – created a flyer about the next session and an information page about our program in general and have given to UNM Gallup PR/Web people.

Jan 2020 – Our winter session begins 21 Jan. We have time to brainstorm some visuals we can post around our center, and even on the main part of campus (we are located 5 miles away).

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 3: Labor Market Information (LMI)

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

Considerations –

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

Current Activities:

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

- **Current workforce needs (for employers)** p. 46
 - Construction and Trades
 - Manufacturing
 - Transportation/Logistics/Warehousing
 - Educational Services
 - Service Secotr (includes Hospitality, Tourism, Food Services, Retail Trade)
 - Health Care and Social Assistance
 - Small Business Development
- **Current workforce needs (for employees, skill-level needs)** p. 48
 - 43% of jobs require bachelor’s degree or higher
13% of population meets this requirement
 - 18% of jobs require middle-level skills
28.8% of population meets these requirements
 - 38.3% of jobs require low-level skills
58.2% of population meets these requirements

This means that the number of people who have the skills required for middle-

Planned New Activities:

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

- Construction and Trades – work with GGEDC, UNMG trades certifications
- Health Care – work with UNMG Nursing (Sabrina Ezzell), support services for hospitals (phlebotomy, lab technician, X-ray tech, foor service
- Social Assistance – BHT, Home healthcare, counselor (LADAC), etc.
- Help students to get on a path of continuous advancement and income increases, never forgetting, however, that a good life is more than just a good income, but work that someone can feel good about.
 - And don’t forget E. F. Schumacher.
 - Neither forget to consider the Future of Work and how this can impact what work is going to be there for us humans in the future.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 3: Labor Market Information (LMI)

or low-level jobs are much greater than the jobs available, and that the number of people with high skills are much fewer than those needed for those jobs.

- **Projected workforce needs** (p. 40)
 - Health Care and Social Assistance
 - Retail Trade, Accommodation and Food Services

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

Timeline:

- **Construction and Trades**
 - UNMGallup Construction, Welding, and Auto Body
 1. Meet with the head of each department above
 - Construction and Trades – work with GGEDC, UNMG trades certifications
 2. Seek to come to an understanding as to the needs of their regular students and our ABE students. The goal in the first meeting is to get to know each other, the programs we offer, the needs of the students, and how what we offer will lead them to a better, sustainable future with work that is good for them and their families.
 3. Write up an agreement, in which are laid out what each party brings to the CP table:
 - I can imagine UNMGAE having classes that teach soft skills (on either campus), employability skills, job-retention skills, interpersonal skills, skills at how to lay out a career pathway with very clearly-defined steps.
 - I can also imagine the UNMG faculty collaborating/partnering to create a plan where our students can work on a certificate or AAS at the same time that they are finishing up their HSE program.
 4. We decide on a timeframe for all of this to happen and start.
- **Health Care**
 - UNMGallup Nursing-CNA certificate
 1. Research the program and make it fully accessible to all the students.
 2. Meet with the head of the Nursing Department
 - Look for places of intersection in goals and desires for our students.
 - Look for specific, concrete ways that UNMGAE can help current CNA and nursing students.
 - Draw up an agreement that spells out the details of what each party will do and how they will do it.
 - Health Care – work with UNMG Nursing (Sabrina Ezzell), support services for hospitals (phlebotomy, lab technician, X-ray tech, foor service

Feb 2020 – Meet with the teacher in each area, get to know each other better, and see if there are ways that we can help each other.

Jun 2020 – After a semester is finished, and we have met an talked March and May, we may know if a partnership is possible.

Jun 2020 – The new chair of the division that AE belongs to has been the head of the nursing dept, and is over the education dept. She is very interested in the students we work with, and I know that there will be a partnership develop here.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 3: Labor Market Information (LMI)

- | | |
|---|--|
| <ul style="list-style-type: none"> • Social Assistance – BHT, Home healthcare, counselor (LADAC), etc. • Help students to get on a path of continuous advancement and income increases. | |
|---|--|

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 4: Onboarding: Intake, Assessment and Orientation

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

Considerations -

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

Current Activities:

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

- **Orientation – 4 days**
 - Students take TABE tests: Locator, then level-appropriate. This takes 2 ½ days.
 - Students fill out intake/registration forms
 - Basic demographic data
 - Student attendance/behavior agreement
 - FERPA notice of disclosure, general and individualized

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.

- Add a career exploration component (1 day)
- Add a component that guides students through scheduling their time and efforts, especially with school added to their regular activities.
- Add a component that enables each student to work through the process of career exploration as a self-directed effort, creatively.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 4: Onboarding: Intake, Assessment and Orientation

- Local service providers (12-13) introduce themselves to the students and stay so students can talk to them individually.

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

Timeline:

- **Career Exploration**
 - If we do this in-house
 - Assign the task to a specific staff member – that would be me.
 - Do research to determine the best resource on which to base this activity
 - Create materials for students so they can work through this with me
 - Have an outline completed at lease one week ahead of time
- **Scheduling Exercise**
 - Create two different scheduling calendars
 - Have students fill out the first calendar with all the regular activities they currently participate in
 - Give students a copy of a calendar that has school/class times already entered
 - Have students fill out the calendar, with their first one next to it, to show how they will now make room for school in their regular activities. This can be challenging in that they will have to adjust their original schedule to accommodate their new one.
 - Lead a discussion about the challenges of making room for school.
 - Introduce the idea of the necessity of taking time for school, hoping that each one sees the importance of focusing now so that they can grow their life.

Jan 21-30 Winter session onboarding. I am going to base this on Bolles’ *What Color is Your Parachute?*

Jan 21-30 Winter session onboarding. This is relatively simple activity, but has powerful ramifications. I hope to see if doing this leads to a higher percentage those who stay in the program. This is based on an idea from Thomas Bennett at Dine College-Shiprock.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 5: Individual Education, Career and Life Plans

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

Considerations –

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

Current Activities:

If the program currently uses an Individual Learning Plan or Individual Education and Career Plan, list the elements included in the template. Include how the plan is developed and used, and how students are involved in the process.

- We do not currently have such a plan in place for our students.

Planned New Activities:

Indicate if the program will use (create new or revise existing) an Individual Education, Career and Life Plan for every student? Include a list of the elements that will be included in the template, how it will be created and used for each student, and how students will be involved in the process.

- I would like us to be able to do it, but at this point we do not have the staff to.

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.

- While we do not have an advisor hired yet, I am going to orchestrate a very simple beginning:
 - Using a very simple folder system (the kind with 3 bendable metal tabs inside), I am going to have an exercise during the career exploration part of onboarding, in which each individual will have the chance to record 3 different jobs/careers that they can see themselves involved in and then choose 1 of those (and with some guidance) lay out a pathway, step-by-step, to this goal. All of these will be kept in a folder, alphabetically, in hanging folders, where each student/teacher/staff member can access them easily in order to be able to encourage the students on their path, or to help them make adjustments or add to it.
 - In these files will be kept copies of the scoring of TABE assessment test and HiSET practice test results.

Timeline:

Jan 2020 Winter session onboarding. During the career exploration activities.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 5: Individual Education, Career and Life Plans

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| <ul style="list-style-type: none"> ○ I am hoping that by using this method, students will be able to see, in black and white, a real, possible future. ○ One more note: All staff members are being set up to be able to access LACES so that they can easily see where a particular student has scored on a test. | |
|--|--|

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 6: Career Advising

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

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.

<p><u>Current Activities:</u> 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.</p>	<p><u>Planned New Activities:</u> 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.</p>
<ul style="list-style-type: none"> • We are in the planning stages of hiring someone to be an advisor-counselor-caseworker. 	<ul style="list-style-type: none"> • The IELPs above will be laying a material foundation for the advisor when hired, and will make it possible, at least to some extent, for the current staff to have quick access to the goals and plans of their students

<p><u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.</p>	<p><u>Timeline:</u></p>
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Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 6: Career Advising

- Short of finding additional funding through a new grant, I do not know how we can fit this into our current program.
- But let's assume I do find the funding we need, here is what I would do:
 - She/he would have separate office where would be contained information on local employers (LMI), local services, on UNM Gallup community courses, resources to assess a student's strengths and weaknesses in employability skills and the like, and a whole library of career and life-planning materials. (Ideally, the advisor would share space with the program coordinator, so they could easily share student records and information.)
 - This person would have access to LACES and PLATO data on students, as well as student files.

Jan 2020 – Winter session onboarding.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

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

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

Considerations -

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

Current Activities:

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

Planned New Activities:

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

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

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

<p>We do not offer this at the present time.</p>	<ul style="list-style-type: none"> I see our program offering IET experiences from third parties, either through those functioning in the local community college or those already in place in the economic development organizations/employers in the area. If a partnership were to develop in which we might collaborate to create an IET course, then we would develop staff who could do this.
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<p>Plan: Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.</p>	<p>Timeline:</p>
<ul style="list-style-type: none"> Our job would, then, be to regularly evaluate the students who have interest in one of the areas where IET is available. This would be done in coordination with our program advisor and testing assistant. <ul style="list-style-type: none"> Educate students as to what an IET is and the types that are available locally. Identify the student(s) who have expressed interest and aptitude in a particular IET. Talk with the IET provider and connect the student with them. Monitor the student during the IET process, making sure that they continue on the path to earning their HSE. Upon completion of the IET, ask the student to present a brief report to the rest of the students about his/her experience. The integration of soft skills throughout the curricula will mean establishing the previous elements first. 	<p>Jun 2020? This step seems, from the current vantage point, a long way off. It may be, though, that some of the work in this area will happen as some of the work is done on previous components.</p>

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 8: Alignment of Services

<p>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 <u>without the need for remediation.</u></p>
<p>Considerations –</p> <ul style="list-style-type: none"> 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.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 8: Alignment of Services

<ul style="list-style-type: none"> 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. 	
<p><u>Current Activities:</u> List what strategies the program currently uses to ensure alignment of services.</p> <ul style="list-style-type: none"> We have none currently employed. 	<p><u>Planned New Activities:</u> List what new strategies the program will use to ensure alignment of services.</p> <ul style="list-style-type: none"> It will be necessary to hold regular and ongoing staff training so that those teaching in the same subject areas will be including all the above in the same way. To be completely honest, at this point in time, I cannot even imagine this happening, especially where our students do not need remediation to go straight into post-secondary education. That said, in the next year, we could be integrating most of the items in the list above.
<p><u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.</p> <ul style="list-style-type: none"> CCRS, Workforce preparation, Remedial content, Job skills needed, LMI <ul style="list-style-type: none"> Review the individual elements needed and create a simplified list of what should be included in the curriculum. Discuss how to implement each into the current curriculum used in each subject area. <p>NOTE: I know this is grossly over-simplified, but I need to do some research into each area before I can go further than this.</p>	<p><u>Timeline:</u></p> <p>Jan 2021</p>

Creating a Comprehensive Career Pathways Model 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.

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 9: Serving Populations with Barriers to Employment

Considerations -

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

Current Activities:

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

- This is definitely on my heart and mind, but we have not made much progress.

Planned New Activities:

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

- Three stand out as the ones to expand our services to:
 - Justice-involved individuals (we have a mandate for this)
 - Low-Level literacy individuals (we have a grant for this currently)
 - Individuals with high school diplomas, wanting to go to college, but needing to increase their abilities in reading, writing, or math.

Plan:

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

- First, we must identify individuals in each of these groups:
 - JII – reach out to local service providers for ways to identify and contact these
 - LLL – start with those in our program who are in this category
 - ABE – consult with the UNM Gallup advisors, as well as the local veterans center
- Second, we need to invite individuals to attend classes aimed at helping them (individual invitations and invitation-by-flyer)
- Third, we find qualified staff who can teach each of these groups

Timeline:

Feb 2020 – This might be unrealistic, but the current grants for these are in play and need “only” be implemented.

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:

Include a list of support services the program currently offers. Describe how these services are identified and accessed.

- We work with TANF, Navajo Nation TANF, Navajo Nation Workforce Development, and National Indian Youth Council. Otherwise, we are still on the inside of our program looking out.

Planned New Activities:

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.

- These are copied directly from the “Considerations” section above, but these are exactly what we want to be able to provide our students. It would be a simple matter to identify and list these for our community. Access will begin with a FTF visit of a staff member with each one.

Plan:

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

- From the list above, brainstorm, as a staff, who fits into each of these categories.
- Prioritize the list as a whole and as individual parts
- Create a physical display with many pockets under each main category, placing in each pocket a specific service-provider that can be researched, met, and added as a permanent “member”.
- Introduce the students, as a whole, to this resource.
- Create copies of each so that students can consider them, either independently or in consultation with a staff member.

Timeline:

Jan 2021 – It may be that some of this is accomplished as we move through the other elements, but they need to be consciously inserted as we go.

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:
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.

Timeline:

- I honestly wish I could write something for this part of the CP plan, but until I can work through the previous elements in more detail, I just cannot.