

**Annual Program Report
Cover Page**

Program Name: Services for Native American Students

Institution or
Organization: Southwestern Indian Polytechnic Institute

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Workforce Region(s)
Served: Central and Northern

Submission Date: September 10, 2021

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9/10/21

Signature of the Chief Executive Officer or Designee

DATE

Monte Monteith, Acting President, SIPI

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. Describe your program. Include the services you provide under WIOA Title II, the student population you serve, and how you are using AEFLA funding in ways that are allowable under the statute.

The Southwestern Indian Polytechnic Institute general education building houses Developmental Program classes for ABE and HSE students each academic year. Our program offers remedial English, math, reading, and high school equivalency preparation classes on a trimester schedule.

The SIPI Adult Developmental Education department seeks to ensure that students have every opportunity to be successful in achieving their individual goals. The HSE program's main goal is to provide students with the basic educational and life skills required for preparation and completion of their High School Equivalency exam.

SIPI's ABE program's goal is to prepare students to enter or retain employment and/or continue on to a degree or certificate program. The ability to better meet these goals of SIPI's ABE participants are aligned with SIPI's over-all institution's mission and its commitment to develop long-term goals to ensure support and assistance to Tribal communities. SIPI's affirmation of the belief that each person's worth and dignity is of the utmost importance while attending the institution. Each individual student has the potential to impact the SIPI community, their home tribal community and the global community is what compels SIPI to honor each student and their worth.

Each program at SIPI, including the ABE program, has goals and learning objectives that are aligned with SIPI's institutional mission. The three ABE programs highest goals includes: 1) assists adults in becoming literate; 2) obtaining knowledge and skills necessary for employments and self-sufficiency; 3) obtaining knowledge and skills necessary for entering and being successful in postsecondary training or education. The conferring of educational skills necessary to complete their secondary school education is congruent with SIPI's mission as an associate degree granting two-year college. The funds we receive as part of this grant as put forth to support this mission and to prepare students for lifelong learning and careers.

SIPI is a national Native American college and serves all Native Americans who are members of federally recognized tribes across the country.

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.)

SIPI has started working with the City of Albuquerque for internships for placing students who wanted to pursue a career in early childhood education. SIPI has also been forming informal partnerships with community development programs such as with the American Indian Chamber of Commerce for internships, and the Cooperative Catalyst of NM for entrepreneurship training and assistance in students starting their own businesses both on and off the reservation. SIPI also has partnerships with the following: Kellogg Foundation, Accion, NUSENDA, New Mexico Community College, University of New Mexico, Navajo Technical University, American Indian Business League, and the SIPI Board of Regents to develop and facilitate the SIPI Business Entrepreneurship Incubator program. SIPI is also

starting a partnership with the Alamo HSE program so start remote learning opportunities for their HSE students.

3. Please describe the impact of the COVID pandemic on your program. How were goals, timelines, and collaborative arrangements affected? Describe any substantial changes your program made to both general service delivery and to specific policies or procedures, including testing.

The data collection for the 2020-21 FY has been profoundly impacted by COVID-19 such that it is hard to compare this year's numbers with last year. Many of the partnerships and meeting times we had before the pandemic has had to take a back seat to devoting more one on one time with our students.

In the first half of the year, our total NRS student count decreased 25% after several years of slow but steady increase. Spring of 2020, while is not included in this report, saw SIPI campus closing on March 20th, 2020, where we had a one week programming break and then resumed all spring classes in an online format. While many students did finish this semester who never navigated this transition. The SIPI administration recognizing that the semester did not finish in the context that students had agreed to in January 2020 decided that any student who wished to withdraw up through the end of the semester on April 19th could do so without academic penalty. The entire 2020-21 FY including both summer trimester, fall, spring, and summer '21 stated and finished on the already established schedule but in a 100% online context.

The first summer enrollment was impacted by data collection requirements because there was no option to TABE test new student until a couple days before the semester started. Thus, there were no new students and we continued instruction with students from the spring semester. In many cases, these students were repeating their spring courses interrupted by our COVID closing, but in an online environment. Further, during the summer and fall of 2020, a substantial portion of the ABE students decided to stop out rather than continuing in a Distance Learning environment. The requirement that new students test with TABE assessment was only expanded to include an online virtual testing option a few days before the summer semester started. SIPI had not attempted to attract any new students and was merely continuing already enrolled ABE and the online assessment option only allowed SIPI to add five new students in the last few days of summer registration.

The TABE assessment requirement continued to have a substantial impact on SIPI enrollment even as we have expanded our testing staff to adapt to using the virtual proctoring testing option. This option, while essential to meet NRS funding requirements allowing SIPI to serve ABE students has practical consequences that make hitting out data collect and student assessment targets. Previously, using multiple computer lab and a few proctors allowed up to 75 students per day to be assessed during orientation week. The online proctoring environment allows a single proctor to observe at best eight students per day and in practice we average half this. Equipment requirements often result logistical issues that might take several attempts and multiple days to test a single student. SIPI eventually created and staffed an assessment team from resources in our orientation and counseling offices. There was a large learning curve.

The rough estimate is that 10X more employee hours were invested in obtaining initial TABE assessments in 2020. The second half of this FY reduced this by twofold. This structural change of turning initial assessment over to dedicated staff rather than using ABE teaching staff will eventually improve all parts of our student skill level and gain data collection, but the context of 100% online teaching still stretches resources and ability to connect with students.

Another aspect of data impacted by COVID-19 is that there was a substantial increase in our instructional hours per ABE student. Our classes use the same weekly contact hour format as before but

it is difficult to determine if virtual instructional hours are as efficacious as in-person instruction. Students attending Zoom sessions may not be as dynamically attended to as in-person instruction allows. Finally, there are two components in the data on EFL gains, these numbers show that our percentage of students testing demonstrating EFL gains has increased to our highest level ever with 80% showing language skills gains and 40% showing math gains, but our ability to get students to post-test has decreased. This indicates that the growing instructional proficiency with online instruction is working, that students are making comparable EFL gains as during in-person instruction. There may be an increase in total student hours as instructors add hours spent individualizing instruction that could have been incorporated with content delivery during in-person instruction.

The problem of the online TABE testing is that it is absorbing much more time and effort has increased again in this second half of the year as we strive to increase post-test assessment. Students have class schedules that rarely allow them to finish a post-test in a single session. Contacting students and getting them to consistently show up for the Zoom appointment for their TABE test often required many attempts and constant rescheduling of TABE testing appointment. The gains demonstrated may partially have increased because there is so much effort to bring student and proctor together and student may apply significantly higher effort knowing they are being observed throughout the entire test period. Thus we have a significant decrease in our post-testing rate to 42% despite institutionally investing many more hours and effort in obtaining these tests.

4. As the state comes out of the pandemic, please describe your program's plan for re-opening. Include how you intend to incorporate distance learning into your program practices moving forward.

SIPI have a COVID committee that consist of cross campus representatives. The committee is helping to advise the campus on the students returning to campus with establishing safety protocols for students returning to the campus. We are also using Healthy Rosters to have student and faculty/staff check in every school day to be cleared to come on campus. Further, all faculty and staff have been mandated to be vaccinated by the President Biden under Executive Order and we are working on a policy for the students. At this time, we are online until October 6, 2021 and then will be having students and faculty return to campus. SIPI does have a plan in place in case we need to switch back to all online classes if the pandemic warrants the change. We will continue to offer students the opportunity to Zoom into a class if they cannot make it on to campus for those classes that hold Zoom sessions.

Section II. Student Data 2020-2021

Please enter the following student data *for your total program* for program year 2020/2021.

Total count of students with fewer than 12 hours (Table 2A)	3
Total count of students with 12 + hours	246
Total contact hours for students with 12 + hours	36440
Average contact hours for students with 12 + hours	148.1
Average contact hours for students with 12 + hours experiencing level gains	205.3
Count of all HSE graduates with 12 + hours	32
Percentage of total number of students achieving a measurable skill gain	51.3%
Percentage of total number of students achieving employment second quarter after exit	50%/20%*
Percentage of total number of students achieving employment fourth quarter after exit	51%/13%*
Median earnings for former students in the second quarter after exit	2404
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0* we were 100% online this FY
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	0% we were 100% online and most child care was home based

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. 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.

Up until 2021, there had been a steady increase in our number of ABE students served and continuous improvement in retention to matriculation rate. The HSE program had shown constant increase in success rate and almost all HSE graduates were matriculating into our college level classes. This year has seen student still making EFL gains, but the HSE program has seen a serious impact in graduation rate as it has been so difficult for students to obtain a HSE Assessment exam. Testing sites and availability has decreased 90% and while there is a virtual proctored accommodation possible, there are kinks in this system that have as yet seen few students earning their HSE diploma this way. It remains to be seen exactly what the enrollment recovery will look like on the return to in-person instruction, presently planned for fall of 2021.

The spring and summer 2021 trimesters saw enrollment figures return almost to pre-pandemic levels. A new trend for SIPI, which has traditionally had very little online ABE content, is that about 20% of the new student population is requesting an online learning option. Partially, this results from a change in the population served by SIPI as a fully online curriculum allowed student who because of family commitments would not have been able to relocate to Albuquerque to take classes. This allowed many students, most often mothers with young children to participate in classes virtually. Our overall demographic shifted to 75% female during this transition. This may result in an immediate increase of perhaps 20% in our student population when we eventually return to pre-pandemic conditions if we maintain a viable online learning path.

The HSE program is now seeing similar pre-COVID numbers and similar EFL gains, along with better retention of our students. The difficulties with navigating the virtual environment for testing the official HiSET test has continued. Only a few students managed to complete their HSE diploma through virtual testing. These were created by apparent growing pains from the vendor administering these assessments (ProctorU), but it is hoped that many of these obstacles will be eliminate this upcoming FY. These hurdles were often outside of SIPI control and students often reported inconsistencies of the testing and location requirements from one proctor to the next. This lack of consistency in administration of virtual testing was sometimes off-putting to our HiSET students, but we anticipate that as virtual testing competes with in-person assessment that these problem will be ironed out. We intend to incorporate the virtual proctored HSE test as a regular approach, which may facilitate our ability to deliver HSE certification to students for whom moving to Albuquerque would not be possible.

2. When you look at your program data, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data. In your response, please discuss how your program's outcomes compare with the state-adjusted levels of performance in the state plan. They are:

State Adjusted Levels of Performance	
Performance Measure	Expected Level of Performance
Measurable Skill Gain (MSG)	40%
Credential Attainment Rate	22%
Employment (Second Quarter After Exit)	24%
Employment (Fourth Quarter After Exit)	26%
Median Earnings (Second Quarter After Exit)	\$3,750.00

With the caveats provided above on the impact of COVID-19 on our programming and biases injected into our data collection, we are confident that we are making the best of a difficult situation. Our numbers indicate that some of our coping practices will become best practices as we continue with the expanded Distance Learning deliver of content even once we return to in-person instruction. We have the highest level of EFL gains that we have seen for 80% of students seeing language skills gains and 38.5% demonstrating math skills gains. The math skills improvement were concentrated in programming areas that we have focused on for several years and we were intending to pilot a similar approach in our introductory math classes but the pandemic has postponed these changes until next year. The level gains in our highest-level ABE courses that lead immediately to college level skills are strengths across all classes. Our weakness in our lowest level skills classes result from students beginning with too broad level of skills into a single class setting. The other weakness this year is to get a large proportion of follow up testing. We have targeted improving this component of our ABE programming for several years, demonstrated significant improvement but as discussed above the COVID-19 accommodations have worked havoc with these systems

Finally, two of the measures that are in the state's expected levels of performance are not aligned at all with the SIPI mission. The expectation of employment at the second and fourth quarter after exit have not been feasible especially during the pandemic. When students exit the SIPI ABE program, our primary goal is that these students will then matriculate into one of our certificate or degree programs. This means that the target would be that a student leaving the ABE program would be two semesters later, finishing their first year in pursuit of a certificate or degree at SIPI. Technically, regarding certificates, a student may be to finish in one year, but in either case SIPI would provide sufficient supports that the student could pursue this degree without the requirement of working a full time job. The same could be said for the measure of employment at greater than median income four semesters after exiting since these students will soon be approaching their graduation from SIPI and either entry into the workforce or transfer into further university education. These employment targets will be reviewed once the pandemic is over and students are able to return safely to the work force.

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

We presently employ an extensive annual program review which exams the student retention and success rate along with program defined educational gains. Each of the components of our ABE program and the HSE programmed are assessed with annual improvement goals established and assessed. Each year, an assessment plan is submitted to our Office of Analytics and Outcomes who approve the assessment plans. The plan is then put into a report once the data is collected for the year. The assessment report contains information as to whether target measures are met and if not, then action plans are made and a time line set to close the loop on continuous improvement. Our most recent departmental review of the summer of 2020 found that we had hit most of our goals from the previous year. At that point, there had been little impact of the COVID-19 disruptions on student success. We continue to pilot new approaches each year and evaluate them for several years running. SIPI only has the single program site.

4. Describe in detail any program improvement initiatives you plan to pursue in the upcoming program year.

This past four trimesters have seen a steady uptick in students returning to SIPI that had stopped out from their studies in the last decade. This has been encouraged by specifically targeting the former students with archived information and a waiving of student registration fees. This strategy has brought a number of students back that would have shown as losses in the past returning and hopefully finishing their previously started degrees. If SIPI leaves this recruitment strategy in place there is a chance that when combined with new first time enrollments that we may be able to recover to pre-COVID levels of attendance within a year. This follow up strategy appears to find students who had started their academic path at SIPI in the last couple decade, but for one reason or another did not finish. When SIPI recruitment contacts these individuals especially with information about new degrees and an online format students often express that they had often thought about returning, but the contact from SIPI inviting them to return may be influencing them to actually make the leap and re-enroll. This most recent semester, the first of the 21-22 FY had the highest number

of returning students ever. While student often are not able to simply start up where they left off, they often can get up to speed quickly and they may find a more mature attitude about their need to improve their career path prospects. The projected re-alignment of the post pandemic workforce especially with a significantly larger tele-work component may make enrollment in online classes an attractive option for these past students.

SIPI also plans to start a bridge like program for the HSE students who are close to finishing their HiSet tests. Our math and English college level faculty will start working with the HSE students to try to get their ACCUPLACER scores up to college ready levels to hopefully allow the HSE students to go right into their desired degree/certificate program and skip having to go into the ABE program.

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

Because of the pandemic, many students have difficulties continuing their education or if they do continue with their education, many of them experience multiple conflicts with connectivity and the use of technology.

In the area of mathematics, for the Summer 2020 and Fall 2020 trimester, many students withdrew and were not able to complete their MATH 099 or MATH 100 courses. For example, for the summer 2020, we only had 50 registered in developmental mathematics. From there, 60% (30 students) passed the class with ABC, and 20 (40% of the students) received a grade of D, F or W. However, it is worth noting that 15 out of those 20 students that received D, F or W, withdrew from the class. This amounts to 30% of the total students. As for the Fall 2020, the results are remarkably similar. Out of a total of 137 students registered in developmental math, 29% of them (40 students) withdrew from their classes and 52% (71 students) passed the class with A, B or C.

The pandemic also took a toll on the success of the reading and English classes for the Fall 2020 trimester. Two sections of our READ 100 classes had a pass rate of 10 students out of 19 with three students having to withdraw. The two co-requisite ENGL 100 courses had a pass rate of only 11 students out of 36 with eight students having to withdraw. We hope that with the additional concentration on sending students to the Zoom writing labs and with early intervention by the counseling center, that we can try to raise the pass rate in the Fall 2021 trimester.

Section IV. WIOA Partner Activities, Career Services, and Training Services

For this section we will be asking about working with WIOA Partners, alignment with LWDB plans, infrastructure agreements, one-stop responsibilities, and career and training services.

1. What is the total number of participants in your program who received career and training services, respectively, during the most recent program year? *For definitions of career and training services and other information, please see the **appendix** to this report template.*

113 students were served from Fall 2020-Summer 2021

2. What is the *average cost per participant* for those who received career services and training services, respectively, during the most recent program year? *For definitions of career and training services, how to calculate these costs, and other information, please see the **appendix** to this report template.*

The average cost per participant was \$2076.24

3. 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.

Students who participate in SIPI's College and Career Success class are on track to matriculate into college-level programs at SIPI. They may be employed while they are college students, but their current employment may not be in the field to which they aspire for a career. The pandemic has made it hard for our students to safely enter into the workforce. Some students have been able to work, but they may not be earning money for the purpose of anything other than enhancing the money they are awarded through financial aid while they are students. Further, because SIPI students come from states across the U. S., their employment may not show up in New Mexico employment data.

4. 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.

Adult education providers in the Albuquerque area began meeting network monthly in 2020 prior to the pandemic with the goal of sharing information and updates from their programs and developing common outcomes to advocate for when meeting with the LWDB. Those meetings were interrupted by the pandemic and will resume when it is safe to do so. SIPI participated in those meetings and looks forward to continuing this collaboration. Before the pandemic, we had a Workforce counselor visiting on campus, but we have not had that opportunity during the pandemic. SIPI has agreed to provide office space on campus for Workforce Solutions; it is anticipated that a representative will again be on campus a few days each week to meet with students and community members when the SIPI campus opens again for in-person classes, which is hopefully in the spring 2021.

5. Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. Please indicate the amount your program contributes in your IFA. If you do not have an MOU and/or an IFA,

please inform of us of any efforts or discussions toward MOUs and IFAs in your local area. We want to get a sense of where you are in these activities, even if you do not have (or yet have) an MOU and/or IFA.

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 2020-2021 program year.

1. Please describe the extent of your program's participation in the state-sponsored Career Pathways Institute this year (CPI Year 2) and note any significant developments and/or challenges in your program's efforts to move toward a more pathways-oriented service delivery model.

Two staff members participated in the CPI Year 2 workshops. One of our challenges over the past year was teaching online to students spread across the US who would normally have been together on campus in Albuquerque. Because SIPI is located in Albuquerque, our College and Career Success class is geared to services and opportunities in New Mexico; we adapted by helping our students explore the equivalent of Workforce Solutions in their own states and to report on salaries and work opportunities in the areas where they are currently living rather than emphasizing the current situation in New Mexico.

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)

The students in the new ABE career pathways program for the most part are not actively in their SIPI career-training programs yet as they will first be able to matriculate after mastering the basic academic skills, they are simultaneously learning. However, roughly, 50% of ABE students are already employed and all have their motivations focused on entering their chosen career preparation program. This course uses their individual employment or aspirational motivations to add a career skills layer to their present experiences. Employing group presentation of career relevant skills and issues and shared discussion plus individual projects that relate these topics to their personal experience results in an IET experience for each student. This group discussion and helps illustrate for each student that their aspirational motivation will be greatly empowered by rich set of understandings of the demands of the modern career workplace setting. In the online delivery setting each week's instruction results in a portion of the class involving content delivery but also a portion as career counseling, and career advisement. All of the approaches are integrated to assure that on

completion of this curriculum allows students to have a vastly improved understanding of the purpose and demands of transition and completion of postsecondary career training programs.

3. If your organization is currently in the process of 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.

As documented above our institution is actively and continuously developing and improving our IET programming. We are on a long-term project of winning over our institution's various upper division certificate and degree programs of the utility provided by ABE career pathway preparation. We are also in both peer-to-peer collaboration with several other local ABE programs over their experience and methods of implementation of career path education. We have an active collaboration with individual from a range of academic institutions such as CNM and UNM plus community organizations like Catholic Charities and ABQ GED. Our collaboration has included mostly virtual meetings and discussions in the past year as each institution has had their own approach to confronting the COVID pandemic. This has resulted in a constant listening to each organization's experiences of successes and failures with their career pathways programs. These shared discussion environments have usually resulted in minor changes and improvements in our IET program development and the detail of its implementation. We had planned on collaboration with the emergence from the COVID pandemic constraints at each of our organizations but the most recent surge has delayed this date for at least another few months and perhaps a full trimester. When planning for this emergence in early spring we had not anticipated that New Mexico would be in the midst of another COVID surge during late 2021. While some institutions have still opened to pre-pandemic levels SIPI from an abundance of caution and recognition that COVID-19 has been particularly devastating to the Native American population is still functioning in an online distance-learning environment.

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.

SIPI currently is working on setting up a more formal work based partnerships with our Native business and professional community, Right now, we are working informally with many companies and non-profits for internship placement, but we hope to work with this partners on a more formal work based learning program. For example, SIPI is currently working with the City of Albuquerque for supporting our Early Childhood program students for placement in practicums.

Section VI. Curriculum and Instruction

For this section, please describe your program's efforts to increasingly align curriculum and instruction with the adult education College and Career Readiness Standards (CCRS).

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 College and Career Success class meets for two hours each week during a fifteen-week semester. Additionally, students have an assigned reading from the textbook each week, several videos related to the week's topic to watch, and regular written assignments to complete and turn in throughout the trimester. They also have several Edgenuity units to complete; these are assigned based on individual students' results on the various career assessments they complete as part of the textbook readings.

We normally pilot new approaches each year and evaluate them for several years running to constantly improve each of the three major components of our ABE program (reading, writing, and numeracy) and the now growing forth major component of SIPI ABE career pathway instruction. The last year has seen a substantial increase in the "pilot and evaluate" new pedagogic approaches strategy as we have been using it continuously rather than as an annual process. The continuous nature of our student and instructor feedback on each adjustment made for online deliver and resulted in more new ideas in online instruction that have arisen in the last few decades.

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.

Since May 2020, SIPI's College and Career Success class has been delivered online via Zoom. Four instructors teach the class cooperatively, sharing the lead on the topic for the week with support and input from the others during the first hour and dividing the class into small groups that meet with a single instructor during the second hour. Feedback from students indicates that this online format is working well; students participate in class by asking questions, offering examples and personal experiences, and posting comments in the chat. The class incorporates assignments from an online textbook and from the Edgenuity platform to enhance the information provided during the Zoom sessions.

All of our classes are routed through our school's Brightspace environment as a classroom management system, and this has become the connection point of numerous software content delivery systems in the past year such a PLATO, Edgenuity, Essential Education, and Khan Academy. Instructors use this to pull in content from YouTube, Ted Talks or blogs that are used a conversation jumping off points. Recently SIPI has moved all of our textbooks to e-books that students have access to our entire

Cengage library from their person Brightspace page. Technology is being used to connect these various virtual spaces so that assessment, grading, program planning and all other aspects of the higher education experience can be linked or accessed from many different entry points.

3. Describe your program's efforts to implement the CCRS and any challenges to the full implementation of the standards. Please include information on curricular resources used to support the implementation of CCRS.

SIPI looks at the CCRS as a foundation for the ABE program. Traditionally about 85% of students entering SIPI need at least some remedial English instruction to be for college level texts. The essential component of reading instruction for developmental students at SIPI is reading strategies for learning textbook material. Text complexity is central for understanding and implementing the changes called for in the Common Core State Standards (CCSS).

The instructional practices for our program consist of reading strategies that are of the utmost importance to support learning from multiple textbooks. The common core State Standards (CCSS) defines the 3-part model designed to determine how difficult a text is to read, as well as setting specifications of increasing text complexity as students move up the levels.

SIPI trimesters are 15 weeks long. Developmental-level Math, English and Reading classes meet 4 hours per week in the classroom with an additional 1 hour per week for work in a practical lab setting. Instructors are encouraged to attend professional development workshops and conferences offered on-site and off-site and are asked to share their learning with colleagues following their attendance at them. Until spring 2020, SIPI classes were offered only in face-to-face classroom settings; beginning in April 2020, all SIPI DM classes pivoted to online. Instructors were offered opportunities to learn and apply online teaching methodologies, resulting in student persistence in summer 2020 and a higher passing rate in English in summer 2020 than in Fall 2019 or Spring 2020. This trend has continued for the entire 20-21 FY with the above-discussed components of reading being offered in online format. Students are being given a widening range of e-text and e-books often on kindles supplied for the purpose to increase reading skills and allow the leveraging of social learning even from an online format to improve student EFL gains.

SIPI has also started the co-requisite model of the ENLG 100/ENGL 101, which will help students get college level credit at faster rate and to move them into degree granting programs.

Recognizing that reading adult and professional reading skills are digital technology driven these courses integrate reading and researching digital sources from the first day of class. Skills in validating information from digital sources and social media are becoming increasingly vital, as reading has shifted from predominantly books to predominantly screen. Learning Objectives are presented that sequentially teach students to interpret visual and graphic information as well as presentation and creation of such content to make our ABE students both college and career ready.

Further, the College and Career Success class uses an interactive online textbook and the Edgenuity educational platform in addition to its Brightspace classroom and the weekly Zoom sessions. Each of these resources requires students to demonstrate computer skills and flexibility in online navigation. Students prepare independent written projects based on labor market information from their communities, a résumé, and educational, career, and financial plans. Students take this class during their first trimester at SIPI, so their preparation for these written projects varies; we use the small group gatherings to help them shape the projects and make sure that they are including all the parts of the assignments.

Finally, SIPI is laying the groundwork that would look at emulating the SUNPATH program and looking at developing new career programs such as Behavioral Health Aid, Medical Records Coding, Data Science, and Dental Therapy.

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

For this section, if your program received IELCE funding for 2020-2021, please describe IELCE activities and services provided by the program this fiscal year.

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

1. Please indicate the number of IELCE students (12+ hours)
2. Describe your program's efforts in meeting the requirement to providing access to integrated education and training activities.
3. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
4. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

0

served:

provide IELCE services in combination with

VIII. Programs for Corrections Education and the Education of Other Institutionalized Individuals

Adult Education Local Program Annual Report

2020-2021

For this section, if the program served incarcerated or other institutionalized individuals as defined in WIOA Sec. 225, please describe the activities and services provided by the program this fiscal year.

NA

(If your program did not provide these types of services in 2020-2021, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: N/A
2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. Describe the relative rate of recidivism for criminal offenders served. Include the methods and factors used in calculating the rate for this reporting period.

IX. 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 2020-2021. *If you have your own program tracking system/spreadsheet, you may simply attach those in lieu of the sheet below.*

Adult Education Local Program Annual Report**2020-2021**

Name	Position	Professional Development Attended	Date	Location
James Snyder & Eva Rivera	Instructors	Motivational Coaching	May-July, 2020	Online
James Snyder, Eva Rivera, Luri Owen, Melanie Bartholomew, George Sieg, Rebecca Ferguson, Delica Dixon, Hossein Giahi, Sherry Stahlhut, Jim Niforatus, Mathias Bali, Rudolfo Serna, Ben White, Chris Harrington	Instructors	Workshop with Dr. Norman Eng	July 2020	Online
James Snyder, Eva Rivera, Luri Owen, Melanie Bartholomew, George Sieg, Rebecca Ferguson, Delica Dixon, Hossein Giahi, Sherry	Instructors	Brightspace training (10 hours)	November 2020	Online

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2020-2021

Stahlhut, Jim Niforatus, Mathias Bali, Rudolfo Serna, Ben White,				
James Snyder	Instructor	Plato training		Online
James Snyder, Luri Owen, Rudolfo Serna, Ben White, Jolene Aguilar, Bobbi Brown, Chris Harrington	Instructors & Admin Assistant	Using online textbook “Native American & First Nations College & Career Success”	July - October 2020	Online
James Snyder, Luri Owen, Rudolfo Serna, Ben White, Chris Harrington	Instructors	Using the Edgenuity Education Platform	September- November 2020	Online
James Snyder, Bobbi Brown	Instructor & Admin Assistant	LACES training		Online
James Snyder, Bobbi Brown	Instructor & Admin Assistant	TABE training		Online
James Snyder, Luri Owen	Instructors	Career Pathways training with Jeff Fantine	Monthly in 2020	Online

Adult Education Local Program Annual Report**2020-2021**

Eva Rivera	Instructor	We Teach	August - September 2020	Online
Eva Rivera	Instructor	ACUE Training “Promoting Active Learning Online”	June - July 2020	Online
Eva Rivera	Instructor	Teaching Skills that Matter NM Team	October 2020 - Present	Online
Eva Rivera	Instructor	Dana Center’s Focused Online Collaborative Interactions (FOCI) Program on Creating Effective Learning Experiences at a distance	June 2020 - July 2020	Online
Eva Rivera	Instructor	Mathematical Power and Agency while distance learning	August 2020	Online
Eva Rivera, Sherry Stahlhut	Instructor	NMMATYC Annual Conference	April 2021	Online
Jim Snyder, Luri Owen	Instructor	Catholic Charities	May 2021	Online

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Jim Snyder, Melanie Bartholomew, Eva Rivera, Luri Owen, Bobbi Brown, Christopher Harrington	Department Head, Instructors & Admin Assistant	Edgenuity Training	April 2021	Online
Eva Rivera, Sherry Stahlhut	Instructor	4 th Annual Math Summit	June 2021	Online
Christopher Harrington	Department Head	ACBSB Conference	June 2021	Online
Luri Owen	Instructor	Workshop with Dr. Eng	July 2021	Online

X. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0		0

2. Please indicate FY 2020-2021 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0		0

3. Please indicate FY 2020-2021 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
0		0

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

0

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

0

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

0

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
12, 860 Sft	NA Federal Facility	

Alternate option:

Please indicate institution's building renewal and replacement allocation

0

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

Please list other sources of support and their contributions for FY 2020-2021.

Source	Amount
American Indian College Fund Dollar General grant	\$60,000.00

B. Program Income Activities

Please indicate the amount of PROGRAM INCOME generated from your program for the 2020-2021 fiscal year.

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

C. Administrative Costs

Please provide the percentage of your federal allocation that you spent on administrative costs. WIOA provides specific definitions for administrative costs in section 3(1).

The percentage is 4.4%

Adult Education Local Program Annual Report

2020-2021

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, 2021.

Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years.” WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table below.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs).

Please note that this is the first time the state office has requested cost calculations for career and training services in the Annual Report. As such, we do not expect you to calculate these costs for the three *preceding* program years, as stipulated by WIOA Section 116. For this report, *we ask you to calculate these costs only for Program Year 2020-2021.*

We fully recognize that calculating these costs may be difficult this year, as you may not have been aware that you would need to keep track of these expenditures separately. This year, please do your best to calculate these expenditures faithfully; we appreciate your efforts. Please plan to collect this information carefully in the current program year, as this reporting will be a part of the annual report going forward. We have plans to issue further guidance on tracking these costs in the near future; please contact the state office for assistance as needed. When you have questions, please send them to us. Those will help us craft the guidance.

The calculation for the average cost per participant of providing career services is:

Total expenditures for Career Services (excluding administrative costs*) / Total participants receiving career services** from your AEFLA-funded program.

The calculation for the average cost per participant of providing training services is:

Total expenditures for training services (excluding administrative costs*) / Total number of participants receiving training services from your AEFLA-funded program.

*WIOA provides specific definitions for administrative costs in section 3(1).

**Please note that because of the nature of career services (see table below), all or nearly all of the students in your programs receive career services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>

Career and Training Services Applicable to AEFLA	Category of Service
Outreach, intake, and orientation information	Career Service
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service

Adult Education Local Program Annual Report**2020-2021**

Referrals to and coordination of activities with other programs and services.	Career Service
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service
Integrated Education and Training (IET) programs	Training Service

Source: Program Memorandum OCTAE 17-2, Appendix 7 – Table C

Student:

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

Select Reporting
System:

NRS FY 20-21

Agency: Southwestern Indian Polytechnic Institute

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	1	3	0	0	0	0	0	0	0	0	0	0	0	0	4
ABE Level 2	33	60	0	0	0	0	0	0	0	0	0	0	0	0	93
ABE Level 3	26	75	0	0	0	0	0	0	0	0	0	0	0	0	101
ABE Level 4	12	34	0	0	0	0	0	0	0	0	0	0	0	0	46
ABE Level 5	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	73	173	0	0	0	0	0	0	0	0	0	0	0	0	246

*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.

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

Student:

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

Select Reporting
System:

NRS FY 20-21 ▼

Agency: Southwestern Indian Polytechnic Institute

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	15	23	0	0	0	0	0	0	0	0	0	0	0	0	38
19-24	31	72	0	0	0	0	0	0	0	0	0	0	0	0	103
25-44	27	62	0	0	0	0	0	0	0	0	0	0	0	0	89
45-54	0	10	0	0	0	0	0	0	0	0	0	0	0	0	10
55-59	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4
60+	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Total	73	173	0	0	0	0	0	0	0	0	0	0	0	0	246

*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 20-21

 Agency: Southwestern Indian Polytechnic Institute

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

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

*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 20-21 ▼

Agency: Southwestern Indian Polytechnic Institute

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**	37	103	88	10	4	2	244
Integrated Education and Training Program	24	55	36	2	2	0	119
Adult Secondary Education***	1	0	1	0	0	0	2
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	38	103	89	10	4	2	246

*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.

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

Student:

NRS Table 4

Select Reporting System:

NRS FY 20-21 ▼

Agency:

Southwestern Indian Polytechnic Institute

Measurable Skill Gains (MSG) 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 recognized equivalent, and periods of participation outcomes.

First Period of Participation										All Periods of Participation				
Entering Educational Functioning Level (EFL) (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 EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Periods of Participation in Which Participants Achieved at Least EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)

ABE Level 1	4	0	498	1	0	0	3	0	25	5	1	0	0	20
ABE Level 2	93	0	16103	19	1	0	55	18	21.51	97	19	1	0	20.62
ABE Level 3	101	0	14395	13	2	0	58	28	14.85	102	13	2	0	14.71
ABE Level 4	46	0	5331	6	1	0	30	9	15.22	46	6	1	0	15.22
ABE Level 5	2	0	113	0	0	0	2	0	0	2	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	246	0	36440	39	4	0	148	55	17.48	252	39	4	0	17.06
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	246	0	36440	39	4	0	148	55	17.48	252	39	4	0	17.06

- 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-I.
- 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.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H 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 I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are 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 periods of participation should be entered into columns K-N.
- Column L 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 L or column M or column N.
- Column M 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 L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. 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 L or column M or column N.

- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- 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 20-21

Agency:

Southwestern Indian Polytechnic Institute

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.

[illegible]

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 Total	0	0	0	0	0	0	0	0	0
Grand Total	40	33	82.5	16	40	0	0	0	0

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting System:

NRS FY 20-21



Agency:

Southwestern Indian Polytechnic Institute

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	298	1	0	0	100
ABE Level 2	31	7225	20	4	8	64.52
ABE Level 3	27	5349	13	10	4	48.15
ABE Level 4	19	3148	6	11	2	31.58
ABE Level 5	0	0	0	0	0	0
ABE Total	78	16020	40	25	14	51.28
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ESL Total	0	0	0	0	0	0
Total	78	16020	40	25	14	51.28

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: $G = \text{Column D} / \text{Column B}$

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

Student:

NRS Table 4C

Select Reporting System:

NRS FY 20-21

Agency:

Southwestern Indian Polytechnic Institute

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 recognized equivalent, and periods of participation outcomes.

First Period of Participation										All Periods of Participation				
Entering Educational Functioning Level (EFL) (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 EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Periods of Participation in Which Participants Achieved at Least EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)

ABE Level 1	4	0	498	1	0	0	3	0	25	5	1	0	0	20
ABE Level 2	93	0	16103	19	1	0	55	18	21.51	97	19	1	0	20.62
ABE Level 3	101	0	14395	13	2	0	58	28	14.85	102	13	2	0	14.71
ABE Level 4	46	0	5331	6	1	0	30	9	15.22	46	6	1	0	15.22
ABE Level 5	2	0	113	0	0	0	2	0	0	2	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	246	0	36440	39	4	0	148	55	17.48	252	39	4	0	17.06
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	246	0	36440	39	4	0	148	55	17.48	252	39	4	0	17.06

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. 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.
- 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-I.
- 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.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H 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 I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are 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 periods of participation should be entered into columns K-N.
- Column L 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 L or column M or column N.
- Column M 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 L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. 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 L or column M or column N.

- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- 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 5

Select Reporting System:

NRS FY 20-21

Agency:

Southwestern Indian Polytechnic Institute

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 *	232	47	20.26	241	48	19.92
Employment Fourth Quarter after exit *	191	25	13.09	204	30	14.71
Median Earnings Second Quarter after exit **	47	2404.22		48	2404.22	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	25	3	12	25	3	12
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	25	4	16	25	4	16
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	25	7	28	25	7	28

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 20-21 ▼

Agency:

Southwestern Indian Polytechnic Institute

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	4	0	0	4	0	0
Employment Fourth Quarter after exit	1	0	0	1	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
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting
System:

NRS FY 20-21 ▼

Agency: Southwestern Indian Polytechnic Institute

Participant Status on Entry into the Program (A)	Number (B)	
Employed	126	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	102	
Not in the Labor Force	18	
TOTAL	246	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	0	0
Grades 6-8	0	0
Grades 9-12 (no diploma)	33	0
Secondary School Diploma or alternate credential	170	0
Secondary School Equivalent	3	0
Some Postsecondary education, no degree	37	1
Postsecondary or professional degree	0	0
Unknown	0	0
TOTAL (both US Based and Non-US Based)	244	
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.

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

Student:

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

Select Reporting
System:

NRS FY 20-21 ▼

Agency: Southwestern Indian Polytechnic Institute

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 20-21 ▼

Agency: Southwestern Indian Polytechnic Institute

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

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

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting
System:

NRS FY 20-21 ▼

Agency: Southwestern Indian Polytechnic Institute

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

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

Student:

NRS Table 11

Select Reporting
System:

NRS FY 20-21 ▼

Agency: Southwestern Indian Polytechnic Institute

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	119	23	19.33	120	23	19.17
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	119	4	3.36	120	4	3.33
MSG via Secondary or Postsecondary Transcript	119	0	0	120	0	0
MSG via Progress Toward Milestones	119	0	0	120	0	0
MSG via Passing Technical/ Occupational Skills Exam	119	0	0	120	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.

Student:

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

Select Reporting

NRS FY 20-21

Agency:

Southwestern Indian Polytechnic Institute

System:

[illegible]

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

Authority and Signature – Southwestern Indian Polytechnic Institute Adult Basic Education Program

- One Completed, signed, and dated Authority and Signature page is required for each signatory official.

By Signing my name below, I Monte Forteth, certify that I have read the above information. All of my questions have been discussed and answered satisfactory.

My signature certifies my understanding of the terms outlined herein and agreement with:

☐ The MOU

By signing this document, I also certify that I have the legal authority to bind my agency (outlined below) to the terms of:

☒ The MOU

☒ The Infrastructure Funding Agreement (IFA) – Please note; The Current Resource Sharing Agreement (RSA) will remain in effect until negotiations with each WIOA required partner is complete; prior to January 1, 2018.

The Southwestern Indian Polytechnic Institute Adult Education Program is designated as a Native American program and has elected not to contribute to the operation of the WCCNM's One-Stop facilities. Therefore, no costs will be allocated to the Southwestern Indian Polytechnic Institute Adult Education Program.

I understand that this MOU may be executed in counterparts, each being considered an original, and that this MOU expires either:

- In three years,
- Upon amendment, modification, or termination, or
- On June 30, 2020, whichever occurs earlier.

Monte Forteth

Signature

8/31/18

Date

Monte Forteth for President - SIPI

Printed Name and Title



Workforce Connection of Central New Mexico

809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

Agency Contact Information



Workforce Connection of Central New Mexico

809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

Memorandum of Understanding (MOU) Between **Workforce Connection of Central New Mexico (WCCNM)** And **America's Job Center Partners**



Workforce Connection of Central New Mexico

809 Copper NE, Albuquerque, NM 87102 | www.wccnm.org | (505) 247-1750

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 Workforce Connection of Central New Mexico (WCCNM) and the American Job Center Partners (Partners) within the counties of Bernalillo, Sandoval, Torrance and Valencia Counties.

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

Vision

A strong economic environment, growing industries, highly competitive and profitable businesses, skilled and productive workers and growing, thriving communities.

Mission

To deliver value-added workforce and human resource services that contribute to an economic environment in which Central Area industries are growing, businesses are highly competitive and profitable, workers are skilled and productive, and communities are growing and thriving.

System Structure

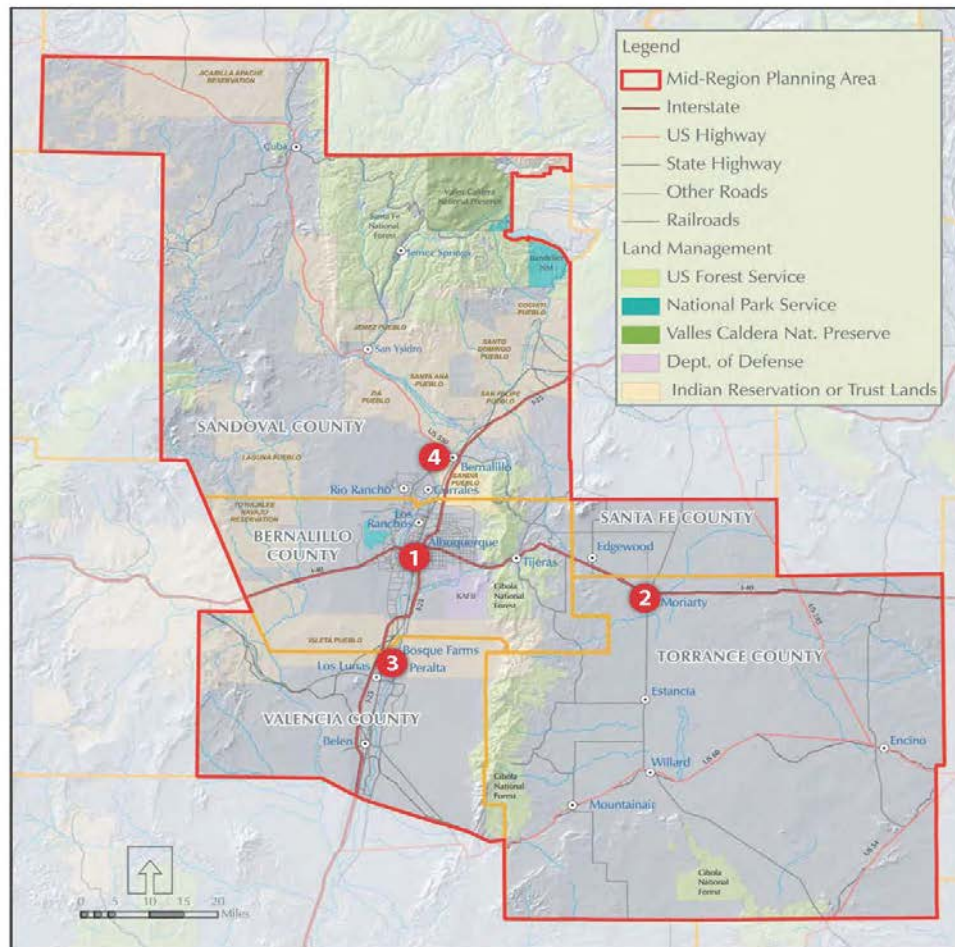
WCCNM American Job Centers

Workforce Connection of Central New Mexico



BUSINESS AND CAREER CENTERS

1. **Bernalillo County Office** 501 Mountain Road NE | Albuquerque, NM 87102 | P (505) 843-1900 | F (505) 843-1993
2. **Torrance County Office** 777 Route 66 | Chamber of Commerce Building | Moriarty, NM 87035 | P (505) 832-6774
3. **Valencia County Office** 428 Los Lentes Rd SE | Los Lunas, NM 87031 | P (505) 212-9115 | F (505) 865-2278
4. **Sandoval County Office** 301 Rail Runner Ave | Bernalillo, NM 87004 | P (505) 771-2160 | F (505) 771-2541



Mid-Region Council of Governments

Administrative Entity for the Workforce Connection of Central New Mexico
809 Copper Ave. NW | Albuquerque, NM 87102 | 505-247-1750

Within the Central Region there is one WIOA comprehensive One-Stop Bernalillo County, three affiliate American Job Centers (AJC) Sandoval, Valencia and Torrance counties. 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 WCCNM 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 all American Job Centers within the Central Area is Monday through Friday 8:00 AM to 5:00 PM

WCCNM's WIOA Partners

<i>Participating (Co-Located) Required Partners</i> <i>WCCNM's One-Stop America's Job Center</i>					
Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information	One-Stop Center
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	Bernalillo Sandoval Valencia Torrance
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	Bernalillo Sandoval Valencia (itinerant)
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	Bernalillo
WIOA Adult, Dislocated Worker, and Youth Programs	Mid-region Council of Governments, Workforce Connection of Central NM LWDB	WIOA title I Adult, Dislocated Worker, and Youth Programs – WIOA Act of 2014	WCCNM Board Chair Leslie Sanchez	809 Copper Ave. NW, Albuquerque, NM 87102 505-724-3636 leslie@dlenm.org	Bernalillo Sandoval Valencia Torrance

Temporary Assistance for Needy Families (TANF)	NM Human Services Dept,	Temporary Assistance for Needy Families (TANF), authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) ³	Secretary Brent Earnest	Office of the Secretary P.O. Box 2348 Santa Fe, NM 87504 505- 827-7750 brent.earnest@state.nm.us	
Temporary Assistance for Needy Families (TANF)	SL Start (service provider)	Temporary Assistance for Needy Families (TANF), authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) ³	Lisa Roberts, EVP of Operations & Workforce Services	5709 W Sunset Hwy, Suite 100, Spokane WA 99224 208.329.0723 lroberts@slstart.com	Bernalillo
Innovate + Educate	Innovate+Educate	Additional Partner	Jamai Blivin, CEO	228 Griffin Street Santa Fe, NM 87501 (505) 629-7071 jamai.blivin@innovate-educate.org	Bernalillo
Graduate Abq!	United Way of Central NM	Additional Partner	Ed Rivera, President/CEO	2340 Alamo Ave. SE, Suite 200, Albuquerque, NM 87106 505-247-3671 Ed.rivera@uwcnm.org	Bernalillo
Tech-Hire NM	Workforce Connection of Central NM	TechHire Partnership Grants: FOA-ETA-16-01	WCCNM Board Chair Leslie Sanchez	809 Copper Ave. NW, Albuquerque, NM 87102 505-724-3636 leslie@dlenm.org	Bernalillo
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	Joe D. Cordova, Executive Director	435 St. Michael's Dr. Bldg. D Santa Fe, NM 87505 505-954-8500 800-224-7005	Bernalillo
Job Corps	Job Corps	Job Corps, WIOA Title I, Subtitle C	Vicki Wilkins, Center Director	1500 Indian School Rd. NW Albuquerque, NM 87104 505-222-4100 Wilkins.Vicki@jobcorps.org	Bernalillo

Non-Participating Required & Additional Partners (Not Co-located)
WCCNM's One-Stop - America's Job Center

Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information
Job Corps	Job Corps	Job Corps, WIOA Title I, Subtitle C	Vicki Wilkins, Center Director	1500 Indian School Rd. NW Albuquerque, NM 87104 505-222-4100 Wilkins.Vicki@jobcorps.org
WIOA National Indian Youth Council	National Indian Youth Council	U.S. Department of Labor's Workforce Innovation and Opportunity Act (WIOA) program	Tina Farrenkopf, Executive Director	National Indian Youth Council, Inc. Employment & Training Program (505) 247-2251 318 Elm St SE Albuquerque, NM 87102 Melissa Wassana mskeet@niyc-alb.org
Unemployment Insurance Reemployment Services and Eligibility Assessment Client Access by Computer and Telephone	NM Dept. of Workforce Solutions	Budget Control Act, 2016, WIOA Act of 2014, Unemployment Insurance Program Letter 19-15 Required Partner	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us
Rio Metro Regional Transit District, New Mexico Job Access Program	Rio Metro Regional Transit District	Additional Partner	Terry Doyle, Director RMRTD	809 Copper Ave. NW Albuquerque, NM 87102 505-843-1701 tdoyle@mrcog-nm.gov
Senior Community Service Employment Program Set-Aside Grantees	NM Aging and Long-Term Services Department	Senior Community Service Employment Program Set-Aside Grantees Required Partner	Kyky Knowles, Acting Secretary NM Aging and Long-term Services Department	Toney Anaya Building, P.O. Box 27118, 2550 Cerrillos Road, Santa Fe, NM 87502-7118 505- 228-6143 DougCalderwood@State.nm.us
Senior Community Service Employment Program Set-Aside Grantees	NICOA, National Indian Council on Aging	Senior Community Service Employment Program Set-Aside Grantees Required Partner	Randella Bluehouse, Executive Director	8500 Menaul Blvd NE, Suite B-470 Albuquerque, NM 87112 505-292-2001 rbluehouse@nicoa.org

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.) Required Partner	Mary Best, President/CEO	5000 San Mateo Blvd. NE Albuquerque, NM 87109 505-881-6140 mbest@goodwillnm.org
National Farmworker Jobs Program Employment and Training Grants	Help – New Mexico	National Farmworker Job Program (NFJP) WIOA Sec. 167 Required Partner	Michael Gutierrez, Chief Executive Officer	5101 Copper Ave NE Albuquerque, NM 87108 505-766-4918 Mike.Gutierrez@helpnm.com
Youth Build	Youth Development Inc	Youth Build Grants: SGA-DFA-PY-13-04 Required Partner	Dr. Diego Gallegos, President/CEO	518 1st Street NW Albuquerque, NM 87102 505-212-7442 dgallegos@ydimn.org
Adult Basic Education	Adult Education Albuquerque GED	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Gloria Rael, Executive Director	c/o Trumbull Family Resource Center 419 Pennsylvania St. SE, Albuquerque, NM 87108 505-980-2129 gloria@abqged.org
Adult Basic Education	Adult Education Catholic Charities	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	James Gannon, CEO	2010 Bridge Blvd. SW Albuquerque, NM 87105 505-724-4601 gannonj@ccasfnm.org
Adult Basic Education	Adult Education Central New Mexico Community College – CN	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Wanda Helms, CNM Controller	Business Office 525 Buena Vista SE Albuquerque, NM 87106 505-224-3457 whelms@cnm.edu
Adult Basic Education	Adult Education Santa Fe Community College	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Letty Naranjo, Director	Adult Education 6401 Richards Ave. Santa Fe, NM 87508 505-428-1330 Letty.naranjo@sfcc.edu
The Southwestern Indian Polytechnic Institute Adult Education Program is designated as a Native American Program and are exempt from mandatory contribution. Therefore, no costs will be allocated to the Southwestern Indian Polytechnic Institute Adult Education Program.				
Adult Basic Education	Adult Education Southwestern Indian Polytechnic Institute	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Sherry Allison, President	9169 Coors Blvd. NW Albuquerque, NM 87120 505-792-2976 sherry.allison@bie.edu

		Required Partner		
Adult Basic Education	Adult Education UNM- Los Alamos	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Dr. Cynthia J. Rooney, Chief Executive Officer	4000 University Dr. Los Alamos, NM 87544 505-669-3400 gbaca@unm.edu
Adult Basic Education	Adult Education UNM-Valencia	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Dr. Alice Lettney, Chief Executive Officer	280 La Enbtradam Los Lunas, NM 87031 505-925-8540 alicer@unm.edu
Central New Mexico Community College	Carl's Perkins Act	Career and technical education (CTE) programs at the postsecondary level, authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) Required Partner	Sharon Gordon-Moffett Director, Service Learning & Carl D. Perkins Grant Central New Mexico Community College	10549 Universe Blvd. NW Albuquerque, NM 87114 505-224-3068 sgordon@cnm.edu
Community Services Block Grant Act (CSBG) <i>Bernalillo, Sandoval and Torrance Counties</i>	New Mexico Department of Human Services	Employment and training activities carried out under the Community Services Block Grant Act (CSBG) (42 U.S.C. 9901 et seq.) Required Partner	Brent Earnest, Secretary Help NM Michael Gutierrez, Chief Executive Officer	Office of the Secretary P.O. Box 2348 Santa Fe, NM 87504 505-827-7750 brent.earnest@state.nm.us 5101 Copper Ave NE Albuquerque, NM 87108 505-766-4918 Mike.Gutierrez@helpnm.com
Ticket to Work	Adelante of NM	Ticket to work and self-sufficiency program [116] Sec. 1148. [42 U.S.C. 1320b-19] (a) In General Additional Partner	Mike Kivitz, CEO	3900 Osuna Rd. NE Albuquerque, NM 87109 505-341-2000 kswilliams@goadelante.org
Pueblo	Santo Domingo	Required Partner Exempt from mandatory contribution	Robert B Coriz, Governor	P.O. Box 99 Santo Domingo Pueblo, NM 87052 505-465-2214 RBCoriz@kewa-nsn.us
Pueblo	San Felipe	Required Partner	Anthony Ortiz, Governor	P.O. Box 4339 San Felipe Pueblo, NM 87001 505-867-3381

		Exempt from mandatory contribution		ssandoval@sfpueblo.com
Pueblo	Isleta	Required Partner Exempt from mandatory contribution	J. Robert Benavides, Governor	P.O. Box 1270 Isleta Pueblo, NM 87022 505-869-3111 poigov@isletapueblo.com
<p>Five Sandoval Indian Pueblo's WIOA Employment and Training Project represents the following New Mexico Pueblos - Mary Lujan Program Director, MLujan@fsipinc.org (505) 771-5383.</p> <p>The Five Sandoval Indian Pueblo WIOA Project is designated as a Native American program and has elected not to contribute to the operation of the WCCNM's One-Stop facilities. Therefore, no costs will be allocated to the Five Sandoval Indian Pueblo's WIOA Project.</p>				
Pueblo	Zia	Required Partner Exempt from mandatory contribution	Anthoy Delgarito, Governor	135 Capitol Square Dr. Zia Pueblo, NM 87053 505-867-3304 governor@ziapueblo.org
Pueblo	Santa Ana	Required Partner Exempt from mandatory contribution	Glen Tenorio, Governor	2 Dove Road Santa Ana Pueblo, NM 87004 505-867-3301 governor@santaana-nsn.gov
Pueblo	Sandia	Required Partner Exempt from mandatory contribution	James R. Bernal, Governor	481 Sandia Loop Bernalillo, NM 87004 505-867-3317 sparkinson@sandiapueblo.nsn.us
Pueblo	Cochiti	Required Partner Exempt from mandatory contribution	Dwayne Herrera, Governor	P.O. Box 70 Cochiti Pueblo, NM 87072 505-465-2244 es_herrera@pueblodecochiti.org
Pueblo	Jemez	Required Partner Exempt from mandatory contribution	Paul S. Chinana, Governor	P.O. Box 100 Jemez Pueblo, NM 87024 505-834-7359 Joseph.a.toya@jemezpueblo.org

TERMS and CONDITIONS

Services

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

Business Services		
Serve as a single point of contact for businesses, responding to all requests in a timely manner	Provide information of services related to Unemployment Insurance taxes and claims	Assist with disability and communication accommodations, including job coaches
Conduct outreach regarding Local workforce system's services and products	Conduct on-site / off-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 & Business Development issues	Coordinate with employers to develop and implement layoff aversion strategies
Post job vacancies in the state labor exchange system and take and fill job orders	Provide information regarding disability awareness issues	Provide incumbent worker upgrade training through various modalities
Provide information regarding workforce development initiatives and programs	Provide information regarding assistive technology and communication accommodations	Develop, convene, or implement industry or sector partnerships

Job Seeker Services		
<u>Basic Career Services</u>	<u>Individualized Career Services</u>	<u>Training</u>
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs)
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), provided in combination with the training services described above
Job search and placement assistance (including provision of information on in-demand industry sectors and occupations and non-traditional employment	Referral to training services	On-the-Job Training (OJT)
Access to employment opportunity and labor market information	Group 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

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)

The CEO'S for the WCCNM will:

- In Partnership with the WCCNM 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 WCCNM and their Partners;

- Approve the WCCNM'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 WCCNM to oversee the operations of the Central Region's American Job Center network.

WCCNM

The Workforce Connection of Central New Mexico's Workforce Development Board ensures the workforce-related needs of employers, workers, and job seekers in the Central Area are met, to the maximum extent possible with available resources. The WCCNM will:

- In Partnership with the CEO's and other applicable Partners within the Central Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by WCCNM 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 WCCNM - American Job Center network structure. This includes, but is not limited to:
 - Adequate, sufficient, and accessible one-stop center locations and facilities;
 - Sufficient numbers and types of providers of career and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities);
 - A holistic system of supporting services; and
 - A competitively procured one-stop operator.
- In collaboration with the CEO's, designate 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;
- Assist the one-stop operator recruit operational Partners and negotiate MOUs with new Partners;
- Leverage additional funding for the WCCNM's American Job Center network to operate and expand one-stop customer activities and resources; and
- Review and evaluate performance of the WCCNM and one-stop operator.

One-Stop Operator

The role of the One-Stop Operator is equivalent to a managing partner of the workforce system. In this role, the Operator facilitates the identification of opportunities, challenges, and issues to be addressed at the local level to ensure effective and quality service delivery. The Operator works with all partners working with the WCCNM's American Job Centers to coordinate effective strategies and systems necessary to build and sustain a cohesive, seamless service delivery system that engages all agencies and organizations at a systems level. Partners, including state staff, are fully integrated into the framework and everyone participates in planning, goal setting and implementation of activities necessary to ensure a seamless operation. The Operator is primarily responsible for developing these partnerships, engaging in system approaches focused on shared decision making, collaborative problem solving, and collective impact approaches.

Responsibilities may include:

Community and Partnership Development

1. Establish and sustain relationships with WCCNM's American Job Center partners with a focus on creating opportunities to engage in shared planning, visioning, continuous improvement, and program outcomes and evaluation.
2. Ongoing identification and development of community partners to engage in workforce systems activities that lead to improvements in community awareness or engagement in workforce development strategies; and enhanced interest in organizations and businesses to use WCCNM's American Job Center services.
3. Support the implementation of continuous quality improvement approaches and methodologies to enhance the system effectiveness. Examples include, but are not limited to: adoption of change principles to directly enhance flow of service delivery, improve customer, and staff satisfaction; increased administrative efficiencies or improved funding leverage, youth friendly and youth engaged approaches, and inclusion of individuals with disabilities across all programs.
4. Identify and coordinate capacity building activities to improve the effectiveness and performance of partners working with and within the WCCNM's American Job Center; including youth services and programs for individuals with disabilities.
5. Facilitate opportunities for shared learning and training.

6. Promote the WCCNM's American Job Center programs broadly; educate local community, agencies, and organizations about the partners and programs available.
7. Convene regular meetings of all partner agencies and organizations to support full engagement and share leadership in the organizing and developing of ongoing activities and processes; including youth services and programs for individuals with disabilities.
8. Actively engage in opportunities to share leadership with all partners by creating opportunities to report, present, and share activities, such as through local board and committee meetings, community forums, and other appropriate settings.
9. Provide for conflict management and dispute resolution when issues arise between partner organizations.

Implementation and Compliance

1. Provide guidance and leadership to ensure WCCNM's American Job Center policies and procedures are clearly communicated and followed.
2. Provide guidance and leadership to ensure compliance with all Federal regulations related to WIOA, state and local policies are implemented accordingly. Additionally, ensure provisions of the U. S. Department of Labor Statement 29 CFR 38 Implementation of Nondiscrimination and Equal Opportunity are understood and followed.
3. Provide guidance and leadership to partners and staff to ensure full coordination of services across all programs are implemented effectively; with quality and assurances necessary to eliminate or minimize duplication.
4. Provide guidance and leadership to partners and staff to ensure services and programs are accessible for people with disabilities; create opportunities to engage in learning about best practices and approaches to serve people with disabilities.
5. Provide guidance and leadership to all partners and staff to ensure services and programs for youth follow best practices in youth engagement and positive youth development.
6. Create a systemic process that supports partner ownership and adoption of effective shared practices necessary to support customers and businesses, including but not limited to co-enrollment, common intake, referral, case management, client performance, and business services.
7. Works collaboratively with WCCNM's American Job Center partners to develop a robust system of training to support staff and seeks opportunities for shared learning and training; Assures WCCNM's American Job Center partners receive training in all services available through the workforce system, including UI.

Business Services

1. Coordinate with partner agencies/organizations on strategies to develop, offer, and deliver quality business services that assist specific businesses and industry sectors in overcoming the challenges of recruiting, retaining, and developing talent for the regional economy.

2. Address immediate and long term skilled workforce needs of in-demand industries and critical skill gaps within and across industries.
3. Provide oversight for the job posting information from businesses to the statewide employment database and assist employers who prefer to enter data directly.
4. Coordinate a process with WCCNM's American Job Center staff on best practices to support effective screening and recruiting of candidates for job openings for area employers.
5. Implement effective activities to respond to employers' requests including the coordination of activities such as interview space, job fairs, and other services available within the WCCNM's American Job Center.
6. Coordinate with partners to organize and implement local Rapid Response services for workers who have or will be dislocated from their jobs due to a business or plant closure, a major employer downsizing, or natural disasters.
7. Collaborate with system partners to facilitate and collectively participate in special projects such as job fairs, business driven workshops, and be responsible for communicating employers' needs to the WCCNM's American Job Center partners.

Specific activities include:

- Facilitate the daily operations of the WCCNM's American Job Centers by coordinating service delivery among partners and staff;
- Manage partner responsibilities as defined in MOUs;
- Facilitate WCCNM's American Job Center staff/partner development;
- Oversee and ensure performance and continuous quality improvement activities;
- Handle EEO responsibilities, customer complaints, and ensure accessibility as outlined in local, state and federal guidance;
- Implement board policy;
- Facilitate the development of reports and presentations to WCCNM focused on partnership engagement, workforce development operations, performance accountability, and continuous improvements and other reports as required;
- Coordinate the integration and collaboration of all WCCNM's American Job Center partners/staff to ensure a seamless and streamlined system for customers and businesses;
- Collaborate with WCCNM, partners, and staff to ensure businesses and the public are aware of all services available through the career centers and information is provided for accessing these services;
- Assure the WCCNM's American Job Center comply with all required customer support and information as required under local, state and federal regulations;
- Collaborate with partners to facilitate and participate in special projects such as job fairs, business driven workshops, and be responsible for communicating employers' needs to the Workforce Connection Center partners;
- Convene regular meetings of the Workforce WCCNM's American Job Center staff and partners as required by local, state and federal regulations; and
- Other duties as outlined by local, state and federal regulations for the One-Stop Operator

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 of the WCCNM. WCCNM 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 of 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; and
- 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 WCCNM's American Job Center network only after the informed written consent of the individual has been obtained, where required;
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations; and
- All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d)).

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

Confidentiality

All Parties expressly agree to abide by all applicable Federal, State, and local laws and regulations regarding confidential information, including PII from educational records, such as but not limited to 20 CFR Part 603, 45 CFR Section 205.50, 20 USC 1232g and 34 CFR part 99, and 34 CFR 361.38, as well as any applicable State and local laws and regulations. In addition, in carrying out their respective responsibilities, each Party shall respect and abide by the confidentiality policies and legal requirements of the other Parties.

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

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

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

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

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

Referrals

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

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the WCCNM 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 WCCNM 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; and

- 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 WCCNM American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the WCCNM 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 WCCNM 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 and collaborate with the WCCNM 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 policies 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 WCCNM'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 WCCNM's American Job Centers. The WCCNM 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 WCCNM 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 pathways;
- Connections to registered apprenticeship;
- A plan for messaging to internal audiences;
- An outreach tool kit for Partners;
- Regular use of social media;
- Clear objectives and expected outcomes; and
- 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 WCCNM 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 an 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 WCCNM Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days;
- The WCCNM Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a two-thirds majority consent of the Executive Committee members present;
- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies;
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure;
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties of the MOU; and
- The WCCNM Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution.

Monitoring

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

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

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

Non-Discrimination and Equal Opportunity

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

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

Indemnification

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

Severability

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

Drug and Alcohol-Free Workplace

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

suspension or debarment under 2 CFR part 180, as adopted by the U.S. Department of Education at 2 CFR 3485, and the U.S. Department of Labor regulations at 29 CFR part 94.

Certification Regarding Lobbying

All Parties shall comply with the Byrd Anti-Lobbying Amendment (31 U.S.C. Section 1352), 29 C.F.R. Part 93, and 34 CFR part 82, as well as the requirements in the Uniform Guidance at 2 CFR 200.450. The Parties shall not lobby federal entities using federal funds and will disclose lobbying activities as required by law and regulations.

Debarment and Suspension

All Parties shall comply with the debarment and suspension requirements (E.O. 12549 and 12689) and 2 CFR part 180 and as adopted by the U.S. Department of Labor at 29 CFR part 2998 and by the U.S. Department of Education at 2 CFR 3485.

Priority of Service

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

Buy American Provision

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

Salary Compensation and Bonus Limitations

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

individual, whether charged to either direct or indirect, at a rate in excess of the Federal Office of Personnel Management Executive Level II.

Non-Assignment

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

Governing Law

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

Steps to Reach Consensus

1. Notification of Partners

The WCCNM 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. Kickoff Meeting

The WCCNM Board Chair (or designee) is responsible for convening all required and optional American Job Center Partners to formally kick-off negotiations, and to ensure that, at a minimum, all American Job Center Partners from all counties within the Central Area are appropriately represented. The kickoff meeting should take place no later than within four (4) weeks of notification as it must be hosted in a timely manner to allow for all steps to be conducted in good faith and in an open and transparent environment.

At the kickoff meeting, the WCCNM Board Chair (or designee) must provide a detailed review of all relevant documents, facts, and information and ensure all Parties have sufficient time to ask questions or voice concerns and are fully aware of expectations and the overall process.

3. Negotiations

Over the course of the four (4) weeks following the formal kickoff meeting, Partners must submit all relevant documents to the WCCNM 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.

4. Draft MOU

WCCNM Board Chair (or designee) must email a complete draft of the MOU to all Parties once all Partners have reviewed and agree to the MOU.

5. Review and Comment

Within three (3) weeks of receipt of the draft MOU, all Parties must review and return feedback to the WCCNM 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 WCCNM Board Chair (or designee) to ensure all American Job Center Partners to the MOU are aware of the comments and revisions that are needed.

6. Finalized Draft

The WCCNM 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 WCCNM 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 WCCNM 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 WCCNM 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 WCCNM, wherein the new party assumes all of the rights and

obligations of the original party. Upon execution, the WCCNM 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 WCCNM Board Chair (or designee) must ensure that the process in the Dispute Resolution section is followed.

3. Signatures

The WCCNM 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 WCCNM 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; and
- A party breaches any provision of this MOU and such breach is not cured within thirty (30) days¹⁵ after receiving written notice from the WCCNM 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 WCCNM's American Job Center network. The Parties to this MOU agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:

- Establishes and maintains the Local workforce delivery system at a level that meets the needs of the job seekers and businesses in the local area;
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness);
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs; and
- Ensures that costs are appropriately shared by WCCNM's American Job Center Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received. This requires 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 WCCNM's American Job Center network. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Infrastructure costs (also separately outlined in the Infrastructure Funding Agreement (IFA),
- Career services, and
- 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 annual Operating Budget estimated costs will be developed on an annual basis and distributed to all partners for review and planning prior to the beginning of each Program Year.

The Operating Budget/ Infrastructure Funding Agreement (IFA) will be negotiated and finalized on or before January 2018 with the current Resource Sharing Agreement (RSA) remain in effect until then. Note: Signatures for the MOU and the IFA will be separate and the MOU and IFA is to be negotiated individually.