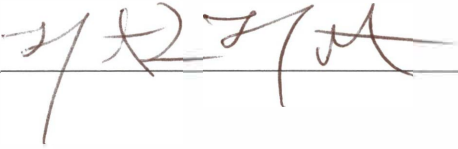


**Annual Program Report
Cover Page**

Program Name:	Services for Native American Students	
Institution or Organization:	Southwestern Indian Polytechnic Institute	
Address:	9169 Coors Blvd. NW: PO BOX 10146	
City:	Albuquerque	
County:	Bernalillo	
Zip:	87184	
Main Phone:	1-800-586-SIPI	
Website:	www.SIPI.edu	
Social Media:	www.facebook.com/SIPINationalIndianCommunityCollege	
Workforce Region(s) Served:	Central	
New Mexico Counties Served:	Bernalillo, McKinley, Sandoval	
Submission Date:	September 1, 2022	
Program Director, Manager, or Coordinator Name and Title:	Christopher M. Harrington, Department Chair	
Contact Information:	Phone(s):	505-346-2364
	Email:	christopher.harrington@bie.edu
Alternate Contact Name and Title:	Valerie Montoya, Vice President of Academic Programs	
Contact Information:	Phone(s):	505-346-2351
	Email:	valerie.montoya@bie.edu




Signature of the Chief Executive Officer or Designee DATE

Monte Monteith, SIPI Interim President 

Typed Name and Title:

Section I. Program Narrative Report

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

- 1. Describe your program briefly. 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. You may reference AEFLA allowable activities from WIOA Sec. 203 (<https://wioaplans.ed.gov/node/37896>). Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.**

The Southwestern Indian Polytechnic Institute is a national Native American tribal college which supports tribal communities across the country. The student population is exclusively Native American. The General Education building houses the Developmental Education Program classes for ABE and HSE students each academic year. Our program offers remedial English, math, reading courses as well as 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 the work force 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 and support life-long learning.

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. Highlight any significant changes in staffing, programming, target populations or goals since the last report. If you are a new Director, please consider including a summary of your personal goals and priorities as a leader.**

Our 2020-2021 NMHED Annual Program Report covered the SIPI accommodations and programming response to the first year of the COVID-19 pandemic. SIPI pivoted from an in-person classes to fully online with only a single week of downtime during the spring of 2020 finishing this semester by extending the semester by the missed week. The entire previous year was completely online while faculty and staff teleworked from their homes and the campus unoccupied. The first two months of this FY was used to prepare the SIPI classrooms for planned return to in-person classes in September 2021. The surge of the Delta variant changed these plans delaying a return to campus until October 6th. While the campus opened at this time there were extensive COVID protocols to keep students safe. Further, as SIPI began holding in-person classes, students were allowed to continue to participate in virtual classes via Zoom and the vast majority of students chose to do so. Thus, the fall 2021

semester began 100% online and finished around 80% with only a very few classes such as Culinary Arts or Biology labs that didn't translate to online well being held in person (none of which were ABE).

Furthermore, while SIPI's institutional intention was to return to 100% in-person classes during the spring 2022 trimester, the December through February surge in the Omicron variant heavily impacted these classes as well. More than half of the ABE student population specifically requested online class participation which we offered alongside in-person participation, but contact tracing and high infection rates meant that almost every class would shift back and forth from online to in-person.

Staffing wise, there was very little change from the previous year. The faculty who fit their curriculum to online delivery and learned to deliver class instruction via Zoom were the same. However, the result of this entire year falling into a mode of rapid and continual need of flexibility to accommodate instructional modes changed dramatically and so did the way faculty structured their time and for committing to substantial professional development activities. While there had been a need to develop new technology competencies in the previous year, this past year has required that most of the ABE instructors expand these competencies even further to enable what is becoming known as a HyFlex classroom. The technical competencies to maintain a "classroom" in which some students are socially distanced in-person while others attend virtually from their laptops or smartphones while maintaining engagement and attention equally to all students required practice and technical equipment improvements. As we go forward into our upcoming trimester, the mixed delivery of curriculum with in-person and online is becoming the new normal.

Further, SIPI has not seen a shift in the target population of students at SIPI since we serve Native American students from the entire United States with 85% residing in the Southwest, but there has been a major shift in the population served that was initiated during the first year of the pandemic. This shift involve many students who began their studies at SIPI when we were 100% online. We now know that a sizable proportion of students who were participating online from remote locations wished to study at SIPI but they did not, or could not, relocate to Albuquerque when classes returned to in-person. Institutionally we now are recognizing that we began serving students for whom online class offering were essential and now we are attempting to put in place learning pathways to continue to serve these students.

We also found that these students, often from rural communities, who began their ABE coursework at SIPI during the first year of the pandemic, have friends and neighbors whom they have told about their successful experience at SIPI. We are now starting up another year and discovering that a substantial proportion of new students are applying specifically for online class delivery. Many are householders with families to support who had previously given up on a college degree as simply not practical now seeing online classes from SIPI as great life opportunity. While shifting and certifying degree program classes to online is a lengthy practice that will take years to complete the ABE department since our classes do not confer transferrable college credit are more flexible in being able to make this shift. This means that this past year and the upcoming years look like ABE will take the lead in developing hybrid class protocols.

Our faculty are continuously experimenting with new learning activities and modes that work in this environment and sharing successes as we improve our delivery. Traditional distance learning practices before 2020 had never been considered a particularly good fit to the academic needs of most ABE students and most data indicated high stop-out rates plus relatively low effectiveness. However, SIPI has seen high retention of students and no decrease in educational gains over the past two years and it would make no sense to discontinue a study option that is working so well.

3. How is your program continuing to respond to the changing pandemic landscape? Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How are challenges evolving? What is planned for the fall? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

See the above response referring to the change in staff professional development priorities and the servicing of a new population of students (online dependent) about our response to the pandemic and our plans going forward.

We are at this instant registering new students for the fall semester and everyday up to 20% of the students who are applying to SIPI are doing so to get online classes. Previously, all of our students were either requesting dorm accommodations or relatively local commuters. This Fall our ABE/HSE classes are not formally designated as

“online”, and all of these classes have an assigned classroom schedule at which time a teacher and some students may be present in this room. However, most instructors has created a “virtual attendance option” by running an active Zoom link during these class gathering. In most cases the students attending via zoom are visible on a large smartboard while a camera will also feed an instructor and in-person student view into this. In this way in-person students, teachers, and virtual attendees can interact and view the digital whiteboard. Our textbooks have shifted to e-texts so all the students have access to the same material via their various devices and all classroom and discussion submission use Brightspace as our classroom management software.

Digital equity has been a problem with our target population since the New Mexico Native communities are much less connected to the internet and also have much lower technology access. From the first dispersal of students in March of 2020 we have provided all of our students with laptops and digital WIFI hotspots. This far short of establishing digital equity but there are broadband expansion projects presently growing in New Mexico that may significantly expand broadband access across the state. Presently we have continued this program of placing a laptop and hotspot in each student’s hands but our long term institutional plan is to replace this with a technology access grant that would give all new students a financial grant (we’re considering about \$1500) so that a student can use this however they need to use as best fits their situation to have internet access.

4. **List and provide a *brief* description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A formal partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while informal partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.**

SIPI has started working with the City of Albuquerque for internships for placing students who wanted to pursue a career in early childhood education. In the past year, this relationship has formally increase as we are now referring and sponsoring students at the HSE and preparatory level interested in pursuit of a ECE certification though an individualized online 45 hour train that conferrers students completing this training with qualifications to work in an ECE facility as a student intern. 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. Students have also been participating in paid internships with the USDA funded Tribal College Research Grant Program in assisting with collecting and using data for the project. SIPI has also become a member a chapter member in the American Indigenous Business Leaders and has been working with the organization to include students in developing business plans that were evaluated in a national competition. Even though, this was SIPI’s first year in this partnership, the SIPI students earned a second place finish for their business plan presentation.

SIPI also has partnerships with the following: The United Way of Albuquerque-as a member of the Higher Education Access & Success ECHO project, the 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 started a partnership with the Alamo HSE program to deliver remote learning opportunities for their HSE students. Most recently in the last semester this partnership agreement was duplicated at Fort Wingate HS. SIPI is presently in discussion with community service centers in several rural location in which they provide most face-to-face student contact while SIPI provides content instruction and HiSET test preparation. This experiment grew out of lessons learned in delivering effective virtual HSE preparation for rural students across much of western New Mexico. Finally, SIPI is looking to work with the New Mexico Workforce Connection of Central New Mexico to set up a satellite office on the SIPI campus.

Section II. Core Indicators of Performance 2021-2022

Please enter the following information regarding core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Performance Measure	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022
Measurable Skill Gain (MSG)	37.1%	74.1%
Credential Attainment Rate	20.4%	23.8%
Employment (Second Quarter After Exit)	25%	42%
Employment (Fourth Quarter After Exit)	35.3%	41%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$3,943.00

Section III. Evaluation of Program Effectiveness

1. **Analyze how your program performed relative to the target levels of performance we negotiated with OCTAE (U.S. Department of Education, Office of Career, Technical, and Adult Education) See Section II above. For each performance indicator, indicate whether your program met, exceeded, or fell short of these negotiated target levels. Please reflect on the reasons and support your answer with data.**

Measurable Skill Gains: As discussed later considering issues in data collection around obtaining pre- and post-test TABE scores each semester we have had difficulty collecting these scores for the percentage of students we are committed to assessing but from those who we have managed to test we have exceeded nearly double the target performance goals.

Credential attainment rate: while this percentage exceeded the target commitment we are disappointed with this number for the previous year because this is a decrease from pre-pandemic successes in the HSE program. There has been continual difficulties from remote students to complete HiSET at Home testing because student's home internet connections are often not up to the standards required by ProctorU for this test. We are working to finish this testing for many of this year's students and return to in-person attendance may help these students finish their testing.

Employment 2nd and 4th quarter: these percentages both exceed the targets though there is some problem with these number meaning they are probably an underestimate. We had previously coded all of our transitional level classes as 9th grade or higher instructional levels and only recently found out that this placed students into the denominator of these percentages resulting in an underestimate. We corrected this LACES coding for this fiscal year but this value was also coded into the previous fiscal year and many

students included in this statistic were from this previous year. By next year this estimate will be more accurate of our student outcomes.

Median Earnings: Our students exceeded this target as well. It is hoped that this is a continuing trend. Many more of our students have been working both while being a student and after leaving our program. This has been partially an artifact of our greater level of online participation because pre-pandemic a large portion of our student lived in our campus dormitories while studying and most of these students do not maintain employment from this residential setting. The pivot to many distant learning online students resulted in many participating while simultaneously working. These students many not have improved their employment level in two semester but they are maintaining work that they already had. Conversations with many students about their pandemic mindset is that they might have greater anxiety about their personal finances and they are exerting more effort to find and maintain employment.

2. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?

We met these negotiated targets, but we have discussed new strategies to improve these outcomes in the future. Some include efforts to improve test re-test rates on TABE, and some are as simple as coding data more appropriately in LACES to get more accurate measures.

3. Consider your performance data from the last and previous program years. What trends do you see? (Note: If you need help obtaining such data, reach out to Katya.)

Up until 2020, 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 students 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.

However, SIPI's enrollment in the ABE programs has fallen dramatically this year, being down 25% even from the first pandemic year. (262 in 2020, 246 in 2021, and 200 in 2022) As discussed elsewhere in this report, the return to in-person classes has been sporadic with starts, expansions, and retreats. 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 2022. 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.

Another noteworthy data point has been that our overall demographic has 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 eliminated this upcoming FY. These hurdles were outside of SIPI's 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 problems 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.

4. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific.* If you are a new Director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past practices to support continuous improvement. If you are an established Director, describe strategies you intend to use in the coming year to promote continuous improvement.

The data collection and our student population for the 2021-22 FY and 20-21 before has been profoundly impacted by COVID-19 such that it is hard to compare these year's numbers with previous trends. Many of the partnerships and meeting times we had before the pandemic have had to take a back seat to devoting more one-on-one time with our students. In the first half of this year, our total NRS student count decreased 25% after several years of slow but steady pre-pandemic increase.

To analyze recent data trends a synopsis of the first COVID year: The entire 2020-21 FY including both summer trimester, fall, spring, and summer '21 started and finished on the already established schedule but in a 100% online context. The first summer enrollment was impacted by data collection requirements as there was no option to TABE test new student. Thus, there were no new students and we continued instruction with students from the spring semester. 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 expanded to include an online virtual testing option for the fall semester. 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 collection and student assessment targets.

Continuing issues with TABE assessment are impacting our ability to collect this most important data set this year. Previous to COVID restriction, using multiple computer labs 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 in 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. 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 engaged 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 74% showing language skills gains and 52% 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 absorbing much more time and effort has increased again in this 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 Zoom appointments for their TABE test often required many attempts and constant rescheduling. 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 30% despite institutionally investing many more hours and effort in obtaining these tests. This upcoming year we are focusing on increasing the effort to implement a virtual TABE for all student intending to participate online and returning to in person testing for the bulk of our new students. SIPI will also be focusing on more early alert points to make sure students are getting the needed resources to be successful and to utilize more self-directed online services such as Essential Education and Aztec.

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. Fill out the chart for common career and training services applicable to AEFLA programs. *For definitions of career and training services, how to calculate these costs, and other guidance, please read the appendix to this report template. Do not fill this out without reading the entire appendix.*

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs	Total FEDERAL FUNDS Expenditure for This Service, Excluding Administrative Costs, for Program Year 2021-2022
Outreach, intake, and orientation information	Career Service	206		0
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	200		
Referrals to and coordination of activities with other programs and services.	Career Service	200		0

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	200		0
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	200		0
Integrated Education and Training (IET) programs	Training Service	0		0
Grand Totals:				*

- *SIPI provides all of these services though and extensive one-stop that is now housed together with registration, financial aid, career counseling, and general student services. These resources are offered to all SIPI students with no distinction if they are HSE/AE or degree level students. The running of these services and their delivery while far more costly than the entire Federal AE grant that SIPI receives is budgeted from SPI's general operating budget. Thus, all salaries, materials, brochure, and referral are funded by this budget stream rather than our Federal ABE grant. The total amount of the Federal AE grant is directed to services that are not provided from the college's funds. The only draw from the Federal ABE grant used was to pay individual when necessary to virtually proctor students while taking their TABE test if they couldn't come to the campus to complete these assessments. It is not that SIPI is not providing these services since we most decidedly are, but they are not funded with Federal AE funds.*

2. **In addition to the New Mexico State Combined Plan (link provided earlier, in Section I), each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards> Aside from the general fact of providing Adult Education services to people with barriers to employment, how is your program specifically working to serve the unique regional needs and priorities identified in the Local Plan?**

Some of the specific areas that SIPI engages with our students and that aligns with the Local Area plan includes: Adult education for career pathways and work-based learning, Literacy in general and Workplace adult education and literacy activities, Family literacy activities, Financial Literacy, Entrepreneurial skills training and workforce preparation activities.

SIPI services exclusively the Native American population, which is specifically addressed in the plan. SIPI currently has students training in the culinary program, while being also in the ABE program. Many of the culinary students become employed in the tribal hospitality area. SIPI also has been supporting Native student artist with the American Indian College Fund Visiting Artist Series to be able to produce and sell their art. SIPI also developed two classes that could support

students going into the film industry: Creative Writing-with a focus on theatre and a Special Topic course: Global Indigenous Media and Perspective geared towards Native film.

3. Describe specific activities and strategies your organization has implemented to partner with the LWDB(s) and your local One Stop staff / operators, including working to promote co-enrollment and braided funding. What's working well? What are your biggest challenges?

SIPI uses the NM Workforce career and skills assessments online for all incoming freshman, ABE students, HSE students, and College and Career Success class students. The Career Assessments take place each trimester during our CACS class and through the Adult Basic Education classes. After each student completes the assessment, they receive additional guidance from the CACS instructors in identifying the major best suited for the student. We have incorporated the skills assessments into our Reading curriculum to allow the READ 99 and READ 100 classes to focus on those skills the student needs to work on. Other services that SIPI provides as part of the skills needed for lifetime success include academic, personal, and life management tools needed to function effectively and complete their course of study or to learn soft skills for the work force. This provides students with key work skills, such as resume development, dressing appropriately for an interview, and participating in a mock interviews. SIPI also included financial literacy as per of this curriculum.

The students are also oriented to the services of SIPI ACCESS, which is our equivalent of the One Stop. Since SIPI is now returning to in-person classes and meetings. SIPI plans to re-establish meeting with NM Workforce to establish a satellite office here on the SIPI campus to accommodate the Native and non-Native community located over on the Westside.

The ability to not maintain and meet with community stakeholders has been a major obstacle due to the pandemic. We also feel that even before the pandemic, SIPI was not very included in the NM Workforce Central Board as an institution. We plan to start up our meetings with CNM and Catholic Charities so that we will have more input into what we need from the Board.

4. 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. 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.

Our current MOU expired on June 30, 2020. SIPI has been in contact with Karen Huladek, Employer Outreach Specialist for the State of New Mexico, to assist us in getting the MOU updated and to continue our discussions of having a satilite NM Workforce Connection's office here on campus. Our SIPI ACCESS program will also be involved in the discussions to make sure we are able to meet the needs of not only our students, but the SIPI community at large.

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 2021-2022 program year.

1. Briefly report on your program's level of engagement and activities related to the third and final year of the state-sponsored "Career Pathway Initiative." Describe how your program continued to develop its career pathways-oriented service delivery model this year as part of its global continuous improvement efforts. Any significant changes or challenges?

Three staff members participated in the CPI Year 3 workshops 2 also participated in a focused practice group concentrating on building and strengthening local community and shareholder partnerships. We are presently in negotiation with the local Workforce Connections staff to provide an on campus office space so that they can meet with students directly rather than being dependent on our students visiting their metro office. 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. We have made this a learning objective task for each student participating virtually in this training program to construct and present their local individualized workforce prospects research.

SIPI is also looking at ways to increase access to the job force by looking at apprentice opportunities through the Business and Accounting programs. SIPI has worked in the past with a Native American owned CPA firm as well as the various tribal enterprises for placing students in internships and we want to expand on those opportunities with apprenticeships.

2. To what degree is career planning and advising structurally built into your Adult Education program at this point, for the students who want and need it? Be specific.

There are two main components of career planning and advising that Adult Education students encounter from their initial enrollment at SIPI. The first is our legacy student services one-stop that included a full-time career advisor and a first generation student support councilor. This office is not considered to be an AE specific support since it is targeted at all SIPI students both AE and degree status. The career counselors begin their interaction with all SIPI students from the first step in enrollment as this office administers the very first placement test that students take even before their enrollment is complete. This office establishes an ongoing career interest inventory with each student as they progress through SIPI programs. This office is responsible for the orientation and onboarding process for all new students and refers all students to various resources that the school has to help retain students experiencing challenges. Since the vast majority of students starting at SIPI (at least 70%) begin in AE this is a major resource for them, however this office is not funded as an AE entity. All of the programming and salary costs are drawn from the general college budget rather than from Federal ABE grants. This results in this important component of the AE structural support disappearing in our funding reports since no AE monies are needed to support it.

The second component of career planning and advising structurally built into our adult education program is a class/seminar weekly discussion gathering listed as a two credit Career and College Success class. Enrollment in this class is required for all first semester AE/HSE students and the curricula was designed specifically to cover the recommended topics from the past three years ongoing Career Pathways Initiative. The instructors in this class participated in all parts of the initiative and have been implementing recommended best practices in the constantly evolving curricula. Weekly topics are designed to make students aware of tasks and resources that can assist them in establishing their own career pathway. This course uses a text specifically edited for Native American students encountering the workplace culture and guides them to make their own informed decisions in the personal career pursuits. Learning objective introduce students to the use of Workforce Solutions software and databases so they can develop a sense of agency in their career pathway. The tasks/projects that are assigned are meant to help students make the best use of the other career services that SIPI and our workforce partners have to offer. This program does appear within the AE programming budget since learning materials, software licenses, and some of the staffing salaries are drawn from various AE budget streams. This program is not an IET class though it helps to direct students to these programs.

Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:

Yes and No: SIPI is still not offering specific IET style programming as part of our AE classes. However, many of the certificate and degree programs at SIPI are IET. They result in various certificates and skills that are directly applicable to gaining employment. Their instructional classes integrate traditional academic skills with directly vocationally relevant practices and mastery of industry standard tools. Students who are working remedially to increase their AE academic skills are eligible and encouraged to begin classwork in these programs. Thus, an AE student still working on finishing their preparation to matriculate into our two-year degree programs can begin these classes simultaneously.

- i. A full list of all IET programs offered in the reporting year period.
- ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINC checklist:

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

3. If your program does not currently offer any IET programs to AE students but has plans to develop new IET programming, or if it is working in partnership with another organization or entity to develop such programs, please describe the nature and status of the effort(s) here.

As documented above, our institution is actively and continuously developing and implementing 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 and early 2022. 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

Section VI. Curriculum and Instruction

1. Please describe your program's orientation and onboarding process.

The onboarding process starts with the students filling out the SIPI enrollment application. There is a general application for all students and a specific application for the HSE program. Once a student is accepted, the student is required to set up the ACCUPLACER testing. Once the student is tested, they are placed either into college level courses or into the ABE program. If they place into any of the ABE courses, then they test again using TABE.

SIPI has a campus wide orientation for all of the students and the Developmental Education program has its own orientation via a lunch time gather for the HSE students and then for the ABE students. This gives the student the opportunity to meet the instructors and tutors in the programs.

2. Describe how your program's schedule and components promote adequate intensity and frequency of instruction in order to support participants' achievement of substantial learning gains.

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 18 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 and now 21-22 FY with the above-discussed components of reading being offered in online format. Students were 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 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.

SIPI has also modularized the MATH 100 classes to help students get to college level math quicker. Since MATH 100 is now divided into 2 short courses in one trimester, if a student fails the first short course they can go right into a repeat section of MATH 100. The past year as described elsewhere has become increasingly hybrid and flexible in the mode of instructional delivery. Students can participate in either in-person or virtually, they can switch as needed or desired and this flexibility has allowed our retention to reach one of the highest level ever despite the difficulties imposed by continuing COVID waves.

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

The Kellogg funded SIPI ACCESS program provides one-stop like services to our students that includes wrap-around services. In addition, our American Indian College Fund, Dollar General Grant allows us to address any HSE barriers holistically including both academic and non-academic support such as: angel funds, gas cards, childcare support, tutoring, computers and hot spots, career planning and resume assistance, and mentoring and counseling. SIPI also provides all the technology needed to be successful as a distance learner while attending SIPI.

4. Describe how your program aligns instruction to the CCRS. Please include information on required curriculum and resources available to support instruction and the implementation of CCRS.

The College and Career Success class is the major vehicle that SIPI employs to deliver CCRS preparations for ABE students. It is a first semester class that 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 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 expansion of the "pilot and evaluate" new pedagogic approach strategy we began using during the first year of the pandemic but now as a continuous process rather than as an emergency COVID induced process. The strategy consists of continuous student and instructor feedback on each adjustment made for online delivery and results in more new ideas in online instruction that have arisen in the last decades.

5. How do you incorporate the essential components of reading instruction into your program?

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 18 weeks long and are modified each semester based on assessment of attained levels of reading/writing skills.

6. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.

One of the main frameworks the ABE/HSE program operates under and what our campus curriculum is built on, is the respect and usage of Native American communities' philosophies and teachings to enhance our pedagogy. For example, we use a communal and holistic approach with our HSE students to foster a strong student support system. By having our students meet once a week individually with their tutor/mentor to discuss any issues both academic and non-academic, the program is able to show the student we are here to support them in all areas of their academic journey. The tutor/mentors also meets with instructors to make sure the student is progressing well in the class and can address any issues from the instructor to the student. This holistic approach seems to foster trust and openness between the students and faculty that makes for a supportive environment for the students.

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

For this section, if the 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) served:

N/A

2. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with 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 WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
5. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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

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

(If your program did not provide these types of services in 2021-2022, 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. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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 2021-2022. Please fill out all of the information requested.

Last Name	First Name	Position	Salary	Full (F) or Part Time (P)	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Harrington	Christopher	Department Chair		F	Juris Doctor	19	MPAEA, NMAEA	April and May 2022	Online and Albuquerque
Brown	Bobbi	Admin Assistant		F	Bachelor	4	Strategic Planning online Practicum Training for background checks	3/22 8/22	Online
Snyder	James	HSE Instructor		F	Masters	24	MPAEA, NMAEA	April and May 2022	Online and Albuquerque
Bartholomew	Melanie	Reading Instructor		P	Masters	7	NMAEA + MPAEA Conference Mountain Plains MPAEA/AALL Conference NMDELT: Humor in the Adult Education Classroom NMDELT: Transitioning HSE and College	May 25-27, 2022 April 28-30, 2022 March 28, 2022 June 1, 2022	Albuquerque Tempe Online Online
Stahlhut	Sherry	Math Instructor		P	Bachelor	10	NMAEA conference MPAEA/AALL 2022 Regional Hybrid Conference Essential Education Training NMMATYC 2022	April and May 2022 Aug 8, 2022	Online and Albuquerque

								May 25, 2022	
Eagle	Rebecca	English Instructor		P	Masters	27	MPAEA, NMAEA United Way Trauma Training TLOL 1030: Communication and Engagement in Online Learning	April and May 2022	Online and Albuquerque
Serna	Rudolfo	English Instructor		P	Masters	11	None Reported		
White	Benjamin	English Instructor		P	PhD	3	None Reported		
Owen	Luri	English Instructor		F	Masters	18	MPAEA, NMAEA Poetry Workshop with James Crews	April and May 2022 June 2022	Online and Albuquerque Online
Rivera-Lebron	Eva	Math Instructor		F	PhD	16	ATD Network to Achieving the Dreams 2022 Rural Communities Institute: Uncovering Opportunity in the Digital Economy	July 12-14	Albany, NY
Sparks	Lenord	English Instructor		P	Masters	6	None Reported		
Giahi	Hussein	Math Instructor		P	Masters	25	Intuit Academy Tax course.	Exact date unknown	Online
Niforotos	Jim	Math Instructor		P	Juris Doctor	11	Technology-enhanced Classroom Training Transgender Cultural Fluency Teaching Live in Zoom Accessible Content Workshop Curriculum Development Overview-Backward Design	Aug 23, 2022 July 8, 2022 Exact Dates unavailable	Online

							Interactive and Engaging Teaching Ideas for Real-time Online Classes		
Dixon	Delica	English Instructor		P	Masters	21	CNM's Faculty Focused Day <i>Equity Unbound</i> CNM's Attend Anywhere Classroom Technology CNM's Conference on Teaching and Learning	8/21 & 8/22 6/22 4/22 1/22	CNM
Seig	George	English Instructor		P	PhD	5	MPAEA/AALL 2022 Regional Hybrid Conference Virtual Teachers' Institutes	April 28-30th, 2022 October 1 and 21, 2021	Virtual

X. Fiscal Survey

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

1. Please provide the total amount from Section IV of the amount of FEDERAL FUNDS used during the 2021-2022 fiscal year to provide Career Services Costs.

2. Please indicate the amount your program contributes to the Local IFA. If the amount is \$0, please indicate that as well. One-Stop through the

3. Please indicate Total hours contributed – Volunteer Tutors

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

4. Please indicate FY 2021-2022 hours contributed – Volunteer Admin (Receptionist/Front Desk)

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

5. Please indicate FY 2021-2022 hours contributed – Board of Directors (Organizational Development)

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

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

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

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

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

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

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

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2021-2022.

Source	Amount
Native Student Stepping Forward grant	\$60,000

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2021-2022 fiscal year.

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: adult.education@state.nm.us AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2022.

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). For this report, *we ask you to calculate these costs only for Program Year 2020-2021* (not for the three preceding program years, as specified by WIOA).

Please do your best to calculate these expenditures faithfully; we appreciate your efforts. *Last year, some programs did not calculate these numbers very accurately or according to our guidance, leading to numerous data reporting problems on our end.* This year, we have provided in Section IV a table that you can use to more accurately calculate your expenditures. Please take note of the following additional guidance, and let us know if you have any questions.

- Because of the nature of career services (see the table in Section IV for a list of all of them) *all or nearly all* of the students in your programs receive many of the services listed as “career services” (e.g., orientation, initial assessment).
- You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you *do not need to report them in Section IV.*
- Do not include any administrative costs in your report.
- Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these activities are not included in the career and training services report.
- If your program utilizes AEFLA federal funds to provide an IET program, **only the training component** would be categorized as a training service and should be included in the cost calculation of training 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>

Please email Amber.Rodriguez@state.nm.us (and cc: Katya.Backhaus@state.nm.us) if you have any questions as you prepare this report.

Student:

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

Select Reporting
System:

NRS FY 21-22 ▼

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	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
ABE Level 2	22	44	0	0	0	0	0	0	0	0	0	0	0	0	66
ABE Level 3	28	66	0	0	0	0	0	0	0	0	0	0	0	0	94
ABE Level 4	20	16	0	0	0	0	0	0	0	0	0	0	0	0	36
ABE Level 5	2	0	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	72	128	0	0	0	0	0	0	0	0	0	0	0	0	200

*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 21-22 ▼

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
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	14	13	0	0	0	0	0	0	0	0	0	0	0	0	27
19-24	30	52	0	0	0	0	0	0	0	0	0	0	0	0	82
25-44	26	54	0	0	0	0	0	0	0	0	0	0	0	0	80
45-54	2	7	0	0	0	0	0	0	0	0	0	0	0	0	9
55-59	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
60+	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	72	128	0	0	0	0	0	0	0	0	0	0	0	0	200

*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 21-22

 Agency: Southwestern Indian Polytechnic Institute

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
19-24	2	4	0	0	0	0	0	0	0	0	0	0	0	0	6
25-44	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
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	2	7	0	0	0	0	0	0	0	0	0	0	0	0	9

*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 21-22 ▼

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**	27	80	80	9	1	1	198
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	0	2	0	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	27	82	80	9	1	1	200

*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 21-22

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)	Gain and Second ary 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 Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma or Its Recognized Equivalent (L)	Total Number of Periods of Participation in Which a Secondary School Diploma 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	2	0	303	1	0	0	1	0	2	1	0	0	50
ABE Level 2	66	0	12686	19	1	0	36	10	67	19	1	0	29.85
ABE Level 3	94	0	14246	20	1	0	63	10	97	20	1	0	21.65
ABE Level 4	36	0	4706	6	1	0	22	7	37	6	1	0	18.92
ABE Level 5	2	0	251	0	0	0	0	2	2	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	200	0	32192	46	3	0	122	29	205	46	3	0	23.9
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	200	0	32192	46	3	0	122	29	205	46	3	0	23.9

- 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 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: (Column J) = (Column E + Column F + Column G)/(Column B – 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: $(\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- 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.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Total	0	0	0	0	0	0	0	0	0
Grand Total	48	29	60.42	25	52.08	0	0	12	25

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 21-22

▼

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	130	1	0	0	100
ABE Level 2	26	7103	20	4	2	76.92
ABE Level 3	24	6343	17	7	1	70.83
ABE Level 4	7	1375	5	2	0	71.43
ABE Level 5	0	0	0	0	0	0
ABE Total	58	14951	43	13	3	74.14
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	58	14951	43	13	3	74.14

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

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

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

Student:

NRS Table 4C

Select Reporting System:

NRS FY 21-22

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 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 an MSG Other Than EFL Gain and Secondary School Diploma or Its Recognized Equivalent (L)	Total Number of Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma *	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma *	Percent of Periods of Participation with Measurable Skill Gains (O)		

ABE Level 1	2	0	0	303	1	0	0	1	0	50	2	1	0	0	50
ABE Level 2	54	0	0	10869	17	1	0	32	4	33.33	55	17	1	0	32.73
ABE Level 3	89	0	0	13872	20	1	0	61	7	23.6	92	20	1	0	22.83
ABE Level 4	31	0	0	4239	6	1	0	22	2	22.58	32	6	1	0	21.88
ABE Level 5	1	0	0	221	0	0	0	0	1	0	1	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	177	0	0	29504	44	3	0	116	14	26.55	182	44	3	0	25.82
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
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	177	0	0	29504	44	3	0	116	14	26.55	182	44	3	0	25.82

- 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 $\text{Column C} + \text{E} + \text{F} + \text{G} + \text{H} + \text{I}$.
- 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: $(\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- 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 21-22 ▼

Agency:

Southwestern Indian Polytechnic Institute

Primary Indicators of Performance

First Period of Participation		All Periods of Participation					
			(C)	(D)	(E)	(F)	(G)
		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
Primary Indicators of Performance		(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *		181	76	41.99	183	77	42.08
Employment Fourth Quarter after exit *		210	87	41.43	220	91	41.36
Median Earnings Second Quarter after exit **		76	3943.33		77	3847.33	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***		21	3	14.29	23	3	13.04
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***		21	3	14.29	23	3	13.04
Attained a Postsecondary Credential while enrolled or within one year of exit ****		0	0	0	0	0	0
Attained any credential (unduplicated) *****		21	5	23.81	23	5	21.74

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 21-22 ▼

Agency:

Southwestern Indian Polytechnic Institute

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation		All Periods of Participation					
		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
Primary Indicators of Performance		(B)	(C)	(D)	(E)	(F)	(G)
(A)							
Employment Second Quarter after exit		24	12	50	24	12	50
Employment Fourth Quarter after exit		12	6	50	12	6	50
Median Earnings Second Quarter after exit		12	5030.51		12	5030.51	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit		1	0	0	1	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit		1	0	0	1	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit		0	0	0	0	0	0
Attained any credential (unduplicated) *****		1	0	0	1	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting

NRS FY 21-22 ▼

Agency:

Southwestern Indian Polytechnic Institute

System:

Participant Status on Entry into the Program (A)	Number (B)	
Employed	116	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	75	
Not in the Labor Force	9	
TOTAL	200	
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	3	0
Grades 9-12 (no diploma)	30	0
Secondary School Diploma or alternate credential	145	0
Secondary School Equivalent	2	0
Some Postsecondary education, no degree	17	1
Postsecondary or professional degree	1	0
Unknown	1	0
TOTAL (both US Based and Non-US Based)	200	
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 11

Select Reporting System:

NRS FY 21-22 ▼

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	0	0	0	0	0	0
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	0	0	0	0	0	0
MSG via Secondary or Postsecondary Transcript	0	0	0	0	0	0
MSG via Progress Toward Milestones	0	0	0	0	0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	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 Passing Technical/ Occupational Skills Exam	0	0	0	0	0	0
Employment Second Quarter after exit	81	35	43.21	82	36	43.9
Employment Fourth Quarter after exit	42	14	33.33	42	14	33.33
Median Earnings Second Quarter after exit	35	3195		36	3093	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	10	0	0	10	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	10	0	0	10	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)
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.